

Reception Long Term Plan (Supported by EYFS document)

Terms	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes covered This LT tracker allows us to track which DM have been covered and when. So that we can track progress and plan next steps.	Settling in All about us/snack together Harvest – The Little Red Hen Natural role play Home corner Pirate ship (outside role play area) Goldilocks and the Three Bears Reading Garden – Traditional stories and new experiences	Nocturnal animals Christmas Diwali Role play: Potions/Lab Hairdressers The Owl that was Afraid Owl Babies Whatever Next Winnie the Witch Stories	Seasons and Weather People who help us/ special people Role play: Construction site, hospital Cafe trip Chinese New Year Where Snowflakes Fall Foggy Foggy Forest The Three Little Pigs (also outside roll play)	Growing St Piran’s Day Easter Jack and the Beanstalk Role play: Stage, Train Olivers vegetables Supertato Stories The Enormous Turnip Train trip?	Noah’s Ark Mini beasts/ animals Role play: Pond area What’s in the magic shape? Pond dipping trip Jungle role play The Hungry Caterpillar Rumble in the Jungle What the Ladybird Heard Monkey Puzzle Equestrian role play (outside)	Sports Role play: Gym Role play and camping shop Beach Visit Lanhydrock physical activity trip New Beginnings/transitions Sharing a Shell Tiddler Lighthouse Keepers Lunch

PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT

PSED	30 – 50 months		40 – 60 months + and Early Learning Goals.	
	Development Matters	Enabling environment	Development matters	Enabling environment
Making relationships	Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.	Plan activities that require collaboration, such as parachute activities and ring games. Provide stability in staffing, key person relationships and in grouping of the children. Provide time, space and materials for children to collaborate with one another in different ways, for example, building constructions. Provide a role-play area resourced with materials reflecting children’s family lives and communities. Consider including resources reflecting lives that are unfamiliar, to broaden children’s knowledge and reflect an inclusive ethos. Choose books, puppets and dolls that help children explore their ideas about friends and friendship and to talk about feelings, e.g. someone saying ‘You can’t play’	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. Early Learning Goal 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.	Ensure that children have opportunities over time to get to know everyone in the group, not just their special Friends. Ensure children have opportunities to relate to their key person, individually and in small groups. Provide activities that involve turn-taking and sharing in small groups.
Self-confidence and self-esteem	Can select and use activities and resources with help. Welcomes and values praise for what they have done. Enjoys responsibility of carrying out small tasks. Is more outgoing towards unfamiliar people and more confident in new social situations. Confident to talk to other children when playing, and will communicate freely about own home and community. Shows confidence in asking adults for help.	Discuss with staff and parents how each child responds to activities, adults and their peers. Build on this to plan future activities and experiences for each child. As children differ in their degree of self-assurance, plan to convey to each child that you appreciate them and their efforts. Consult with parents about children’s varying levels of confidence in different situations. Record individual achievements which reflect significant progress for every child. Seek and exchange information with parents about young children’s concerns, so that they can be reassured if they feel uncertain. Vary activities so that children are introduced to different materials. Make materials easily accessible at child height, to ensure everybody can make choice	Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities. Early Learning Goal 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.	Give time for children to pursue their learning without interruption, to complete activities to their satisfaction, and to return to activities. Provide experiences and activities that are challenging but achievable. Provide opportunities for children to reflect on successes, achievements and their own gifts and talents. Provide regular opportunities for children to talk to their small group about something they are interested in or have done. Involve children in drawing or taking photographs of favourite activities or places, to help them describe their individual preferences and opinions.

Aware of own feelings, and knows that some actions and words can hurt others' feelings. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. Can usually adapt behaviour to different events, social situations and changes in routine.

Provide photographs and pictures of emotions for children to look at and talk about.
 Use Persona Dolls to help children consider feelings, ways to help others feel better about themselves, and dealing with conflicting opinions.
 Make available a range of music that captures different moods.
 Put in place ways in which children can let others know how they are feeling, such as pegging their own photo onto a feelings tree or feelings faces washing line.
 Provide familiar, predictable routines, including opportunities to help in appropriate tasks, e.g. dusting, setting table or putting away toys. To support children with SEN, use a sequence of photographs to show the routines in the setting.
 Set, explain and maintain clear, reasonable and consistent limits so that children can feel safe and secure in their play and other activities.
 Use pictures or consistent gestures to show children with SEN the expected behaviours.
 Provide materials for a variety of role play themes.
 Provide a safe space for children to calm down or when they need to be quiet.
 Provide activities that help children to develop safe ways of dealing with anger and other strong feelings

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.
Early Learning Goal
 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.

Plan small group circle times when children can explore feelings, e.g. help children to recall when they were happy, when they were excited, or when they felt lonely.
 Provide activities that require give and take or sharing for things to be fair.
 Use Persona Dolls to support children in considering fair ways to share and get on with each other.
 Involve children in agreeing codes of behaviour and taking responsibility for implementing them.
 Provide books with stories about characters that follow or break rules, and the effects of their behaviour on others.
 Carefully prepare children with SEN, such as those with autistic spectrum disorder, for any changes to their routine.

COMMUNICATION and LANGUAGE / LITERACY

CL/ L	30 – 50 months		40 – 60 months + and Early Learning Goals.	
	Development Matters	Enabling environments	Development matters	Enabling environments
Communication and language: Listening and attending	<p>Listens to others one to one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Focusing attention – still listen or do, but can shift own attention. Is able to follow directions (if not intently focused on own choice of activity).</p>	<p>When making up alliterative jingles, draw attention to the similarities in sounds at the beginning of words and emphasise the initial sound, e.g. <i>“mmmmummy”, “shshshshadow”, “K-K-K-KKaty”</i>. Plan activities listening carefully to different speech sounds, e.g. a sound chain copying the voice sound around the circle, or identifying other children’s voices on tape. Help children be aware of different voice sounds by using a mirror to see what their mouth and tongue do as they make different sounds. When singing or saying rhymes, talk about the similarities in the rhyming words. Make up alternative endings and encourage children to supply the last word of the second line, e.g. <i>‘Hickory Dickory boot, The mouse ran down the...’</i> Set up a listening area where children can enjoy rhymes and stories. Choose stories with repeated refrains, dances and action songs involving looking and pointing, and songs that require replies and turn-taking such as ‘Tommy Thumb’. Plan regular short periods when individuals listen to others, such as singing a short song, sharing an experience or describing something they have seen or done. Use sand timers to help extend concentration for children who find it difficult to focus attention on a task.</p>	<p>Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span. Early Learning Goal 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.</p>	<p>When making up alliterative jingles, draw attention to the similarities in sounds at the beginning of words and emphasise the initial sound, e.g. <i>“mmmmummy”, “shshshshadow”, “K-K-K-KKaty”</i>. Plan activities listening carefully to different speech sounds, e.g. a sound chain copying the voice sound around the circle, or identifying other children’s voices on tape. Help children be aware of different voice sounds by using a mirror to see what their mouth and tongue do as they make different sounds. When singing or saying rhymes, talk about the similarities in the rhyming words. Make up alternative endings and encourage children to supply the last word of the second line, e.g. <i>‘Hickory Dickory boot, The mouse ran down the...’</i> Set up a listening area where children can enjoy rhymes and stories. Choose stories with repeated refrains, dances and action songs involving looking and pointing, and songs that require replies and turn-taking such as ‘Tommy Thumb’. Plan regular short periods when individuals listen to others, such as singing a short song, sharing an experience or describing something they have seen or done. Use sand timers to help extend concentration for children who find it difficult to focus attention on a task.</p>
Communication and language: Understanding	<p>Understands use of objects (e.g. <i>“What do we use to cut things?”</i>) Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture. Responds to simple instructions, e.g. to get or put away an object. Beginning to understand ‘why’ and ‘how’ questions.</p>	<p>Set up shared experiences that children can reflect upon, e.g. visits, cooking, or stories that can be reenacted. Help children to predict and order events coherently, by providing props and materials that encourage children to re-enact, using talk and action. Find out from parents how children make themselves understood at home; confirm which their preferred language is. Provide practical experiences that encourage children to ask and respond to questions, e.g. explaining pulleys or wet and dry sand. Introduce, alongside books, story props, such as pictures, puppets and objects, to encourage children to retell stories and to think about how the characters feel.</p>	<p>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. Early Learning Goal Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.</p>	<p>Set up displays that remind children of what they have experienced, using objects, artefacts, photographs and books. Provide for, initiate and join in imaginative play and role-play, encouraging children to talk about what is happening and to act out the scenarios in character.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Communication and language: Speaking</p>	<p>Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>). Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>). Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i>. Uses a range of tenses (e.g. <i>play, playing, will play, played</i>). Uses intonation, rhythm and phrasing to make the meaning clear to others. Uses vocabulary focused on objects and people that are of particular importance to them. Builds up vocabulary that reflects the breadth of their experiences. Uses talk in pretending that objects stand for something else in play, e.g. <i>'This box is my castle.'</i></p>	<p>Display pictures and photographs showing familiar events, objects and activities and talk about them with the children. Provide activities which help children to learn to distinguish differences in sounds, word patterns and rhythms. Plan to encourage correct use of language by telling repetitive stories, and playing games which involve repetition of words or phrases. Provide opportunities for children whose home language is other than English, to use that language. Help children to build their vocabulary by extending the range of their experiences. Ensure that all practitioners use correct grammar. Foster children's enjoyment of spoken and written language by providing interesting and stimulating play opportunities.</p>	<p>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. Early Learning Goal 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.</p>	<p>Give time for children to initiate discussions from shared experiences and have conversations with each other. Give thinking time for children to decide what they want to say and how they will say it. Set up collaborative tasks, for example, construction, food activities or story-making through role-play. Help children to talk about and plan how they will begin, what parts each will play and what materials they will need. Decide on the key vocabulary linked to activities, and ensure that all staff regularly model its use in a range of contexts. Provide opportunities for talking for a wide range of purposes, e.g. to present ideas to others as descriptions, explanations, instructions or justifications, and to discuss and plan individual or shared activities. Provide opportunities for children to participate in meaningful speaking and listening activities. For example, children can take models that they have made to show children in another group or class and explain how they were made.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Literacy: Reading</p>	<p>Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. Listens to and joins in with stories and poems, one-to-one and also in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured. Suggests how the story might end. Listens to stories with increasing attention and recall. Describes main story settings, events and principal characters. Shows interest in illustrations and print in books and print in the environment. Recognises familiar words and signs such as own name and advertising logos. Looks at books independently. Handles books carefully. Knows information can be relayed in the form of print. Holds books the correct way up and turns pages. Knows that print carries meaning and, in English, is read from left to right and top to bottom.</p>	<p>Provide some simple poetry, song, fiction and non-fiction books. Provide fact and fiction books in all areas, e.g. construction area as well as the book area. Provide books containing photographs of the children that can be read by adults and that children can begin to 'read' by themselves. Add child-made books and adult-scribed stories to the book area and use these for sharing stories with others. Create an environment rich in print where children can learn about words, e.g. using names, signs, posters. When children can see the text, e.g. using big books. model the language of print, such as <i>letter, word, page, beginning, end, first, last, middle</i>. Introduce children to books and other materials that provide information or instructions. Carry out activities using instructions, such as reading a recipe to make a cake. Ensure access to stories for all children by using a range of visual cues and story props.</p>	<p>Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers. Early Learning Goal Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>	<p>Encourage children to add to their first-hand experience of the world through the use of books, other texts and information, and information and communication technology (ICT). Help children to identify the main events in a story and to enact stories, as the basis for further imaginative play. Provide story boards and props which support children to talk about a story's characters and sequence of events. When children are ready (usually, but not always, by the age of five) provide regular systematic synthetic phonics sessions. These should be multisensory in order to capture their interests, sustain motivation and reinforce learning. Demonstrate using phonics as the prime approach to decode words while children can see the text, e.g. using big books. Provide varied texts and encourage children to use all their skills including their phonic knowledge to decode words. Provide some simple texts which children can decode to give them confidence and to practise their developing skills.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Literacy: Writing</p>	<p>Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places.</p>	<p>Write down things children say to support their developing understanding that what they say can be written down and then read and understood by someone else. Encourage parents to do this as well. Model writing for a purpose, e.g. a shopping list, message for parents, or reminder for ourselves. Model writing poems and short stories, writing down ideas suggested by the children. Provide activities during which children will experiment with writing, for example, leaving a message. Include opportunities for writing during role-play and other activities. Encourage the children to use their phonic knowledge when writing.</p>	<p>Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words. Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts. Early Learning Goal Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p>Provide word banks and writing resources for both indoor and outdoor play. Provide a range of opportunities to write for different purposes about things that interest children. Resource role-play areas with listening and writing equipment. Ensure that role-play areas encourage writing of signs with a real purpose, e.g. a pet shop. Plan fun activities and games that help children create rhyming strings of real and imaginary words, e.g. <i>Maddie, daddy, baddie, laddie</i>. When children are ready (usually, but not always, by the age of five) provide regular systematic synthetic phonics sessions. These should be multisensory in order to capture their interests, sustain motivation and reinforce learning.</p>

PHYSICAL DEVELOPMENT

	30 – 50 months		40 – 60 months + and Early Learning Goals.	
	Development Matters	Enabling environments	Development matters	Enabling environments
PD: Moving and handling	<p>Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Mounts stairs, steps or climbing equipment using alternate feet. Walks downstairs, two feet to each step while carrying a small object. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can stand momentarily on one foot when shown. Can catch a large ball. Draws lines and circles using gross motor movements. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters, e.g. letters from their name.</p>	<p>Provide time and space to enjoy energetic play daily. Provide large portable equipment that children can move about safely and cooperatively to create their own structures, such as milk crates, tyres, large cardboard tubes. Practise movement skills through games with beanbags, cones, balls and hoops. Plan activities where children can practise moving in different ways and at different speeds, balancing, target throwing, rolling, kicking and catching. Provide sufficient equipment for children to share, so that waiting to take turns does not spoil enjoyment. Mark out boundaries for some activities, such as games involving wheeled toys or balls, so that children can more easily regulate their own activities. Provide activities that give children the opportunity and motivation to practise manipulative skills, e.g. cooking, painting, clay and playing instruments. Provide play resources including smallworld toys, construction sets, threading and posting toys, dolls' clothes and material for collage. Teach children skills of how to use tools and materials effectively and safely and give them opportunities to practise them. Provide a range of left-handed tools, especially left-handed scissors, as needed. Support children with physical difficulties with nonslip mats, small trays for equipment, and triangular or thicker writing tools. Provide a range of construction toys of different sizes, made of wood, rubber or plastic, that fix together in a variety of ways, e.g. by twisting, pushing, slotting or magnetism.</p>	<p>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.</p> <p>Early Learning Goal 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.</p>	<p>Provide time and space to enjoy energetic play daily. Provide large portable equipment that children can move about safely and cooperatively to create their own structures, such as milk crates, tyres, large cardboard tubes. Practise movement skills through games with beanbags, cones, balls and hoops. Plan activities where children can practise moving in different ways and at different speeds, balancing, target throwing, rolling, kicking and catching. Provide sufficient equipment for children to share, so that waiting to take turns does not spoil enjoyment. Mark out boundaries for some activities, such as games involving wheeled toys or balls, so that children can more easily regulate their own activities. Provide activities that give children the opportunity and motivation to practise manipulative skills, e.g. cooking, painting, clay and playing instruments. Provide play resources including smallworld toys, construction sets, threading and posting toys, dolls' clothes and material for collage. Teach children skills of how to use tools and materials effectively and safely and give them opportunities to practise them. Provide a range of left-handed tools, especially left-handed scissors, as needed. Support children with physical difficulties with nonslip mats, small trays for equipment, and triangular or thicker writing tools. Provide a range of construction toys of different sizes, made of wood, rubber or plastic, that fix together in a variety of ways, e.g. by twisting, pushing, slotting or magnetism.</p>
PD: Health and self care	<p>Can tell adults when hungry or tired or when they want to rest or play. Observes the effects of activity on their bodies. Understands that equipment and tools have to be used safely. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Can usually manage washing and drying hands. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p>	<p>Provide a cosy place with a cushion and a soft light where a child can rest quietly if they need to. Plan so that children can be active in a range of ways, including while using a wheelchair. Encourage children to be active and energetic by organising lively games, since physical activity is important in maintaining good health and in guarding against children becoming overweight or obese in later life.</p>	<p>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.</p> <p>Early Learning Goal 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.</p>	<p>Plan opportunities, particularly after exercise, for children to talk about how their bodies feel. Find ways to involve children so that they are all able to be active in ways that interest them and match their health and ability.</p>

MATHEMATICS

M	30 – 50 months		40 – 60 months + and Early Learning Goals.	
	Development Matters	Enabling environments	Development matters	Enabling environments
Numbers	<p>Uses some number names and number language spontaneously. Uses some number names accurately in play. Recites numbers in order to 10. Knows that numbers identify how many objects are in a set. Beginning to represent numbers using fingers, marks on paper or pictures. Sometimes matches numeral and quantity correctly. Shows curiosity about numbers by offering comments or asking questions. Compares two groups of objects, saying when they have the same number. Shows an interest in number problems. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Shows an interest in numerals in the environment. Shows an interest in representing numbers. Realises not only objects, but anything can be counted, including steps, claps or jumps.</p>	<p>Give children a reason to count, e.g. by asking them to select enough wrist bands for three friends to play with the puppets. Enable children to note the 'missing set', e.g. '<i>There are none left</i>' when sharing things out. Provide number labels for children to use, e.g. by putting a number label on each bike and a corresponding number on each parking space. Include counting money and change in role-play games. Create opportunities for children to separate objects into unequal groups as well as equal groups. Provide story props that children can use in their play, e.g. varieties of fruit and several baskets like Handa's in the story <i>Handa's Surprise</i> by Eileen Browne.</p>	<p>Recognise some numerals of personal significance. Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. Counts actions or objects which cannot be moved. Counts objects to 10, and beginning to count beyond 10. Counts out up to six objects from a larger group. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Counts an irregular arrangement of up to ten objects. Estimates how many objects they can see and checks by counting them. Uses the language of 'more' and 'fewer' to compare two sets of objects. Finds the total number of items in two groups by counting all of them. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Records, using marks that they can interpret and explain. Begins to identify own mathematical problems based on own interests and fascinations. Early Learning Goal Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p>	<p>Provide collections of interesting things for children to sort, order, count and label in their play. Display numerals in purposeful contexts, e.g. a sign showing how many children can play on a number track. Use tactile numeral cards made from sandpaper, velvet or string. Create opportunities for children to experiment with a number of objects, the written numeral and the written number word. Develop this through matching activities with a range of numbers, numerals and a selection of objects. Use a 100 square to show number patterns. Encourage children to count the things they see and talk about and use numbers beyond ten Make number games readily available and teach children how to use them. Display interesting books about number. Play games such as hide and seek that involve counting. Encourage children to record what they have done, e.g. by drawing or tallying. Use number staircases to show a starting point and how you arrive at another point when something is added or taken away. Provide a wide range of number resources and encourage children to be creative in identifying and devising problems and solutions in all areas of learning. Make number lines available for reference and encourage children to use them in their own play. Big number lines may be more appropriate than counters for children with physical impairments. Help children to understand that five fingers on each hand make a total of ten fingers altogether, or that two rows of three eggs in the box make six eggs altogether.</p>
Shape, space and measures	<p>Shows an interest in shape and space by playing with shapes or making arrangements with objects. Shows awareness of similarities of shapes in the environment. Uses positional language. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Shows interest in shapes in the environment. Uses shapes appropriately for tasks. Beginning to talk about the shapes of everyday objects, e.g. '<i>round</i>' and '<i>tall</i>'.</p>	<p>Organise the environment to foster shape matching, e.g. pictures of different bricks on containers to show where they are kept. Have large and small blocks and boxes available for construction both indoors and outdoors. Play games involving children positioning themselves <i>inside, behind, on top</i> and so on. Provide rich and varied opportunities for comparing length, weight, capacity and time. Use stories such as <i>Rosie's Walk</i> by Pat Hutchins to talk about distance and stimulate discussion about non-standard units and the need for standard units. Show pictures that have symmetry or pattern and talk to children about them.</p>	<p>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Can describe their relative position such as '<i>behind</i>' or '<i>next to</i>'. Orders two or three items by length or height. Orders two items by weight or capacity. Uses familiar objects and common shapes to create and recreate patterns and build models. Uses everyday language related to time. Beginning to use everyday language related to money. Orders and sequences familiar events. Measures short periods of time in simple ways. Early Learning Goal Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>	<p>Make books about shape, time and measure: shapes found in the environment; long and short things; things of a specific length; and ones about patterns, or comparing things that are heavier or lighter. Have areas where children can explore the properties of objects and where they can weigh and measure, such as a cookery station or a building area. Plan opportunities for children to describe and compare shapes, measures and distance. Provide materials and resources for children to observe and describe patterns in the indoor and outdoor environment and in daily routines. Provide a range of natural materials for children to arrange, compare and order.</p>

UNDERSTANDING THE WORLD

U the W		30 – 50 months		40 – 60 months + and Early Learning Goals.	
		Development Matters	Enabling environment	Development matters	Enabling environment
People and places		Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.	Plan extra time for helping children in transition, such as when they move from one setting to another or between different groups in the same setting. Provide activities and opportunities for children to share experiences and knowledge from different parts of their lives with each other. Provide ways of preserving memories of special events, e.g. making a book, collecting photographs, tape recording, drawing and writing. Invite children and families with experiences of living in other countries to bring in photographs and objects from their home cultures including those from family members living in different areas of the UK and abroad. Ensure the use of modern photographs of parts of the world that are commonly stereotyped and misrepresented, Help children to learn positive attitudes and challenge negative attitudes and stereotypes, e.g. using puppets, Persona Dolls, stories and books showing black heroes or disabled kings or queens or families with same sex parents, having a visit from a male midwife or female fire fighter. Visit different parts of the local community, including areas where some children may be very knowledgeable, e.g. Chinese supermarket, local church, elders lunch club, Greek café. Provide role-play areas with a variety of resources reflecting diversity. Make a display with the children, showing all the people who make up the community of the setting. Share stories that reflect the diversity of children's experiences. Invite people from a range of cultural backgrounds to talk about aspects of their lives or the things they do in their work, such as a volunteer who helps people become familiar with the local area.	Understanding the world – people and places Enjoys joining in with family customs and routines. Early Learning Goal Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.	Plan extra time for helping children in transition, such as when they move from one setting to another or between different groups in the same setting. Provide activities and opportunities for children to share experiences and knowledge from different parts of their lives with each other. Provide ways of preserving memories of special events, e.g. making a book, collecting photographs, tape recording, drawing and writing. Invite children and families with experiences of living in other countries to bring in photographs and objects from their home cultures including those from family members living in different areas of the UK and abroad. Ensure the use of modern photographs of parts of the world that are commonly stereotyped and misrepresented, Help children to learn positive attitudes and challenge negative attitudes and stereotypes, e.g. using puppets, Persona Dolls, stories and books showing black heroes or disabled kings or queens or families with same sex parents, having a visit from a male midwife or female fire fighter. Visit different parts of the local community, including areas where some children may be very knowledgeable, e.g. Chinese supermarket, local church, elders lunch club, Greek café. Provide role-play areas with a variety of resources reflecting diversity. Make a display with the children, showing all the people who make up the community of the setting. Share stories that reflect the diversity of children's experiences. Invite people from a range of cultural backgrounds to talk about aspects of their lives or the things they do in their work, such as a volunteer who helps people become familiar with the local area.
World		Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment.	Use the local area for exploring both the built and the natural environment. Provide opportunities to observe things closely through a variety of means, including magnifiers and photographs. Provide play maps and small world equipment for children to create their own environments. Teach skills and knowledge in the context of practical activities, e.g. learning about the characteristics of liquids and solids by involving children in melting chocolate or cooking eggs.	Looks closely at similarities, differences, patterns and change. Early Learning Goal Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.	Give opportunities to record findings by, e.g. drawing, writing, making a model or photographing. Provide stories that help children to make sense of different environments. Provide stimuli and resources for children to create simple maps and plans, paintings, drawings and models of observations of known and imaginary landscapes. Give opportunities to design practical, attractive environments, for example, taking care of the flowerbeds or organising equipment outdoors.
Technology		Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. Knows that information can be retrieved from computers	When out in the locality, ask children to help to press the button at the pelican crossing, or speak into an intercom to tell somebody you have come back.	Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software. Early Learning Goal Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	Provide a range of materials and objects to play with that work in different ways for different purposes, for example, egg whisk, torch, other household implements, pulleys, construction kits and tape recorder. Provide a range of programmable toys, as well as equipment involving ICT, such as computers.

CREATIVE DEVELOPMENT

EAD	30 – 50 months		40 – 60 months + and Early Learning Goals.	
	Development Matters	Enabling environment	Development matters	Enabling environment
Exploring and using materials and media	<p>Enjoys joining in with dancing and ring games. Sings a few familiar songs. Beginning to move rhythmically. Imitates movement in response to music. Taps out simple repeated rhythms. Explores and learns how sounds can be changed. Explores colour and how colours can be changed. Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Beginning to be interested in and describe the texture of things. Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance. Realises tools can be used for a purpose.</p>	<p>Lead imaginative movement sessions based on children’s current interests such as space travel, zoo animals or shadows. Provide a place where work in progress can be kept safely. Talk with children about where they can see models and plans in the environment, such as at the local planning office, in the town square, or at the new apartments down the road. Demonstrate and teach skills and techniques associated with the things children are doing, for example, show them how to stop the paint from dripping or how to balance bricks so that they will not fall down. Introduce children to a wide range of music, painting and sculpture. Encourage children to take time to think about painting or sculpture that is unfamiliar to them before they talk about it or express an opinion.</p>	<p>Begins to build a repertoire of songs and dances Explores the different sounds of instruments. Explores what happens when they mix colours. Experiments to create different textures. Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using. Early Learning Goal Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Provide resources for mixing colours, joining things together and combining materials, demonstrating where appropriate. Provide children with opportunities to use their skills and explore concepts and ideas through their representations. Have a ‘holding bay’ where models and works can be retained for a period for children to enjoy, develop, or refer to. Plan imaginative, active experiences, such as ‘Going on a bear hunt’. Help them remember the actions of the story (We’re Going on a Bear Hunt by Michael Rosen and Helen Oxenbury) and think about the different ways of moving.</p>
Being imaginative	<p>Developing preferences for forms of expression. Uses movement to express feelings. Creates movement in response to music. Sings to self and makes up simple songs. Makes up rhythms. Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. Engages in imaginative role-play based on own first-hand experiences. Builds stories around toys, e.g. farm animals needing rescue from an armchair ‘cliff’. Uses available resources to create props to support role-play. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p>	<p>Tell stories based on children’s experiences and the people and places they know well. Offer a story stimulus by suggesting an imaginary event or set of circumstances, e.g., “<i>This bear has arrived in the post. He has a letter pinned to his jacket. It says ‘Please look after this bear.’ We should look after him in our room. How can we do that?.</i>”</p>	<p>Create simple representations of events, people and objects. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Chooses particular colours to use for a purpose. Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative. Early Learning Goal Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p>Extend children’s experience and expand their imagination through the provision of pictures, paintings, poems, music, dance and story. Provide a stimulus for imagination by introducing atmospheric features in the role play area, such as the sounds of rain beating on a roof, or placing a spotlight to suggest a stage set. Provide curtains and place dressing-up materials and instruments close by. Make materials accessible so that children are able to imagine and develop their projects and ideas while they are still fresh in their minds and important to them. Provide children with opportunities to use their skills and explore concepts and ideas through their representations. Provide opportunities indoors and outdoors and support the different interests of children, e.g.in roleplay of a builder’s yard, encourage narratives to do with building and mending.</p>