

Christ Church CE Primary School: Development Matters and Early Learning Goals 2021 -2022 (3 Year Olds)

On Entry 2020	Autumn 2020	Spring 2021	Summer 2021
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	Personal, Social and Emotional Development		
	Self-Regulation (SR)	Managing Self (MS)	Building Relationships (BR)
2 – 3 Years N1	- I can manage transition from my parent to my key person. - I can wait for a turn and resist the strong impulse to grab what they want I or push my way to the front. - I can begin to talk about and manage my emotions - I can explore emotions beyond my normal range through play and stories. - I can talk about my feelings e.g “I’m sad because...” or “I love it when ...”.	- I can express preferences and decisions. - I can play with increasing confidence on my own and with other children - I feel confident when taken out around the local neighbourhood, and enjoy exploring new places with my key person. - I can express a range of emotions. - I am growing in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums. - I can show an increasing desire to be independent, such as wanting to feed myself and dress or undress. - I can use the toilet with help, and then independently.	- I am beginning to notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. - I can develop friendships with other children
3 – 4 Years N2	- I can follow rules: join in carpet time, line up, work with an adult 1-1, follow simple instructions - I can talk to others to solve disagreements and find solutions. - I can talk about my feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. - I can understand how others might be feeling.	- I can select and use activities and resources, with help when needed. - I can act responsibly. - I can talk to adults more confidently in social situations. - I can find appropriate ways of being assertive. - I can be independent in meeting my own care needs, using the toilet, putting on my coat and jumper, washing and drying my hands. - I can make healthy choices about food, drink. - I can talk about how to keep my teeth healthy	- I can play with one or more other children, extending and elaborating play ideas. - I can help to find solutions for conflicts. - I can form positive relationships with adults
4 – 5 Years (Rec)	- I can express my feelings and consider the feelings of others. - I can identify and moderate my own feelings socially and emotionally. - I can think about the perspectives of others.	- I can feel proud of myself and my achievements. - I can show resilience and perseverance. - I can manage my own needs within the classroom. - I can talk about the importance of my health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian - I can develop the skills I need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene	- I can build constructive and respectful relationships. - I can take turns and share - I can work as a team

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	Communication and Language	
	Listening, Attention and Understanding (LAU)	Speaking (S)
2 - 3 Years (N1)	• I can focus on an activity of my own choice. • I can listen to other people's talk with interest. • I can develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'. • I can listen to simple stories and understand what is happening, with the help of the pictures. • I can identify familiar objects and properties when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'. • I can understand and act on longer sentences like 'make teddy jump' or 'find your coat'. • I can understand simple questions about 'who', 'what' and 'where' (but generally not 'why').	• I can use intonation, pitch and changing volume when 'talking'. • I am starting to develop conversation, often jumping from topic to topic. • I can use the speech sounds p, b, m, w. (usually still learning to pronounce: - l/r/w/y, f/th, s/sh/ch/dz/j, multi-syllabic words such as 'banana' and 'computer') • I enjoy singing, music and toys that make sounds • I can start to say how I am feeling, using words as well as actions.
3 –4 Years (N2)	• I can listen to longer stories and can remember key events. • I can pay attention to more than one thing at a time. • I can understand a question or instruction that has two parts. • I can understand 'why' questions. • I can listen to and repeat nursery rhymes. • I can talk about familiar books and stories. • I can start a conversation with an adult or a friend.	• I can use new vocabulary I have heard, correctly. • I can articulate my ideas and thoughts in well-formed sentences. • I can connect one idea or action to another using a range of connectives. • I can describe events in some detail. • I can use talk to help work out problems and organise thinking. • I can explain how things work and why they might happen. • I can develop social phrases. • I can retell a familiar story using some story language and my own words. • I can say some rhymes, poems and sing some songs.
4 – 5 Years (Rec)	• I can listen carefully and know why listening is important. • I can ask questions to find out more. • I can understand what has been said to me. • I can engage in whole class story times. • I can listen to and talk about stories to show my understanding. • I can recognise rhyme in songs and stories. • I can choose and enjoy non-fiction books. • I can listen to and talk about selected non-fiction books. • I can use key vocabulary in response to stories and non-fiction books.	• I can use new vocabulary I have heard, correctly. • I can articulate my ideas and thoughts in well-formed sentences. • I can connect one idea or action to another using a range of connectives. • I can describe events in some detail. • I can use talk to help work out problems and organise thinking. • I can explain how things work and why they might happen. • I can develop social phrases. • I can retell a familiar story using some story language and my own words. • I can say some rhymes, poems and sing some songs.

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	Physical Development	
	Gross Motor Skills (GM)	Fine Motor Skills (FM)
2 - 3 Years (N1)	• I can kick, throw and catch balls. • I can build independently with a range of appropriate resources. • I can walk, run, jump and climb – and start to use the stairs independently • I can spin, roll and swing independently. • I can manoeuvre a sit on a push-along wheeled toy, use a scooter or ride a tricycle. • I can clap and stamp to music.	• I am developing manipulation and control. • I can explore different materials and tools. • I can use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.
3 –4 Years (N2)	• I can balance, ride (scooters, trikes and bikes) and throw and catch a ball. • I can walk up steps and stairs, or climb up apparatus, using alternate feet. • I can skip, hop, stand on one leg and hold a pose for a game like musical statues. • I can wave flags and streamers, paint and make marks. • I can take part in some group activities, or in teams. • I can use and remember sequences and patterns of movements which are related to music and rhythm. • I can choose the right resources to carry out my own plan. • I can collaborate with others to manage large items, such as moving a long plank safely or carrying large hollow blocks. •	• I can use safety scissors with increasing accuracy and control. • I can use a comfortable grip with increasing control when using pens and pencils. • I can eat independently and I am learning how to use a knife and fork. • I can show a preference for a dominant hand. • I can get dressed and undressed with increasing independence: Put on my coat Fasten my coat Put on my shoes Put on my jumper Put a straw in my milk
4 – 5 Years (Rec)	• I can roll, crawl, walk, jump, run, hop, skip and climb. • I am developing my body strength, co-ordination, balance and agility. • I can use my core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • I can combine different movements with ease and fluency. • I can confidently and safely use a range of large and small apparatus indoors and outside. • I can throw, catch, kick, pass, bat and aim a ball. • I can confidently and accurately engage in activities that involve a ball.	• I can use a range of tools competently, safely and confidently, such as pencils, paintbrushes, scissors, knives, forks and spoons. • I can hold a pencil and use it effectively and accurately in my writing and drawing.

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	Literacy		
	Comprehension (C)	Word Reading (WR)	Writing (W)
2 - 3 Years (N1)	- I can pay attention and respond to the pictures or the words in a book. - I have favourite books and can share them with an adult, with another child, or look at them alone. - I can repeat words and phrases from familiar stories. - I can ask simple questions about the book, make comments and share my own ideas. - I can develop play around my favourite stories using props. - I can say some of the words in songs and rhymes - I can sing songs and say rhymes independently, for example, singing whilst playing.	- I can notice some print, such as the first letter of my name, a bus or door number, or a familiar logo.	- I enjoy drawing freely. - I can add some marks to my drawings and give them meaning. For example: "That says mummy." - I can make marks on my pictures to stand for my name.
3 –4 Years (N2)	- I can understand print has meaning. - I can recognise different forms of prints. - I know that we read English text from left to right and from top to bottom. - I can name the different parts of a book - front cover, back cover, title, illustration - I can turn each page in order. - I can talk about stories and learn new words. - I can enjoy a variety of types of books. - non-fiction, poems and rhyming books, stories.	- I can join in with nursery rhymes. - I can count or clap syllables in a word. - I can hear the same initial sound within words. - I can recognise the initial sound of my first name. - I can recognise my first name. - I can recognise my full name. I can recognise some letters and logos in my environment.	- I can make marks to represent my writing in play. - I can write some sounds from my first name. - I can write my first name. - I can write some recognisable letters. - I can sit nicely on my chair, ready to write. - I can hold my pencil in my preferred hand.
4 – 5 Years (Rec)	- I can join in with stories, rhymes and poems. - I can ask questions about stories I have heard. - I can answer simple questions about stories I have heard. - I can sequence a story. - I can re-tell a story using props. I can find information from a non-fiction text with support.	- I can read set 1 letters by saying the sounds for them. - I can blend sounds into CVC words using 'Fred talk'. - I can blend sounds into CVC word using 'Fred in my head'. - I can read some 'special friend' sounds. - I can read some tricky words. - I can read simple captions using my phonic knowledge. - I can read a simple sentence fluently. - I can read 2- 3 simple sentences fluently. - I can re-read books for fluency.	- I can identify and write initial sounds. - I can form some of my letters correctly. - I can sound out CVC words when writing. - I can read what I have written. - I can write my first name correctly. - I can write my full name correctly. - I can write simple captions. - I can use spaces between words when writing. - I can hold my pencil correctly using my preferred hand. - I can begin to write simple sentences. - I can begin to write simple sentences with a full stop and capital letter.

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	Mathematics		
	Numbers (N)	Numerical Pattern (NP)	Shape, Space and Measure (SSM)
2 - 3 Years (N1)	- I can take part in finger rhymes with numbers. - I can react to changes of amounts in a group of up to three items. - I can count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' - I can use counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.	- I can compare amounts, saying 'lots', 'more' or 'same'. - I can notice patterns and arrange things in patterns.	- I can build with a range of resources. - I can compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.
3 –4 Years (N2)	- I can recite numbers to 5. - I can say one number for each item in order: 1,2,3,4,5 and beyond. - I can count out objects, actions and sounds to 5. - I can show 'finger numbers' up to 5 and begin to show finger numbers to 10. - I can match numerals to amounts to 5. - I can use symbols and marks to represent numbers. - I can begin to write numbers to 5. - I can subitise (fast recognition of objects without counting) to 3.	- I can compare quantities using language: 'more than', 'less than', 'same as' to 5. - I can recognise and talk about patterns. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. - I can continue a repeating pattern. - I can create a repeating pattern - I can spot an obvious mistake in a repeating pattern - I can say days of the week in order	- I can combine shapes to make new ones. - I can understand, talk about and explore 2D shapes using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. - I can understand positional language. - I can describe a familiar route. - I can compare objects by length. - I can compare objects by weight. - I can compare objects by capacity. - I can select shapes for a purpose. I can begin to sequence events, using words such as 'first', 'then...'
4 – 5 Years (Rec)	- I can count out objects, actions and sounds to 10. - I can match numerals and amounts to 10. - I can subitise to 5. - I can show finger numbers to 10. - I can link the number symbol with its number value. - I can recite numbers beyond ten. - I can understand how numbers to 5 are composed. - I can understand how numbers to 10 are composed. - I can begin to recall number bonds to 5 (with reference to rhymes, counting or other aids if needed). - I can write numbers to 10.	- I can order and compare numbers to 10. - I can understand one more than/one less than to 10. - I can continue, copy and create repeating patterns including some of my own. - I can compare groups of objects saying which is more, less or the same. - I can begin to recognise odd and even numbers. - I can begin to recall double facts. - I can begin to share objects equally. - I can begin to say months of the year including my birthday month	- I can select, rotate and manipulate shapes in order to develop spatial reasoning skills. - I can explore shapes and talk about their composition, recognising that there may be shapes within shapes. - I can compare and order objects by length and height. - I can compare and order objects by weight - I can compare and order objects by capacity. - I can understand, talk about and explore 3D shapes.

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	Understanding of the World		
	Past and Present (PP)	People, Culture and Communities (PCC)	The Natural World (NW)
2 - 3 Years (N1)	- I can recognise familiar adults in my life - I can recognise that I have a birthday	- I can make connections between the features of my family and other families. - I can notice differences between people.	- I can explore natural materials, indoors and outside. - I can explore and respond to different natural phenomena in my setting and on trips e.g weather
3 –4 Years (N2)	- I can talk about my own life and that of my family's. - I can talk about special times that have happened e.g birthdays. - I can talk about recent events - I can use the words yesterday, today, tomorrow (not always correctly)	- I can show interest in different occupations. - I can talk about the differences between people. - I know that there are different countries in the world and can talk about the differences.	- I can use my senses in hands-on exploration of natural materials. - I can compare and sort materials - I can talk about what I see, using a wide vocabulary. - I can explore how things work. - I can plant seeds and care for growing plants. - I can understand the key features of the life cycle of a plant and an animal. - I am beginning to understand the need to respect and care for the natural environment and all living things. - I can explore and talk about different forces I can feel.
4 – 5 Years (Rec)	- I can comment on images of familiar situations in the past. - I can compare and contrast characters from stories, including figures from the past. - I can talk about members of my immediate family and community. - I can name and describe people who are familiar to me.	- I can understand that some places are special to members of my community. - I can recognise that people have different beliefs and celebrate special times in different ways. - I can recognise some similarities and differences between life in this country and life in other countries.	- I can explore the natural world around me. - I can describe what I see, hear and feel whilst outside. - I can recognise some environments that are different to the one in which I live. - I can understand the effect of changing seasons on the natural world around me. - I can draw information from a simple map.

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	Expressive arts and design	
	Creating with Materials (M)	Being imaginative (I)
2 - 3 Years (N1)	• I can explore a range of sound-makers and instruments and play them in different ways. • I can notice patterns with strong contrasts and be attracted by patterns resembling the human face. • I can start to make marks intentionally. • I can enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. • I can explore different materials, using all of my senses to investigate them. • I can manipulate and play with different materials.	• I can express ideas and feelings through making marks, and sometimes give a meaning to the marks I make. • I am developing pretend play, pretending that one object represents another. For example, a wooden block for a phone. • I can use my imagination as I consider what I can do with different materials. • I can make simple models which express my ideas.
3 – 4 Years (N2)	• I can join different materials and explore different textures. • I can create closed shapes with continuous lines, and begin to use these shapes to represent objects. • I can draw with increasing complexity and detail, such as representing a face with a circle and including details. • I can show different emotions in my drawings and paintings, like happiness, sadness, fear etc • I can explore colour and colour-mixing • I can listen with increased attention to sounds. • I can remember and sing entire songs. • I can respond to what I have heard, expressing my thoughts and feelings. • I can sing the pitch of a tone sung by another person ('pitch match'). • I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • I can play instruments with increasing control to express my feelings and ideas.	• I can take part in simple pretend play, using an object to represent something else. • I can begin to develop complex stories using small world equipment. • I can make imaginative and complex 'small worlds' with blocks and construction kits. • I can explore different materials freely, in order to develop my ideas about how to use them and what to make. • I can create my own songs, or improvise a song around one I know.
4 – 5 Years (Rec)	• I can express my ideas and feelings through art using paint, watercolours, pastels, wax crayons, pencils and a range of tools. • I can create collaboratively sharing ideas, resources and skills. • I can listen attentively, move to and talk about music, expressing my feelings and responses. • I can watch and talk about dance and performance art, expressing my feelings and responses.	• I can return to and build on my previous learning. • I can develop storylines in my pretend play. • I can sing in a group or on my own, increasingly matching the pitch and following the melody. • I can explore and engage in music making and dance, performing solo or in groups.