

Personal, Emotional and Social Development

Making Relationships

- Initiates conversations, attends to and takes account of what others say.
- Explains own knowledge and understanding, and asks appropriate questions of others.
- Takes steps to resolve conflicts with other children, e.g. finding a compromise

ELG: Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children

Self-confidence and self-awareness

- Confident to speak to others about own needs, wants, interests and opinions.
- Can describe self in positive terms and talk about abilities.

ELG: Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing feelings and behaviour

- Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.
- Aware of the boundaries set, and of behavioural expectations in the setting.
- Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.

ELG: Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Development Matters & Early Learning Goals

40-60 months Prime Areas

These are expectations for children to achieve over the **Reception year.**

'ELG' = Early Learning Goals: These are the goals children are expected to have achieved by the Summer Term of Reception.

Communication and Language

Listening and Attention

- Maintains attention, concentrates and sits quietly during appropriate activity.
- Two-channelled attention – can listen and do for short span.

ELG: Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.

They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding

- Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes.
 - Able to follow a story without pictures or props.
 - Listens and responds to ideas expressed by others in conversation or discussion
- ELG: Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.**

Speaking

- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
- Uses language to imagine and recreate roles and experiences in play situations.
- Links statements and sticks to a main theme or intention.
- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Introduces a storyline or narrative into their play.

ELG: Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Physical Development

Moving and Handling

- Experiments with different ways of moving.
 - Jumps off an object and lands appropriately.
 - 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.
 - Uses simple tools to effect changes to materials.
 - Handles tools, objects, construction and malleable materials safely and with increasing control.
 - Shows a preference for a dominant hand.
 - Begins to use anticlockwise movement and retrace vertical lines.
 - Begins to form recognisable letters.
 - Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.
- ELG: Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.**

Health and self-care

- Eats a healthy range of foodstuffs and understands need for variety in food.
- Usually dry and clean during the day.
- Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
- Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.
- Shows understanding of how to transport and store equipment safely.
- Practices some appropriate safety measures without direct supervision.

ELG: Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.