

Development Matters & Early Learning Goals

40-60 months Specific Areas

These are the expectations for children to achieve over the **Reception year**.
'ELG' = Early Learning Goals: These are the goals children are expected to have achieved by the **Summer Term of Reception**.

Mathematics

Numbers

- Recognise some numerals of personal significance.
- Recognises numerals 1 to 5.
- Counts up to three or four objects by saying one number name for each item.
- 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.
- In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
- Records, using marks that they can interpret and explain.
- Begins to identify own mathematical problems based on own interests and fascinations

ELG: Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.

Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.

They solve problems, including doubling, halving and sharing.

Shape, Space and Measure

- Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.
- Selects a particular named shape.
- Can describe their relative position such as 'behind' or 'next to'.
- Orders two or three items by length or height.
- Orders two items by weight or capacity.
- 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.

ELG: Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.

They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Literacy

Reading

- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
- 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

ELG: Children read and understand simple sentences.

They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read

Writing

- Gives meaning to marks they make as they draw, write and paint.
- Begins to break the flow of speech into words.
- 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.
- Writes own name and other things such as labels, captions.
- Attempts to write short sentences in meaningful contexts

ELG: Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words.

They write simple sentences which can be read by themselves and others.

Some words are spelt correctly and others are phonetically plausible.

Expressive Arts and Design

Exploring and using media and materials

- Begins to build a repertoire of songs and dances.
- Explores what happens when they mix colours.
- Understands that different media can be combined to create new effects.
- Constructs with a purpose in mind, using a variety of resources.
- Selects appropriate resources and adapts work where necessary.
- * Explores the different sounds of instruments.
- * Experiments to create different textures.
- * Manipulates materials to achieve a planned effect.
- * Uses simple tools and techniques competently and appropriately.
- * Selects tools and techniques needed to shape, assemble and join materials they are using.

ELG: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function

Being Imaginative

- 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.

ELG: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through, art, music, dance, role play and stories.

The World

People and Communities

- Enjoys joining in with family customs and routines
- ELG: Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions

The World

- Looks closely at similarities, differences, patterns and change
- ELG: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Technology

- Completes a simple program on a computer.
 - Uses ICT hardware to interact with age-appropriate computer software.
- ELG: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.