

## Birth to 3 years

## 3 to 4 years

## ELG (End of FS2)

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT			
Self-Regulation	Respond to their name and respond to the emotions in your voice. Start to see themselves as a separate person.	Sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'? Take part in pretend play (for example, being 'mummy' or 'daddy'?)	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; 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.
Managing Self	Increasingly curious about their world and wanting to explore it and be noticed (For example, do they decide what to play with, what to eat, what to wear?)	Settle to some activities for a while. Negotiate solutions to conflicts in their play. Take part in other pretend play with different roles (being the Gruffalo).	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; Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
Building Relationships	Starts to be shy around strangers and show preferences for certain people and toys. Starts to enjoy the company of other children and want to play with them?	Play alongside others.	Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.
PHYSICAL DEVELOPMENT			
Gross Motor	Move with ease and enjoyment. Pull to stand from a sitting position and sit down. Run well, kick a ball, and jump with both feet off the ground at the same time. Climb confidently, catch a large ball and pedal a tricycle.	Reliably dry during the day by the age of 4. Develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose. Use large-muscle movements to wave flags and streamers, paint and make marks. Choose the right resources to carry out their own plan. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
Fine Motor	Pick up something small with their first finger and thumb.	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. Start to eat independently and learning how to use a knife and fork. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed. 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 tooth brushing.	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; Begin to show accuracy and care when drawing.
COMMUNICATION AND LANGUAGE			
Listening, Attention & Understanding	Respond to familiar voices, turn to their own name and 'take turns' in conversations with babbling. 'take turns' by babbling and using single words. Point to things and use gestures to show things to adults and share interests. Listening and responding to a simple instruction. Showing an interest in what other children are playing and sometimes joins in. Shift from one task to another if you get their attention. Understand many more words than they can say – between 200–500 words. Understand simple questions and instructions like: "Where's your hat?" Show that they understand action words by pointing to the right picture in a book. For example: "Who's jumping?"	Shift from one task to another if you fully obtain their attention, for example, by using their name.	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;  Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
Speaking	Use speech sounds (babbling) to communicate with adults. Beginning to use single words like mummum, dada. Say around 10 words (they may not all be clear). Using a range of adult like speech patterns (jargon) and at least 20 clear words. Use up to 50 words. Put two or three words together: Frequently asking questions. Use around 300 words. These words include descriptive language. They include words for time (for example, 'now' and 'later'), space (for example, 'over there') and function (for example, they can tell you a sponge is for washing). Linking up to 5 words together. Is the child using pronouns ('me', 'him', 'she'), and using plurals and prepositions ('in', 'on', 'under') Follow instructions with three key words.	Using sentences of four to six words – "I want to play with cars" or "What's that thing called?" Use sentences joined up with words like 'because', 'or', 'and'. Using the future and past tense: "I am going to the park" and "I went to the shop" Answer simple 'why' questions.	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 modeling and support from their teacher.

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LITERACY			
Comprehension	Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Copy finger movements and other gestures. Sing songs and say rhymes independently, for example, singing whilst playing.	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	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.
Word Reading	Enjoy sharing books with an adult. Pay attention and responds to the pictures or the words. Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone. Repeat words and phrases from familiar stories. Ask questions about the book. Make comments and share their own ideas. Develop play around favourite stories using props. Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.	Develop phonological awareness, 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 Engage in extended conversations about stories, learning new vocabulary.	Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Writing	Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name.	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; write 'm' for mummy. Write some or all of their name. Write some letters accurately.	Write recognisable letters, most of which are correctly formed; 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.
MATHEMATICS			
Number	Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items. Take part in finger rhymes with numbers. Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'	Fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.	Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; 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.
Numerical Patterns	Combine objects like stacking blocks and cups. Put objects inside others and take them out again. React to changes of amount in a group of up to three items Climb and squeezing selves into different types of spaces. Build with a range of resources. Complete inset puzzles. Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. Use the language of size and weight in everyday contexts. Notice patterns and arrange things in patterns.	Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'. Understand position through words alone eg the bag is under the table. Describe familiar routes. Discuss routes and locations, using words like 'in front of' and 'behind'. Make comparisons between objects relating to size, length, weight and capacity. Talk about and identifies the patterns around them. Use informal language like 'pointy', 'spotty' etc. Extend and create ABAB patterns. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'	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; 20 Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
UNDERSTANDING THE WORLD			
Past & Present	Repeat actions that have an effect.	Begin to make sense of their own life-story and family's history Understand the key features of the life cycle of a plant and an animal Comment on images of familiar situations in the past.	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.
People, Culture & Communities	Explore materials with different properties. Make connections between the features of their family and other families. Notice differences between people.	Show interest in different occupations. Know that there are different countries in the world, talk about differences they have experienced or seen eg in photos Talk about immediate members of their family Draw information from a simple map.	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 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.
The Natural World	Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in their setting and on trips.	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. Explore how things work. Plant seeds and care for growing plants. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel.	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.
EXPRESSIVE ARTS AND DESIGN			
Creating with Materials	Notice patterns with strong contrasts and be attracted by patterns resembling the human face. Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.	Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas, decide which materials to use to express them. Explore colour and colour-mixing. Join different materials and explore different textures. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement. Show different emotions in their drawings and paintings.	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.
Being Imaginative	Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. Start to develop	Take part in simple pretend play, using an object to represent something else even though they are not similar.	Invent, adapt and recount narratives and stories with peers and their teacher; Sing a range of well-known nursery

e & Expressive	pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone. Show attention to sounds and music. Respond emotionally and physically to music when it changes. Move and dance to music. Anticipate phrases and actions in rhymes and songs, like 'Peepo'. Explore their voices and enjoy making sounds. Join in with songs and rhymes, making some sounds. Make rhythmical and repetitive sounds. Explore a range of sound-makers and instruments and play them in different ways.	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. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas	rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
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