

## How the EYFS Development Matters statements and Early Learning Goals feed into NC Subjects

Personal, Social and Emotional Development	Nursery Development Matters Statements	Reception Development Matters Statements & <b>ELGs</b>
	<ul style="list-style-type: none"> <li>• 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. (PSED)</li> <li>• Develop their sense of responsibility and membership of a community. (PSED)</li> <li>• Become more outgoing with unfamiliar people, in the safe context of their setting. (PSED)</li> <li>• Show more confidence in new social situations. (PSED)</li> <li>• Play with one or more other children, extending and elaborating play ideas. (PSED)</li> <li>• Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. (PSED)</li> <li>• Increasingly follow rules, understanding why they are important. (PSED)</li> <li>• Remember rules without needing an adult to remind them. (PSED)</li> <li>• Develop appropriate ways of being assertive. (PSED)</li> <li>• Talk with others to solve conflicts. (PSED)</li> <li>• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. (PSED)</li> <li>• Understand gradually how others might be feeling. (PSED)</li> <li>• Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands. (PSED)</li> <li>• Make healthy choices about food, drink, activity and toothbrushing. (PSED)</li> <li>• Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. (PD)</li> <li>• Talk about what they see, using a wide vocabulary. (UW)</li> <li>• Begin to make sense of their own life-story and family's history. (UW)</li> <li>• Show interest in different occupations. (UW)</li> <li>• Continue developing positive attitudes about the differences between people. (UW)</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. (UW)</li> </ul>	<ul style="list-style-type: none"> <li>• See themselves as a valuable individual. (PSED)</li> <li>• Build constructive and respectful relationships. (PSED)</li> <li>• Express their feelings and consider the feelings of others. (PSED)</li> <li>• Show resilience and perseverance in the face of challenge. (PSED)</li> <li>• Identify and moderate their own feelings socially and emotionally. (PSED)</li> <li>• Think about the perspectives of others. (PSED)</li> <li>• Manage their own needs. - Personal hygiene (PSED)</li> <li>• 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. (PSED)</li> <li>• Further develop the skills they need to manage the school day successfully: - lining up and queuing – mealtimes (PD)</li> <li>• Talk about members of their immediate family and community. (UW)</li> <li>• Name and describe people who are familiar to them. (UW)</li> <li>• Understand that some places are special to members of their community. (UW)</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways. (UW)</li> <li>• Develop storylines in their pretend play. (EAD)</li> <li>• <b>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. (PSED)</b></li> <li>• <b>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. (PSED)</b></li> <li>• <b>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. (PSED)</b></li> <li>• <b>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. (PSED)</b></li> <li>• <b>Explain the reasons for rules, know right from wrong and try to behave accordingly. (PSED)</b></li> <li>• <b>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. (PSED)</b></li> <li>• <b>Work and play cooperatively and take turns with others. (PSED)</b></li> <li>• <b>Form positive attachments to adults and friendships with peers. (PSED)</b></li> <li>• <b>Show sensitivity to their own and to others' needs. (PSED)</b></li> <li>• <b>Talk about the lives of the people around them and their roles in society. (UW)</b></li> </ul>

<b>English</b>	<b>Nursery Development Matters Statements</b>	<b>Reception Development Matters Statements &amp; ELGs</b>
	<p><b><u>WRITING</u></b></p> <ul style="list-style-type: none"> <li>• Use a comfortable grip with good control when holding pens and pencils. (PD)</li> <li>• Write some or all of their name. (L)</li> <li>• Write some letters accurately. (L)</li> <li>• 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. (L)</li> </ul> <p><b><u>READING</u></b></p> <ul style="list-style-type: none"> <li>• Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing (L)</li> <li>• Engage in extended conversations about stories, learning new vocabulary. (L)</li> </ul> <p><b><u>PHONICS</u></b></p> <ul style="list-style-type: none"> <li>• 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. (L)</li> <li>• 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. (L)</li> </ul>	<p><b><u>WRITING</u></b></p> <ul style="list-style-type: none"> <li>• 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. (PD)</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient. (PD)</li> <li>• Form lower-case and capital letters correctly. (L)</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s. (L)</li> <li>• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. (L)</li> <li>• Re-read what they have written to check that it makes sense. (L)</li> <li>• <b><i>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. (PD)</i></b></li> <li>• <b><i>Write recognisable letters, most of which are correctly formed. (L)</i></b></li> <li>• <b><i>Spell words by identifying sounds in them and representing the sounds with a letter or letters. (L)</i></b></li> <li>• <b><i>Write simple phrases and sentences that can be read by others. (L)</i></b></li> </ul> <p><b><u>READING</u></b></p> <ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them. (L)</li> <li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. (L)</li> <li>• Read some letter groups that each represent one sound and say sounds for them. (L)</li> <li>• Read a few common exception words matched to the school’s phonic programme. (L)</li> <li>• Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. (L)</li> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. (L)</li> <li>• <b><i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. (L)</i></b></li> <li>• <b><i>Anticipate (where appropriate) key events in stories. (L)</i></b></li> <li>• <b><i>Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. (L)</i></b></li> <li>• <b><i>Make use of props and materials when role playing characters in narratives and stories. (EAD)</i></b></li> <li>• <b><i>Invent, adapt and recount narratives and stories with peers and their teacher. (EAD)</i></b></li> </ul>

- *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. (CAL)*
- *Make comments about what they have heard and ask questions to clarify their understanding. (CAL)*
- *Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. (CAL)*
- *Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. (CAL)*
- *Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. (CAL)*
- *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. (CAL)*

### **PHONICS**

- Read individual letters by saying the sounds for them. (L)
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. (L)
- Read some letter groups that each represent one sound and say sounds for them. (L)
- Read a few common exception words matched to the school's phonic programme. (L)
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. (L)
- *Say a sound for each letter in the alphabet and at least 10 digraphs. (L)*
- *Read words consistent with their phonic knowledge by sound-blending. (L)*
- *Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. (L)*

	Nursery Development Matters Statements	Reception Development Matters Statements & <b>ELGs</b>
<b>Mathematics</b>	<p><b><u>COUNTING</u></b></p> <ul style="list-style-type: none"> <li>• Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). (M)</li> <li>• Recite numbers past 5. (M)</li> <li>• Say one number for each item in order: 1,2,3,4,5. (M)</li> <li>• Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). (M)</li> <li>• Show 'finger numbers' up to 5. (M)</li> <li>• Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. (M)</li> <li>• Experiment with their own symbols and marks as well as numerals. (M)</li> <li>• Solve real world mathematical problems with numbers up to 5. (M)</li> <li>• Compare quantities using language: 'more than', 'fewer than'. (M)</li> </ul> <p><b><u>SHAPE / SIZE / POSITION</u></b></p> <ul style="list-style-type: none"> <li>• 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'. (M)</li> <li>• Understand position through words alone – for example, "The bag is under the table," – with no pointing. (M)</li> <li>• Describe a familiar route. (M)</li> <li>• Discuss routes and locations, using words like 'in front of' and 'behind'. (M)</li> <li>• Make comparisons between objects relating to size, length, weight and capacity. (M)</li> <li>• Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. (M)</li> <li>• Combine shapes to make new ones – an arch, a bigger triangle etc. (M)</li> </ul> <p><b><u>PATTERNS</u></b></p> <ul style="list-style-type: none"> <li>• Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. (M)</li> <li>• Extend and create ABAB patterns – stick, leaf, stick, leaf. (M)</li> <li>• Notice and correct an error in a repeating pattern. (M)</li> <li>• Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' (M)</li> </ul>	<p><b><u>COUNTING</u></b></p> <ul style="list-style-type: none"> <li>• Count objects, actions and sounds. (M)</li> <li>• Subitise. (M)</li> <li>• Link the number symbol (numeral) with its cardinal number value. (M)</li> <li>• Count beyond ten. (M)</li> <li>• Compare numbers. (M)</li> <li>• Understand the 'one more than/one less than' relationship between consecutive numbers. (M)</li> <li>• Explore the composition of numbers to 10. (M)</li> <li>• Automatically recall number bonds for numbers 0-5 and some to 10. (M)</li> <li>• <b><i>Have a deep understanding of number to 10, including the composition of each number. (M)</i></b></li> <li>• <b><i>Subitise (recognise quantities without counting) up to 5. (M)</i></b></li> <li>• <b><i>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. (M)</i></b></li> <li>• <b><i>Verbally count beyond 20, recognising the pattern of the counting system. (M)</i></b></li> <li>• <b><i>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. (M)</i></b></li> <li>• <b><i>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. (M)</i></b></li> </ul> <p><b><u>SHAPE/SIZE/POSITION</u></b></p> <ul style="list-style-type: none"> <li>• Select, rotate and manipulate shapes to develop spatial reasoning skills.</li> <li>• Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. (M)</li> <li>• Compare length, weight and capacity. (M)</li> </ul> <p><b><u>PATTERNS</u></b></p> <ul style="list-style-type: none"> <li>• Continue, copy and create repeating patterns. (M)</li> </ul>

<b>Art</b>	<b>Nursery Development Matters Statements</b>	<b>Reception Development Matters Statements &amp; ELGs</b>
	<ul style="list-style-type: none"> <li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects. (EAD)</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details. (EAD)</li> <li>• Use drawing to represent ideas like movement or loud noises. (EAD)</li> <li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. (EAD)</li> <li>• Explore colour and colour-mixing. (EAD)</li> <li>• Use large-muscle movements to paint and make marks. (PD)</li> <li>• Use a comfortable grip with good control when holding pens and pencils. (PD)</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors. (PD)</li> <li>• Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. (M)</li> </ul>	<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings. (EAD)</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them. (EAD)</li> <li>• Create collaboratively, sharing ideas, resources and skills. (EAD)</li> <li>• 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. (PD)</li> <li>• Continue, copy and create repeating patterns. (M)</li> <li>• <i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (EAD)</i></li> <li>• <i>Share their creations, explaining the process they have used. (EAD)</i></li> <li>• <i>Use a range of small tools, including scissors, paintbrushes and cutlery. (PD)</i></li> <li>• <i>Begin to show accuracy and care when drawing. (PD)</i></li> </ul>

<b>Design Technology</b>	<b>Nursery Development Matters Statements</b>	<b>Reception Development Matters Statements &amp; ELGs</b>
	<ul style="list-style-type: none"> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors. (PD)</li> <li>• Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. (M)</li> <li>• Combine shapes to make new ones – an arch, a bigger triangle etc. (M)</li> <li>• Use all their senses in hands-on exploration of natural materials. (UW)</li> <li>• Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. (EAD)</li> <li>• Explore different materials freely, to develop their ideas about how to use them and what to make. (EAD)</li> <li>• Develop their own ideas and then decide which materials to use to express them. (EAD)</li> <li>• Join different materials and explore different textures. (EAD)</li> <li>• Make healthy choices about food, drink, activity and toothbrushing. (PSED)</li> </ul>	<ul style="list-style-type: none"> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them. (EAD)</li> <li>• Create collaboratively, sharing ideas, resources and skills. (EAD)</li> <li>• Compose and decompose shapes so that children recognise a shape can have other shapes within it. (M)</li> <li>• <i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (EAD)</i></li> <li>• <i>Share their creations, explaining the process they have used. (EAD)</i></li> </ul>

<b>Music</b>	<b>Nursery Development Matters Statements</b>	<b>Reception Development Matters Statements &amp; ELGs</b>
	<ul style="list-style-type: none"> <li>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. (PD)</li> <li>Listen with increased attention to sounds. (EAD)</li> <li>Respond to what they have heard, expressing their thoughts and feelings. (EAD)</li> <li>Remember and sing entire songs. (EAD)</li> <li>Sing the pitch of a tone sung by another person ('pitch match'). (EAD)</li> <li>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. (EAD)</li> <li>Create their own songs or improvise a song around one they know. (EAD)</li> <li>Play instruments with increasing control to express their feelings and ideas. (EAD)</li> </ul>	<ul style="list-style-type: none"> <li>Listen attentively, move to and talk about music, expressing their feelings and responses. (EAD)</li> <li>Watch and talk about dance and performance art, expressing their feelings and responses. (EAD)</li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody. (EAD)</li> <li>Explore and engage in music making and dance, performing solo or in groups. (EAD)</li> <li><i>Sing a range of well-known nursery rhymes and songs. (EAD)</i></li> <li><i>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. (EAD)</i></li> </ul>

<b>Science</b>	<b>Nursery Development Matters Statements</b>	<b>Reception Development Matters Statements &amp; ELGs</b>
	<ul style="list-style-type: none"> <li>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. (PD)</li> <li>Make comparisons between objects relating to size, length, weight and capacity. (M)</li> <li>Use all their senses in hands-on exploration of natural materials. (UW)</li> <li>Explore collections of materials with similar and/or different properties. (UW)</li> <li>Talk about what they see, using a wide vocabulary. (UW)</li> <li>Explore how things work. (UW)</li> <li>Understand the key features of the life cycle of a plant and an animal. (UW)</li> <li>Plant seeds and care for growing plants. (UW)</li> <li>Begin to understand the need to respect and care for the natural environment and all living things. (UW)</li> <li>Explore and talk about different forces they can feel. (UW)</li> <li>Talk about the differences between materials and changes they notice. (UW)</li> <li>Explore different materials freely, to develop their ideas about how to use them and what to make. (EAD)</li> <li>Develop their own ideas and then decide which materials to use to express them. (EAD)</li> <li>Join different materials and explore different textures. (EAD)</li> </ul>	<ul style="list-style-type: none"> <li>Compare length, weight and capacity. (M)</li> <li>Explore the natural world around them. (UW)</li> <li>Describe what they see, hear and feel whilst outside. (UW)</li> <li>Recognise some environments that are different to the one in which they live. (UW)</li> <li>Understand the effect of changing seasons on the natural world around them. (UW)</li> <li><i>Explore the natural world around them, making observations and drawing pictures of animals and plants. (UW)</i></li> <li><i>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (UW)</i></li> <li><i>Make comments about what they have heard and ask questions to clarify their understanding. (CAL)</i></li> <li><i>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. (CAL)</i></li> <li><i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. (CAL)</i></li> <li><i>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. (CAL)</i></li> </ul>

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<b>Geography</b>	<ul style="list-style-type: none"> <li>• Describe a familiar route. (M)</li> <li>• Discuss routes and locations, using words like 'in front of' and 'behind'. (M)</li> <li>• Use all their senses in hands-on exploration of natural materials. (UW)</li> <li>• Explore collections of materials with similar and/or different properties. (UW)</li> <li>• Talk about what they see, using a wide vocabulary. (UW)</li> <li>• Plant seeds and care for growing plants. (UW)</li> <li>• Understand the key features of the life cycle of a plant and an animal. (UW)</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things. (UW)</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. (UW)</li> <li>• Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. (EAD)</li> </ul>	<ul style="list-style-type: none"> <li>• Draw information from a simple map. (UW)</li> <li>• Recognise some similarities and differences between life in this country and life in other countries. (UW)</li> <li>• Explore the natural world around them. (UW)</li> <li>• Describe what they see, hear and feel whilst outside. (UW)</li> <li>• Recognise some environments that are different to the one in which they live. (UW)</li> <li>• Understand the effect of changing seasons on the natural world around them. (UW)</li> <li>• <i>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (UW)</i></li> <li>• <i>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. (UW)</i></li> <li>• <i>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. (UW)</i></li> <li>• <i>Explore the natural world around them, making observations and drawing pictures of animals and plants. (UW)</i></li> <li>• <i>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (UW)</i></li> <li>• <i>Make comments about what they have heard and ask questions to clarify their understanding. (CAL)</i></li> <li>• <i>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. (CAL)</i></li> <li>• <i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. (CAL)</i></li> </ul>

<b>History</b>	<b>Nursery Development Matters Statements</b>	<b>Reception Development Matters Statements &amp; ELGs</b>
	<ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history. (UW)</li> <li>• Show interest in different occupations. (UW)</li> <li>• Continue developing positive attitudes about the differences between people. (UW)</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community. (UW)</li> <li>• Name and describe people who are familiar to them. (UW)</li> <li>• Understand that some places are special to members of their community. (UW)</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways. (UW)</li> <li>• Comment on images of familiar situations in the past. (UW)</li> <li>• Compare and contrast characters from stories, inc figures from the past. (UW)</li> <li>• <i>Talk about the lives of the people around them and their roles in society. (UW)</i></li> <li>• <i>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (UW)</i></li> <li>• <i>Understand the past through settings, characters and events encountered in books read in class and storytelling. (UW)</i></li> <li>• <i>Make comments about what they have heard and ask questions to clarify their understanding. (CAL)</i></li> <li>• <i>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. (CAL)</i></li> <li>• <i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. (CAL)</i></li> </ul>

<b>Religious Education</b>	<b>Nursery Development Matters Statements</b>	<b>Reception Development Matters Statements &amp; ELGs</b>
	<ul style="list-style-type: none"> <li>• Develop their sense of responsibility and membership of a community. (PSED)</li> <li>• Become more outgoing with unfamiliar people, in the safe context of their setting. (PSED)</li> <li>• Talk about what they see, using a wide vocabulary. (UW)</li> <li>• Begin to make sense of their own life-story and family's history. (UW)</li> <li>• Continue developing positive attitudes about the differences between people. (UW)</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. (UW)</li> </ul>	<ul style="list-style-type: none"> <li>• See themselves as a valuable individual. (PSED)</li> <li>• Build constructive and respectful relationships. (PSED)</li> <li>• Express their feelings and consider the feelings of others. (PSED)</li> <li>• Think about the perspectives of others. (PSED)</li> <li>• Talk about members of their immediate family and community. (UW)</li> <li>• Understand that some places are special to members of their community. (UW)</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways. (UW)</li> <li>• <i>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. (PSED)</i></li> <li>• <i>Explain the reasons for rules, know right from wrong and try to behave accordingly. (PSED)</i></li> <li>• <i>Form positive attachments to adults and friendships with peers. (PSED)</i></li> <li>• <i>Talk about the lives of the people around them and their roles in society. (UW)</i></li> </ul>

	Nursery Development Matters Statements	Reception Development Matters Statements & ELGs
<b>Computing</b>	<ul style="list-style-type: none"> <li>• Explore how things work. (UW)</li> <li>• Use one-handed tools and equipment, for example, computer mouse/trackpad. (PD)</li> <li>• Understand position through words alone – for example, “The bag is under the table,” – with no pointing. (M)</li> <li>• Describe a familiar route. (M)</li> <li>• Discuss routes and locations, using words like ‘in front of’ and ‘behind’. (M)</li> <li>• Notice and correct an error in a repeating pattern. (M)</li> <li>• Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ (M)</li> </ul>	<ul style="list-style-type: none"> <li>• Know and talk about the different factors that support their overall health and wellbeing: - sensible amounts of ‘screen time’. (PSED)</li> <li>• Select, rotate and manipulate shapes to develop spatial reasoning skills. (M)</li> <li>• <b>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. (CAL)</b></li> </ul>

	Nursery Development Matters Statements	Reception Development Matters Statements & ELGs
<b>Physical Education</b>	<ul style="list-style-type: none"> <li>• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills (PD)</li> <li>• Go up steps and stairs, or climb up apparatus, using alternate feet. (PD)</li> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues. (PD)</li> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks. (PD)</li> <li>• Start taking part in some group activities which they make up for themselves, or in teams. (PD)</li> <li>• Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. (PD)</li> <li>• 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. (PD)</li> <li>• Choose the right resources to carry out their own plan. (PD)</li> <li>• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. (PD)</li> <li>• Show a preference for a dominant hand. (PD)</li> <li>• Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ (M)</li> <li>• Discuss routes and locations, using words like ‘in front of’ and ‘behind’. (M)</li> </ul>	<ul style="list-style-type: none"> <li>• Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity. (PSED)</li> <li>• Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing. (PD)</li> <li>• Progress towards a more fluent style of moving, with developing control and grace. (PD)</li> <li>• Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. (PD)</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. (PD)</li> <li>• Combine different movements with ease and fluency. (PD)</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. (PD)</li> <li>• Develop overall body-strength, balance, co-ordination and agility. (PD)</li> <li>• Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. (PD)</li> <li>• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. (PD)</li> <li>• <b>Negotiate space and obstacles safely, with consideration for themselves and others. (PD)</b></li> <li>• <b>Demonstrate strength, balance and coordination when playing. (PD)</b></li> <li>• <b>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Fine Motor Skills. (PD)</b></li> </ul>