

# Prime Area Progression

# Development Matters-ELG



Communication and Language	Birth to 3 years	3-4years	Reception	ELG	
				ELG: Listening, Attention and Understanding	ELG: Speaking
	<ul style="list-style-type: none"> <li>• Turn towards familiar sounds</li> <li>• Startled by loud noises</li> <li>• Accurately locate the source of a familiar person's voice</li> <li>• Gazes at faces, copying facial expressions</li> <li>• Watch someone's face as they talk</li> <li>• Copy what adults do</li> <li>• Enjoy singing, music and toys that make a sound</li> <li>• Recognise and are calmed by a familiar and friendly voice Listen and respond to a simple instruction</li> <li>• Make sounds to get attention in different ways</li> <li>• Babble</li> <li>• Use gestures like waving and pointing</li> <li>• Reach or point to something they want while making sounds</li> <li>• Copy gestures and words</li> <li>• Constantly babble and use single words during play</li> <li>• Use intonation, pitch and changing volume</li> <li>• Understand single words in context</li> <li>• Understand frequently used words</li> <li>• Understand simple instructions</li> <li>• Recognise and point to objects if asked about them</li> <li>• Generally, focus on an activity of their own choice and find it difficult to be directed by an adult</li> <li>• Listen to other people's talk with interest, but can be easily distracted</li> <li>• Can become frustrated when they can't make themselves understood</li> <li>• Start to say how they are feeling using words and actions</li> <li>• Start to develop conversation</li> <li>• Develop pretend play</li> <li>• Use the speech sounds p, b, m, w</li> <li>• Learning to pronounce l/r/w/y/f/th/s/ sh/ ch/dz/j and multi-syllabic words</li> <li>• Listen to simple stories and understand what is happening with the help of pictures</li> <li>• Identify familiar objects and properties</li> <li>• Understand and act on longer sentences</li> <li>• Understand simple questions about who, what and where</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoy listening to longer stories and can remember what happens</li> <li>• Can find it difficult to pay attention to more than one thing at a time</li> <li>• Uses a wider range of vocabulary</li> <li>• Understand a question or instruction with two parts</li> <li>• Understand why questions</li> <li>• Sing a large repertoire of songs</li> <li>• Know many rhymes</li> <li>• Be able to talk about familiar books</li> <li>• Be able to tell a long story Develop their communication, but may continue to have problems with irregular tenses and plurals</li> <li>• May have problems saying r/j/th/ch/ sh and monosyllabic words</li> <li>• Use longer sentences of four to six words</li> <li>• Be able to express a point of view and debate when they disagree</li> <li>• Start a conversation</li> <li>• Use talk to organise themselves and their play</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how to listen carefully and why this is important</li> <li>• Learn new vocabulary</li> <li>• Use new vocabulary through the day</li> <li>• Ask questions to find out more or check their understanding</li> <li>• Articulate ideas and thoughts in well-formed sentences</li> <li>• Connect one idea or act to another using connectives</li> <li>• Describe events in some detail</li> <li>• Use talk to help work out problems and organise thinking and activities</li> <li>• Explain how things work and why they might happen</li> <li>• Develop social phrases</li> <li>• Engage in story times</li> <li>• Listen to and talk about stories to build familiarity and understanding</li> <li>• Retell the story once they have a deep familiarity with the text</li> <li>• Use new vocabulary in different contexts</li> <li>• Listen carefully to rhymes and songs</li> <li>• Learn rhymes, poems, and songs</li> <li>• Engage in non-fiction books</li> <li>• Listen and talk about non-fiction to develop a deep familiarity</li> </ul>	<ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding</li> <li>• Hold conversation when engaged in back and forth exchanges with their teachers and peers</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in small group, class and 1:1 discussion, offering their own ideas and using recently introduced vocabulary</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</li> </ul>

Personal and social development	Birth to 3 years	3-4years	Reception	ELG		
				ELG : Self-Regulation	ELG: Managing Self	ELG: Building Relationships
	<ul style="list-style-type: none"> <li>Find ways to calm themselves, through being calmed and comforted by their key person</li> <li>Establish their sense of self</li> <li>Express preferences and decisions</li> <li>Engage with others through gestures, gaze and talk</li> <li>Use their engagement to achieve a goal</li> <li>Find ways of managing transitions</li> <li>Thrive as they develop self - assurance</li> <li>Look back as they crawl or walk away from their key person</li> <li>Play with increasing confidence on their own or with others</li> <li>Feel confident when taken out around the local neighbourhood</li> <li>Feel strong enough to express a range of emotions</li> <li>Grow in independence, rejecting help</li> <li>Begin to show effortful control</li> <li>Be increasingly able to talk about and manage their emotions</li> <li>Notice and ask questions about differences</li> <li>Develop friendships with other children</li> <li>Safely explore emotions beyond their normal range through play and stories</li> <li>Are talking about their feelings in more elaborate ways</li> </ul>	<ul style="list-style-type: none"> <li>Select and use activities and resources with help when needed</li> <li>Develop their sense of responsibility and membership of a community</li> <li>Become more outgoing with unfamiliar people</li> <li>Show more confidence in new social situations</li> <li>Play with one or more other children</li> <li>Help to find solutions to conflicts and rivalries</li> <li>Increasingly follow rules, understanding when they are important</li> <li>Do not always need an adult to remind them of a rule</li> <li>Develop appropriate ways of being assertive</li> <li>Talk with others to solve conflicts</li> <li>Talk about their feelings using words like happy, sad, or worried</li> <li>Begin to understand how others might be feeling</li> </ul>	<ul style="list-style-type: none"> <li>See themselves as a valuable individual</li> <li>Build constructive and respectful relationships</li> <li>Express their feelings and consider the feelings of others</li> <li>Show resilience and perseverance in the face of challenge</li> <li>Identify and moderate their own feelings socially and emotionally</li> <li>Think about the perspectives of others</li> <li>Manage their own needs</li> </ul>	<ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</li> <li>Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas and actions</li> </ul>	<ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> <li>Explain the reasons for rules, know right from wrong and behave accordingly</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</li> </ul>	<ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others</li> <li>Form positive attachments to adults and friendships with peers</li> <li>Show sensitivity to their own and to others' needs</li> </ul>

# Prime Area Progression

# Development Matters-ELG



Physical Development	Birth to 3 years	3-4years	Reception	ELG	
				ELG: Gross Motor Skills	ELG: Fine Motor Skills
	<ul style="list-style-type: none"> <li>Lift their head while lying on their front</li> <li>Push their chest up with straight arms</li> <li>Roll over front to back, back to front</li> <li>Enjoy moving when outdoors and inside</li> <li>Sit without support</li> <li>Begin to crawl in different ways and directions</li> <li>Pull themselves upright and bouncing in preparation for walking</li> <li>Reach out for objects as co-ordination develops</li> <li>Eat finger food and develop likes and dislikes</li> <li>Try a wider range of foods with different tastes and textures</li> <li>Lift objects up to suck on them</li> <li>Pass things from one hand to the other</li> <li>Gradually gain control of their whole body through continual practice of large movements</li> <li>Clap and stamp to music</li> <li>Fit themselves into spaces</li> <li>Enjoy starting to kick, throw and catch balls</li> <li>Build independently with a range of appropriate responses</li> <li>Begin to walk independently</li> <li>Walk, run, jump and climb</li> <li>Spin, roll and use ropes for swings</li> <li>Sit on a push-along wheeled toy</li> <li>Develop manipulation and control</li> <li>Explore different materials and tools Use large and small motor skills to do things independently</li> <li>Show an increasing desire to be independent</li> <li>Learn to use the toilet with help and then independently</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop their movement, balancing, riding and ball skills</li> <li>Go up steps and stairs using alternative feet</li> <li>Skip, hop, stand on one leg and hold a pose</li> <li>Use large muscle movements to wave flags and streamers, paint and make marks</li> <li>Start taking part in some group activities</li> <li>Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm</li> <li>Match their physical development to a skill or task</li> <li>Choose the right resource to carry out their own plan</li> <li>Collaborate with others to manage large items</li> <li>Use one handed tools and equipment</li> <li>Use comfortable grip with good control</li> <li>Start to eat independently and learning how to use a knife and fork</li> <li>Show a preference for a dominant hand</li> <li>Be increasingly independent as they get dressed and undressed</li> <li>Be increasingly independent meeting their own care needs</li> <li>Make healthy choices about food, drink, activity, and tooth brushing.</li> </ul>	<ul style="list-style-type: none"> <li>Revise and refine the fundamental movement skills they have already acquired</li> <li>Progress towards a more fluent style of moving, with developing control and grace</li> <li>Develop the overall body strength, co-ordination, balance and agility</li> <li>Develop their small motor skills</li> <li>Use their core muscle strength to achieve good posture when sitting at a table or sitting on the floor</li> <li>Combine different movements with ease and fluency</li> <li>Confidently and safely use a range of large and small apparatus</li> <li>Develop overall body strength, balance, co-ordination, and agility</li> <li>Further develop and refine a range of ball skills</li> <li>Develop confidence, competence, precision and accuracy when engaging in activities with a ball</li> <li>Develop the foundations of a handwriting style which is fast, accurate and efficient</li> <li>Know about the different factors that support their overall wellbeing</li> <li>Further develop the skills they need to manage the school day successfully</li> </ul>	<ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others</li> <li>Demonstrate strength, balance and co-ordination when playing</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</li> </ul>	<ul style="list-style-type: none"> <li>Hold a pencil effectively using the tripod grip in almost all cases</li> <li>Use a range of small tools including scissors, paint brushes and cutlery</li> <li>Begin to show accuracy and care when drawing</li> </ul>

# Specific Area Progression

# Development Matters-ELG



Literacy	Birth to 3 years	3-4years	Reception	ELG		
				ELG: Comprehension	ELG: Word Reading: Word Reading	ELG: Writing
	<ul style="list-style-type: none"> <li>Enjoys songs and rhymes</li> <li>Joins in with songs and rhymes</li> <li>Says some of the words in songs and rhymes</li> <li>Copy finger movement and other gestures</li> <li>Sing songs and say rhymes independently</li> <li>Enjoy sharing books with an adult</li> <li>Pay attention and respond to the pictures or words</li> <li>Have favourite books and want to share them</li> <li>Repeat words and phrases from familiar stories</li> <li>Ask questions about the book</li> <li>Develop play around favourite stories</li> <li>Notice some print</li> <li>Enjoy drawing freely</li> <li>Add meaningful marks to their drawings</li> <li>Make marks on their picture to stand for their name</li> </ul>	<ul style="list-style-type: none"> <li>Understand that print has meaning</li> <li>Understand that print can have different purposes</li> <li>Read from left to right, top to bottom</li> <li>Know the names of different parts of a book</li> <li>Understand page sequencing</li> <li>Develop phonological awareness</li> <li>Engage in extended conversations about stories</li> <li>Use some of their print and letter knowledge in early writing</li> <li>Write some or all of their name</li> <li>Write some letters accurately</li> </ul>	<ul style="list-style-type: none"> <li>Read individual letters by saying the sounds for them</li> <li>Blend sounds into words so they can read short words</li> <li>Read some letter groups that each represent one sound</li> <li>Read some common exception words</li> <li>Read simple phrases and sentences</li> <li>Re-read books to build up confidence and fluency</li> <li>Form lower case and capital letters correctly</li> <li>Spell wordy by identifying the sounds</li> <li>Write short sentences using a capital letter and a full stop</li> <li>Re-read what they have written to check it makes sense</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</li> <li>Anticipate, where appropriate, key events in stories</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role play</li> </ul>	<ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 diagraphs</li> <li>Read words consistent with their phonic knowledge by sound blending</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</li> </ul>	<ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters</li> <li>Write simple phrases and sentences that can be read by others</li> </ul>

# Specific Area Progression

# Development Matters-ELG



Maths	Birth to 3 years	3-4years	Reception	ELG	
				ELG: Number	ELG: Numerical Patterns
	<ul style="list-style-type: none"> <li>Combine objects like stacking or putting objects inside each other</li> <li>Take part in finger rhymes with numbers</li> <li>React to changes of amount in a group of up to 3 items</li> <li>Compare amounts saying lots, more, same</li> <li>Counting like behaviour</li> <li>Count in everyday contexts sometimes skipping numbers</li> <li>Climb and squeezing selves into different types of spaces</li> <li>Build with a range of resources</li> <li>Complete inset puzzles</li> <li>Compare sizes, weights using gesture and language</li> <li>Notice patterns and arrange things in patterns</li> </ul>	<ul style="list-style-type: none"> <li>Fast recognition of up to 3 objects by subitising</li> <li>Recite numbers past 5</li> <li>Say one number for each item in order</li> <li>Understand the cardinal principle</li> <li>Show finger numbers up to 5</li> <li>Link numerals and amounts</li> <li>Experiment with their own symbols and marks as well as numerals</li> <li>Solve real world maths problems with numbers up to 5</li> <li>Compare quantities using more than, fewer than</li> <li>Talk and explore 2D and 3D shapes</li> <li>Understand position through words along with no pointing</li> <li>Describe a familiar route</li> <li>Discuss routes and locations</li> <li>Make comparisons between objects relating to size, length, weight and capacity</li> <li>Select shapes appropriately</li> <li>Combine shapes to make new ones</li> <li>Talk about and identify patterns around them</li> <li>Extend and create ABAB patterns</li> <li>Notice and correct an error in a repeating pattern</li> <li>Begin to describe a sequence of events</li> </ul>	<ul style="list-style-type: none"> <li>Count objects, actions, and sounds</li> <li>Subitise</li> <li>Link the numeral with its cardinal number value</li> <li>Count beyond 10</li> <li>Compare numbers</li> <li>Understand one more/ one less</li> <li>Explore the composition of numbers to 10</li> <li>Automatically recall number bonds for numbers 0-10</li> <li>Select, rotate and manipulate shapes in order to develop spatial reasoning skills</li> <li>Compose and decompose shapes so that children recognise a shape can have another shape within it</li> <li>Continue, copy and create repeating patterns</li> <li>Compare length, weight and capacity</li> </ul>	<ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number</li> <li>Subitise up to 5</li> <li>Automatically recall number bonds to 5, including subtraction facts and some number bonds to 10 including double facts</li> </ul>	<ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</li> <li>Explore and represent patterns with numbers up to 10 including odds and evens, double facts and how quantities can be distributed equally</li> </ul>

# Specific Area Progression

# Development Matters-ELG



Understanding the World	Birth to 3 years	3-4years	Reception	ELG		
				ELG: Past and Present	ELG: People, Culture & Communities	ELG: The Natural World
	<ul style="list-style-type: none"> <li>Repeat actions that have an effect</li> <li>Explore materials with different properties</li> <li>Explore natural materials</li> <li>Explore and respond to different natural phenomena</li> <li>Make connections between the features of their family and other families</li> <li>Notice the difference between people</li> </ul>	<ul style="list-style-type: none"> <li>Use all their senses in hands on exploration of natural materials</li> <li>Explore collections of materials with similar or different properties</li> <li>Talk about what they see</li> <li>Begin to make sense of their life story and family history</li> <li>Show interest in different occupations</li> <li>Explore how things work</li> <li>Plant seeds and care for growing plants</li> <li>Understand the key features of the life cycle of a plant and animal</li> <li>Begin to understand the need to respect and care for living things</li> <li>Explore and talk about the different forces they can feel</li> <li>Talk about the differences between materials and changes they notice</li> <li>Develop positive attitudes about the differences between people</li> <li>Know that there are different countries in the world and talk about the differences</li> </ul>	<ul style="list-style-type: none"> <li>Talk about members of their immediate family and community</li> <li>Name and describe people who are familiar to them</li> <li>Comment on images of familiar situations in the past</li> <li>Compare and contrast characters from stories, including figures from the past</li> <li>Draw information from a simple map</li> <li>Understand that some places are special to members of their community</li> <li>Recognise that people have different beliefs and celebrate special times in different ways</li> <li>Recognise some similarities and differences between life in this country and in other countries</li> <li>Explore the natural world around them</li> <li>Describe what they see, hear and feel whilst outside</li> <li>Recognise some environments that are different to the one in which they live</li> <li>Understand the effect of changing seasons on the natural world around them</li> </ul>	<ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul>	<ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> <li>Know some similarities and differences between religious and cultural communities in this country, drawing on their experiences and what has been read in class</li> <li>Explain some similarities and differences between life in this country and other countries, drawing on knowledge from stories, non-fiction texts and where appropriate, maps</li> </ul>	<ul style="list-style-type: none"> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</li> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants</li> <li>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</li> </ul>

# Specific Area Progression

# Development Matters-ELG



Expressive Arts and Design	Birth to 3 years	3-4years	Reception	ELG	
				ELG: Creating with Materials	ELG: Being Imaginative and Expressive
	<ul style="list-style-type: none"> <li>Show attention to sounds and music</li> <li>Respond emotionally and physically to music when it changes</li> <li>Move and dance to music</li> <li>Anticipate phrases and actions in rhymes and songs</li> <li>Explore their voices and enjoy making sounds</li> <li>Join in with songs and rhymes, making some sounds</li> <li>Make rhythmical and repetitive sounds</li> <li>Explore a range of sound makers and instruments and play them in different ways</li> <li>Notice patterns with strong contrasts</li> <li>Start to make marks unintentionally</li> <li>Explore paint, using fingers, other parts of the body and brushes</li> <li>Express ideas and feelings through making marks, sometimes giving meaning</li> <li>Enjoy and take part in action songs</li> <li>Start to develop pretend play</li> <li>Explore different materials using all their senses to investigate them</li> <li>Manipulate and play with different materials</li> <li>Use their imagination to consider what to do with different materials</li> <li>Make simple models which express their ideas</li> </ul>	<ul style="list-style-type: none"> <li>Take part in simple pretend play, using an object to represent something else</li> <li>Begin to develop complex stories using small world equipment</li> <li>Make imaginative and complex small words with blocks and construction kits</li> <li>Explore different materials freely to develop ideas</li> <li>Develop their own ideas and decide which material to use to express them</li> <li>Join different materials and explore different textures</li> <li>Create closed shapes with continuous lines</li> <li>Draw with increasing complexity and detail</li> <li>Use drawing to represent ideas like movement or loud noises</li> <li>Show different emotions in their drawings and paintings</li> <li>Explore colour and colour mixing</li> <li>Listen with increased attention to sounds</li> <li>Respond to what they have heard</li> <li>Remember and sing entire songs</li> <li>Sing the pitch of a tone sung by another person</li> <li>Sing the melodic shape of familiar songs</li> <li>Create their own songs</li> <li>Play instruments with increasing control</li> </ul>	<ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express ideas and feelings</li> <li>Return to and build on previous learning</li> <li>Create collaboratively sharing ideas, resources and skills</li> <li>Listen attentively, move to and talk about music</li> <li>Watch and talk about dance and performance art</li> <li>Sing in a group or on their own, matching the pitch and melody</li> <li>Develop storylines in their pretend play</li> <li>Explore and engage in music making and dance</li> </ul>	<ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> <li>Share their creations, explaining the process they have used</li> <li>Make use of props and materials when role playing characters in narratives and stories</li> </ul>	<ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with peers and their teacher</li> <li>Sing a range of well-known nursery rhymes and songs</li> <li>Perform songs, rhymes, Poems and stories with others and try to move in time with the music</li> </ul>