

Christ Church CE Primary School: Development Matters and Early Learning Goals 2021

On Entry 2021		Autumn 2021	Spring 2022	Summer 2022
	Personal, Social and Emotional Development			
	Self-Regulation (SR)	Managing Self (MS)	Building Relationships (BR)	
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; brushing teeth, using the toilet, washing and drying my hands. - I can make healthy choices about food, drink.	- I can play with one or more other children, extending and elaborating play ideas. - I can help to find solutions for conflicts.	
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.	
ELG	- I can show an understanding of my own feelings and those of others, and begin to regulate my behaviour accordingly. - I can set and work towards simple goals, being able to wait for what I want and control my immediate impulses when appropriate. - I can give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.	- I can try new activities and show independence, resilience and perseverance in the face of challenge. - I can explain the reasons for rules, I know right from wrong and I try to behave accordingly. - I can manage my own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	- I can work and play cooperatively and take turns with others. - I can form positive attachments to adults and friendships with my peers. - I can show sensitivity to my own and to others' needs.	

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	Communication and Language	
	Listening, Attention and Understanding (LAU)	Speaking (S)
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 begin to use new vocabulary I have heard. • I can sing a large repertoire of songs. • I can develop my communication using the correct tense on most occasions. • I can say single sounds, but, may need practise saying: some sounds: r, j, th, ch, and sh. • I can use longer sentences of four to six words. • I can use words and actions to express my point of view • I can use talk within my play.
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.
ELG	• I can listen attentively and respond to what I have heard with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • I can make comments about what I have heard and ask questions to clarify my understanding. • I can hold conversation when engaged in back-and-forth exchanges with my teacher and peers.	• I can participate in small group, class and one-to-one discussions, offering my own ideas, using recently introduced vocabulary. • I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • I can express my ideas and feelings about my experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from my teacher.

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	Physical Development	
	Gross Motor Skills (GM)	Fine Motor Skills (FM)
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
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.
ELG	• I can negotiate space and obstacles safely, with consideration for myself and others. • I can demonstrate strength, balance and coordination when playing. • I can move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	• I can hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • I can use a range of small tools, including scissors, paintbrushes and cutlery. • I am beginning to show accuracy and care when drawing.

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	Literacy		
	Comprehension (C)	Word Reading (WR)	Writing (W)
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 the 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.
ELG	- I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary. - I can anticipate (where appropriate) key events in stories. - I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	- I can say a sound for each letter in the alphabet and at least 10 digraphs. - I can read words consistent with my phonic knowledge by sound-blending. - I can read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words.	- I can write recognisable letters, most of which are correctly formed. - I can spell words by identifying sounds in them and representing the sounds with a letter or letters. - I can write simple phrases and sentences that can be read by others.

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	Mathematics		
	Numbers (N)	Numerical Pattern (NP)	Shape, Space and Measure (SSM)
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 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 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.
ELG	I have a deep understanding of number to 10, including the composition of each number. I can subitise (recognise quantities without counting) up to 5. I can 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.	I can verbally count beyond 20, recognising the pattern of the counting system. I can compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other Quantity`. I can explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally	

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	Understanding of the World		
	Past and Present (PP)	People, Culture and Communities (PCC)	The Natural World (NW)
3 –4 Years (N2)	I can talk about my own life and that of my family's.	- 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.
ELG	- I can talk about the lives of the people around me and their roles in society. - I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class. - I can understand the past through settings, characters and events encountered in books read in class and storytelling.	- I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - I know some similarities and differences between different religious and cultural communities in this country, drawing on my experiences and what has been read in class. - I can explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.	- I can explore the natural world around me, making observations and drawing pictures of animals and plants. - I know some similarities and differences between the natural world around me and contrasting environments, drawing on my experiences and what has been read in class. - I can understand some important processes and changes in the natural world around me, including the seasons and changing states of matter.

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	Expressive arts and design	
	Creating with Materials (M)	Being imaginative (I)
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.
ELG	I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. I can share my creations, explaining the process I have used. I can make use of props and materials when role playing characters in narratives and stories.	I can invent, adapt and recount narratives and stories with peers and my teacher. I can sing a range of well-known nursery rhymes and songs. I can perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.