

GLT EYFS Progression Grid

Based on Birth to 5 Matters (2021) and Development Matters (2021)

Communication & Language (C&L)		
Area of Learning	What does an expected child look like?	ELG (at the end of Reception)
C&L Listening, Attention & Understanding	3 and 4 year olds - Listens to others in one-to-one or small groups, when conversation interests them - Listens to familiar stories with increasing attention and recall - Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories - Focusing attention – can still listen or do, but can change their own focus of attention - Understands use of objects (e.g. Which one do we cut with?) - Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture - Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box - Beginning to understand why and how questions - Enjoy listening to longer stories and can remember much of what happens	Children at the expected level of development will: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding;
	In Reception - Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity - May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span - Understands how to listen carefully and why listening is important - Engages in storytimes. - Able to follow a story without pictures or props - Listens to and talk about stories to build familiarity and understanding. - Listens carefully to rhymes and songs, paying attention to how they sound. - Ask questions to find out more and to check they understand what has been said to them - Understands a range of complex sentence structures including negatives, plurals and tense markers - Beginning to understand humour, e.g. nonsense rhymes, jokes - Listens and responds to ideas expressed by others in conversation or discussion - Understands questions such as who; why; when; where and how	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Area of Learning	What does an expected child look like?	ELG (at the end of Reception)
C&L Speaking	3 and 4 year olds	Children at the expected level of development will: -
	- Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’. - Use longer sentences of four to six words - Continues to make some errors in language (e.g. “runned”) and will absorb and use language they hear around them in their community and culture - Start a conversation with an adult or a friend and continue it for many turns. - Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver - Can retell a simple past event in correct order (e.g. went down slide, hurt finger) - Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle - Talks more extensively about things that are of particular importance to them - Beginning to use more complex sentences to link thoughts (e.g. using and, because) - Questions why things happen and gives explanations. Asks e.g. who, what, when, how - Beginning to use a range of tenses (e.g. play, playing, will play, played) - Sing a large repertoire of songs. - Know many rhymes, be able to talk about familiar books, and be able to tell a story.	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
	In Reception - Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words - Use new vocabulary through the day - Articulate their ideas and thoughts in well-formed sentences - Connect one idea or action to another using a range of connectives. - Describe events in some detail - Uses language to imagine and recreate roles and experiences in play situations - Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen - Learn rhymes, poems and songs. - Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary	

What to assess if not at expected?

Around the age of 2,

- can the child understand many more words than they can say – between 200–500 words?
- can the child understand simple questions and instructions like: “Where’s your hat?” or “What’s the boy in the picture doing?”

Around the age of 3,

- can the child show that they understand action words by pointing to the right picture in a book. For example: “Who’s jumping?” Note: watch out for children whose speech is not easily understood by unfamiliar adults. Monitor their progress and consider whether a hearing test might be needed
- can the child shift from one task to another if you fully obtain their attention, for example, by using their name?

Around the age of 4,

- is the child using sentences of four to six words – “I want to play with cars” or “What’s that thing called?”?
- Can the child use sentences joined up with words like ‘because’, ‘or’, ‘and’? For example: “I like ice cream because it makes my tongue shiver”.
- Is the child using the future and past tense: “I am going to the park” and “I went to the shop”?
- Can the child answer simple ‘why’ questions?

Personal, Social and Emotional Development (PSED)

Area of Learning	What does an expected child look like?	ELG (at the end of Reception)
PSED Self Regulation	3 and 4 year olds - Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt - Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. - May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares - Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants	Children at the expected level of development will: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
	Children in Reception - Identify and moderate their own feelings socially and emotionally. - Understands their own and other people's feelings, offering empathy and comfort - Talks about their own and others' feelings and behaviour and its consequences - Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people - Seeks support, "emotional refuelling" and practical help in new or challenging situations - Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise	Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Area of Learning	What does an expected child look like?	ELG (at the end of Reception)
PSED Managing Self	3 and 4 year olds - Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. - Increasingly follow rules, understanding why they are important. - Remember rules without needing an adult to remind them.	Children at the expected level of development will:

	- Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. - Make healthy choices about food, drink, activity and toothbrushing. - Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers - Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly;
	In Reception - Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms - Has a clear idea about what they want to do in their play and how they want to go about it - Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group - Shows confidence in choosing resources and perseverance in carrying out chosen activity - Manage their own personal hygiene needs - Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian - Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination - Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Area of Learning	What does an expected child look like?	ELG (at the end of Reception)
PSED Building relationships	3 and 4 year olds - Enjoys being near other children and adults sharing experiences and play ideas - Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play - Shows more confidence in new social situations and/or with unfamiliar people - Practices resolving conflicts and looks to a supportive adult to help - Understands gradually how others might be feeling	Children at the expected level of development will: Work and play cooperatively and take turns with others;
	In Reception - Listens to others and adults and is able to follow instructions. - regularly shares and cooperates with others.	Form positive attachments to adults and friends

	- shows kindness to each to each other. - develops particular friendships with other children which help them understand different points of view. - Takes steps to resolve conflict, negotiating and finding a compromise sometimes by themselves	
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What to assess if not at expected:

Between the ages of 2 and 3,

- does the child start to enjoy the company of other children and want to play with them?

Note: watch out for children who get extremely upset by certain sounds, smells or tastes, and cannot be calmed. Or children who seem worried, sad or angry for much of the time.

Around the age of 3

- Can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'?
- Can the child settle to some activities for a while?

Around the age of 4

- Does the child play alongside others or do they always want to play alone?
- Does the child take part in pretend play (for example, being 'mummy' or 'daddy'?)
- Does the child take part in other pretend play with different roles – being the Gruffalo, for example?
- Can the child generally negotiate solutions to conflicts in their play?

Note: watch out for children who seem worried, sad or angry for much of the time, children who seem to flit from one thing to the next or children who seem to stay for over-long periods doing the same thing, and become distressed if they are encouraged to do something different

Look out for children who appear to be overweight or to have poor dental health, where this has not been picked up and acted on at an earlier health check.

Most, but not all, children are reliably dry during the day by the age of 4. Support children who are struggling with toilet training, in partnership with their parents. Seek medical advice, if necessary, from a health visitor or GP.

Physical Development (PD)

Area of Learning	What does an expected child look like?	ELG (at the end of Reception)
PD Gross Motor Skills	3 and 4 year olds - Go up steps and stairs, or climb up apparatus, using alternate feet. - Walks down steps or slopes whilst carrying a small object, maintaining balance and stability - Skip, hop, stand on one leg and hold a pose for a game like musical statues. - Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles	Children at the expected level of development will: Negotiate space and obstacles safely, with consideration for themselves and others;
	- Can grasp and release with two hands to throw and catch a large ball, beanbag or an object - Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. - Use large-muscle movements to wave flags and streamers, paint and make marks. - Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. - Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. - Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
	In Reception - Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping - Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk - Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance - Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles - Travels with confidence and skill around, under, over and through balancing and climbing equipment - Shows increasing control over an object in pushing, patting, throwing, catching or kicking it - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. - Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. - Develop overall body-strength, balance, co-ordination and agility. - Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. - Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	

Area of Learning	What does an expected child look like?	ELG (at the end of Reception)
PD Fine Motor Skills	3 and 4 year olds - Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons - Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. - Show a preference for a dominant hand. - Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	Children at the expected level of development will: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery;
	In Reception	
	- Uses simple tools to effect changes to materials - Handles tools, objects, construction and malleable materials safely and with increasing control and intention - Shows a preference for a dominant hand - Begins to use anticlockwise movement and retrace vertical lines - Begins to form recognisable letters independently - Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed - Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.	Begin to show accuracy and care when drawing.

What to assess if not at expected:

Look out for children who find it difficult to sit comfortably on chairs. They may need help to develop their core muscles. You can help them by encouraging them to scoot on sit-down trikes without pedals and jump on soft-play equipment.

Literacy		
Area of Learning	What does an expected child look like?	ELG (at the end of Reception)
Comprehension	3 and 4 Year Olds - Understand the five key concepts about print: 1. Print has meaning 2. print can have different purposes 3. we read English text from left to right and from top to bottom 4. the names of the different parts of a book 5. page sequencing - Listens to and joins in with stories and poems, when reading one-to-one and in small groups - Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories - Begins to be aware of the way stories are structured, and to tell own stories - Talks about events and principal characters in stories and suggests how the story might end - Engage in extended conversations about stories, learning new vocabulary - Shows interest in illustrations and words in print and digital books and words in the environment - Recognises familiar words and signs such as own name, advertising logos and screen icons - Looks at and enjoys print and digital books independently - Handles books and touch screen technology carefully and the correct way up with growing competence - Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps	Children at the expected level of development will: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Anticipate – where appropriate – key events in stories; Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play
	In Reception - Enjoys an increasing range of print and digital books, both fiction and non-fiction	
	- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading - Describes main story settings, events and principal characters in increasing detail - Re-enacts and reinvents stories they have heard in their play - Knows that information can be retrieved from books, computers and mobile digital devices - Is able to recall and discuss stories or information that has been read to them, or they have read themselves	

Area of Learning	What does an expected child look like?	ELG (at the end of Reception)
Word Reading	3 and 4 year olds: - Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother - Begins to develop phonological and phonemic awareness - Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs, poems and rhymes	Children at the expected level of development will: Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending;
	In Reception - Begins to recognise some written names of peers, siblings or “Mummy”/”Daddy” for example - Continues a rhyming string and identifies alliteration - Read individual letters by saying the sounds for them - Blend sounds into words, so that they can read short words made up of known letter– sound correspondences - Read some letter groups that each represent one sound and say sounds for them. - Read a few common exception words matched to the school’s phonic programme. - Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. - Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Area of Learning	What does an expected child look like?	ELG (at the end of Reception)
Writing	3 and 4 Year Olds - Sometimes gives meaning to their drawings and paintings - Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves - Includes mark making and early writing in their play - Imitates adults’ writing by making continuous lines of shapes and symbols (early writing) from left to right	Children at the expected level of development will: Write recognisable letters, most of which are correctly formed;

	- Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes - Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy. - Write some or all of their name - Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words	Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others.
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In Reception

- Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology
- Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats
- Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together
- Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name
- Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences
- Form lower-case and capital letters correctly
- Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop
- Re-read what they have written to check that it makes sense.

Mathematics		
Area of Learning	What does an expected child look like?	ELG (at the end of Reception)
Number	3 and 4 Year Olds - Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). - Show 'finger numbers' up to 5. - Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers - Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same	Children at the expected level of development will: Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5;
	In Reception - Engages in subitising numbers to four and maybe five	
	- Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects - Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three - Automatically recall number bonds for numbers 0–5 and some to 10	Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Area of Learning	What does an expected child look like?	ELG (at the end of Reception)
Numerical Patterns	3 and 4 Year Olds - Say one number for each item in order: 1,2,3,4,5. - Recite numbers past 5. - May enjoy counting verbally as far as they can go - Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle) - Beginning to recognise that each counting number is one more than the one before - Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. - Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. - Experiment with their own symbols and marks as well as numerals. - Uses some number names and number language within play, and may show fascination with large numbers - Solve real world mathematical problems with numbers up to 5. - Compare quantities using language: 'more than', 'fewer than' - Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. <i>You've got two, I've got two. Same!</i> - Begin to recognise numerals 0 to 10	Children at the expected level of development will: Verbally count beyond 20, recognising the pattern of the counting system; Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

	In Reception - Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0 - Increasingly confident at putting numerals in order 0 to 10 (ordinality) - Count objects, actions and sounds - Matches the numeral with a group of items to show how many there are (up to 10) - Counts out up to 10 objects from a larger group. - Uses number names and symbols when comparing numbers, showing interest in large numbers - Estimates of numbers of things, showing understanding of relative size - Understand the 'one more than/one less than' relationship between consecutive numbers. - In practical activities, adds one and subtracts one with numbers to 10 - Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+" or "-"	
Area of Learning	What does an expected child look like?	ELG (at the end of Reception)
Broader Maths	- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. - Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc - Attempts to create arches and enclosures when building, using trial and improvement to select blocks - Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes - Predicts, moves and rotates objects to fit the space or create the shape they would like - Shows awareness of shape similarities and differences between objects - Understand position through words alone – for example, "The bag is under the table," – with no pointing. - Describe a familiar route. - Discuss routes and locations, using words like 'in front of' and 'behind' - In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items - Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. - Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next - Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' - Recalls a sequence of events in everyday life and stories	

In Reception

- Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes
- Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning)
- Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes
- Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build
- Spots patterns in the environment, beginning to identify the pattern “rule”
- Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat
- Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints
- May enjoy making simple maps of familiar and imaginative environments, with landmarks
- Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy
- Becomes familiar with measuring tools in everyday experiences and play
- Is increasingly able to order and sequence events using everyday language related to time
- Beginning to experience measuring time with timers and calendars

Understanding the World (UW)		
Area of Learning	What does an expected child look like?	ELG (at the end of Reception)
Past and Present	3 and 4 Year Olds - Begin to make sense of their own life-story and family's history. - Remembers and talks about significant events in their own experience	Children at the expected level of development will:
	In Reception - Comment on images of familiar situations in the past - Compare and contrast characters from stories, including figures from the past - Talks about past and present events in their own life and in the lives of family members	Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling.

Area of Learning	What does an expected child look like?	ELG (at the end of Reception)
People, Culture and Communities	3 and 4 Year Olds - Shows interest in the lives of people who are familiar to them - Enjoys joining in with family customs and routines - Recognises and describes special times or events for family or friends - Shows interest in different occupations and ways of life indoors and outdoors - Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family - Continue developing positive attitudes about the differences between people. - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Children at the expected level of development will: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and

	In Reception - Talk about members of their immediate family and community - Name and describe people who are familiar to them. - Enjoys joining in with family customs and routines - Understand that some places are special to members of their community - Recognise that people have different beliefs and celebrate special times in different ways. - Recognise some environments that are different from the one in which they live - Recognise some similarities and differences between life in this country and life in other countries - Draw information from a simple map	what has been read in class; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
	- Knows that other children do not always enjoy the same things, and is sensitive to this	

Area of Learning	What does an expected child look like?	ELG (at the end of Reception)
The Natural World	3 and 4 Year Olds - Use all their senses in hands-on exploration of natural materials. - Explore collections of materials with similar and/or different properties. - Talk about what they see, using a wide vocabulary. - Plant seeds and care for growing plants. - Understand the key features of the life cycle of a plant and an animal. - Developing an understanding of growth, decay and changes over time - Begin to understand the need to respect and care for the natural environment and all living things. - Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world - Begin to understand the effect their behaviour can have on the environment - Explore and talk about different forces they can feel. - Talk about the differences between materials and changes they notice. - Talks about why things happen and how things work	Children at the expected level of development will: Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
	In Reception - Explore the natural world around them - Describe what they see, hear and feel whilst outside. - Understand the effect of changing seasons on the natural world around them. - Looks closely at similarities, differences, patterns and change in nature - Talks about the features of their own immediate environment and how environments might vary from one another - Makes observations of animals and plants and explains why some things occur, and talks about changes	

Area of Learning	What does an expected child look like?	ELG (at the end of Reception)
Broader Curriculum: Technology	3 and 4 Year Olds - Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support - Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets - Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images - Knows that information can be retrieved from digital devices and the internet	
	- Plays with a range of materials to learn cause and effect, for example, makes a string puppet using dowels and string to suspend the puppet	
	In Reception - Completes a simple program on electronic devices - Uses ICT hardware to interact with age-appropriate computer software - Can create content such as a video recording, stories, and/or draw a picture on screen - Develops digital literacy skills by being able to access, understand and interact with a range of technologies - Can use the internet with adult supervision to find and retrieve information of interest to them	

Expressive Arts and Designs (EAD)		
Area of Learning	What does an expected child look like?	ELG (at the end of Reception)
Creating with Materials	3 and 4 Year Olds - Create closed shapes with continuous lines and begin to use these shapes to represent objects. - Draw with increasing complexity and detail, such as representing a face with a circle and including details. - Use drawing to represent ideas like movement or loud noises. - Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. - Explore colour and colour mixing. - Show different emotions in their drawings – happiness, sadness, fear, etc. - Explore different materials freely, to develop their ideas about how to use them and what to make. - Develop their own ideas and then decide which materials to use to express them. - Join different materials and explore different textures - Uses tools for a purpose - Take part in simple pretend play, using an object to represent something else even though they are not similar. - Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. - Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park	Children at the expected level of development will: Children at the expected level of development will: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Share their creations, explaining the process they have used; Make use of props and materials when role playing characters in narratives and stories
	In reception - Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking - Create collaboratively, sharing ideas, resources and skills	
	- Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts	

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Being Imaginative and Expressive	3 and 4 Year Olds - Listen with increased attention to sounds. - Explores and learns how sounds and movements can be changed - Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns - Enjoys joining in with moving, dancing and ring games - Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home - Sings to self and makes up simple songs - Taps out simple repeated rhythms - Develops an understanding of how to create and use sounds intentionally - Uses movement and sounds to express experiences, expertise, ideas and feelings - Respond to what they have heard, expressing their thoughts and feelings. - Experiments and creates movement in response to music, stories and ideas - Creates sounds, movements, drawings to accompany stories - Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously - Engages in imaginative play based on own ideas or first-hand or peer experiences. - Plays alongside other children who are engaged in the same theme	Children at the expected level of development will: Invent, adapt and recount narratives and stories with peers and their teacher; Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music
	In Reception - Listen attentively, move to and talk about music, expressing their feelings and responses - Watch and talk about dance and performance art, expressing their feelings and responses - Sing in a group or on their own, increasingly matching the pitch and following the melody - Explore and engage in music making and dance, performing solo or in groups. - Develop storylines in their pretend play - Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative - Creates representations of both imaginary and real-life ideas, events, people and objects - Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences - Chooses particular movements, instruments/sounds, colours and materials for their own imaginative purposes - Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping - Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth	