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| **Development Matters in the Early Years Foundation Stage (EYFS)** **Reception Spring Term Coverage** |
| **The Prime Areas of Learning** |
| **Personal, Social and Emotional****Development** | **Communication and Language** | **Physical Development** |
| **Making relationships – (MR)****40-60mths**Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children, e.g. finding a compromise. **Self-confidence and self-awareness – (SC+SA)****40-60 mths**Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities.**Managing feelings and behaviour – (MFB)****40-60mths**Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Aware of the boundaries set, and of behavioural expectations in the setting. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. | **Listening and attention – (LA)****40-60mths**Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span.**Understanding – (U)****40-60mths**Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion.**Speaking – (S)****40-60mths**Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play. | **Moving and Handling****40-60mths**Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control.Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.**Health and self-care – (HSC)****40-60mths**Eats a healthy range of foodstuffs and understands need for variety in food.Usually dry and clean during the day.Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision. |
| **The Specific Areas of Learning** |
| **Literacy** | **Mathematics** | **Understanding the World** | **Expressive Arts and Design** |
| **Reading (R)****40-60mths**Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers.**Writing (W)****40-60 mths**Gives meaning to marks they make as they draw, write and paint.Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. | **Number (N)****40-60 mths**Counts actions or objects which cannot be moved. Counts objects to 10, and beginning to count beyond 10. Counts out up to six objects from a larger group.Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Counts an irregular arrangement of up to ten objects. Estimates how many objects they can see and checks by counting them. Uses the language of ‘more’ and ‘fewer’ to compare two sets of objects. Finds the total number of items in two groups by counting all of them. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects. **Shape and Space****40-60mths**Beginning to use mathematical names for ‘solid’ 3D shapesand ‘flat’ 2D shapes, and mathematical terms to describe shapes. Orders two items by weight or capacity.Can describe their relative position such as ‘*behind*’ or ‘*next to*’.Uses familiar objects and common shapes to create and recreate patterns and build models. Uses everyday language related to time. Beginning to use everyday language related to money.Orders and sequences familiar events.Measures short periods of time in simple ways. | **People and communities – (PC)****40-60mths** Enjoys joining in with family customs and routines **The world – (W)****40-60mths** Looks closely at similarities, differences, patterns and change.**Technology – (T)****40-60 mths**Completes a simple program on a computer.Uses ICT hardware to interact with age-appropriate computer software. | **Exploring and using media and materials – (EMM)****40-60mths**Begins to build a repertoire of songs and dances. Explores the different sounds of instruments.Explores what happens when they mix colours.. Experiments to create different textures. Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect.Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately.Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using.**Being imaginative – (BI)****40-60mths** Create simple representations of events, people and objects. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences Chooses particular colours to use for a purpose. Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme.Plays cooperatively as part of a group to develop and act out a narrative. |

* Depending on children’s individual needs, some objectives may be covered in more than one term.
* If children have exceeded these objectives they will be moved onto the Early Learning Goals statements.
* Any areas that a child has not yet achieved from the previous age band will be highlighted and used as next steps for that child – given as targets.