



PINNER PARK INFANT AND NURSERY SCHOOL

Early Years Foundation Stage - Development Matter

The table below shows the learning areas children cover in Nursery and the expected level of learning, as prescribed by the Government in The Early Years Foundation Stage Framework. By the end of the year children are not expected to be strong at every statement within the area, as children develop at different rates and have different strengths, but the statements together should be a general representation of their abilities.

Prime Areas of Learning

Communication and language

Listening and attention:

- Children listen to others one to one or in small groups, when conversation interests them. They listen to stories with increasing attention and recall.
- They join in with repeated refrains and anticipate key events and phrases in rhymes and stories.
- They focus their attention - still listening or doing, but can shift own their attention.
- They are able to follow directions (if not intently focused on own choice of activity).

Understanding:

- Children understand the use of objects (e.g. "What do we use to cut things?").
- They show understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting the correct object or picture.
- They respond to simple instructions, e.g. to get or put away an object.
- They are beginning to understand 'why' and 'how' questions.

Speaking:

- Children are beginning to use more complex sentences to link thoughts (e.g. using and, because).
- They can retell a simple past event in the correct order (e.g. went down slide, hurt finger).
- They use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
- They question why things happen and give explanations. They ask e.g. who, what, when, how.
- They use a range of tenses (e.g. play, playing, will play, played).
- They use intonation, rhythm and phrasing to make the meaning clear to others.
- They use vocabulary focused on objects and people that are of particular importance to them.
- They build up vocabulary that reflects the breadth of their experiences.
- They use talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'

Physical Development

Moving and handling:

- Children move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
- They mount stairs, steps or climbing equipment using alternate feet.
- They walk downstairs, two feet to each step while carrying a small object.
- They run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.
- They can stand momentarily on one foot when shown.
- They can catch a large ball.
- They draw lines and circles using gross motor movements.
- They use one-handed tools and equipment, e.g. makes snips in paper with child scissors.
- They hold a pencil near the point between first two fingers and thumb (no longer using whole-hand grasp) and use it with good control.
- They can copy some letters, e.g. letters from their name.

Health and self-care:

- Children can tell adults when they are hungry or tired or when they want to rest or play. They observe the effects of activity on their bodies.
- They understand that equipment and tools have to be used safely.
- They have more bowel and bladder control and can attend to toileting needs most of the time themselves.
- They can usually manage washing and drying hands.
- They dress 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.

Personal, social and emotional Development

Self-confidence and self-awareness:

- Children can select and use activities and resources with help.
- They welcome and value praise for what they have done.
- They enjoy the responsibility of carrying out small tasks.
- They are more outgoing towards unfamiliar people and more confident in new social situations.
- They are confident to talk to other children when playing, and will communicate freely about own home and community.
- They show confidence in asking adults for help.

Managing feelings and behaviour:

- Children are aware of their own feelings, and know that some actions and words can hurt others' feelings.
- They begin to accept the needs of others and can take turns and share resources, sometimes with support from others.
- They can usually tolerate delay when their needs are not immediately met, and understand wishes may not always be met.
- They can usually adapt behaviour to different events, social situations and changes in routine.

Making relationships:

- Children can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.
- They initiate play, offering cues to peers to join them.
- They keep play going by responding to what others are saying or doing.
- They demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.

Specific Areas of Learning

Literacy

Reading:

- Children enjoy rhyming and rhythmic activities.
- They show awareness of rhyme and alliteration.
- They recognise rhythm in spoken words.
- They listen to and join in with stories and poems, one-to-one and also in small groups.
- They join in with repeated refrains and anticipate key events and phrases in rhymes and stories.
- They are beginning to be aware of the way stories are structured.
- They suggest how they might end.
- They listen to stories with increasing attention and recall.
- They describe main settings, events and principal characters.
- They show interest in illustrations and print in books and print in the environment.
- They recognise familiar words and signs such as own name and advertising logos.
- They look at books independently.
- They handle books carefully.
- They know information can be relayed in the form of print.
- They hold books the correct way up and turn pages.
- They know that print carries meaning and, in English, is read from left to right and top to bottom.

Writing:

- Children sometimes give meaning to marks as they draw and paint.
- They ascribe meanings to marks that they see in different places.

Mathematics

Numbers:

- Children use some number names and number language spontaneously.
- They use some number names accurately in play.
- They recite numbers in order to 10.
- They know that numbers identify how many objects are in a set.
- They are beginning to represent numbers using fingers, marks on paper or pictures.
- They sometimes match numeral and quantity correctly.
- They show curiosity about numbers by offering comments or asking questions.
- They compare two groups of objects, saying when they have the same number.
- They show an interest in number problems.
- They separate a group of three or four objects in different ways, beginning to recognise that the total is still the same.
- They show an interest in numerals in the environment.
- They show an interest in representing numbers.
- They realise not only objects, but anything can be counted, including steps, claps or jumps.

Shape, space and measure:

- Children show an interest in shape and space by playing with shapes or making arrangements with objects.
- They show awareness of similarities of shapes in the environment.
- They use positional language.
- They show interest in shape by sustained construction activity or by talking about shapes or arrangements.
- They show interest in shapes in the environment.
- They use shapes appropriately for tasks.
- They are beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.

Understanding the world

People and communities:

- Children show interest in the lives of people who are familiar to them.
- They remember and talk about significant events in their own experience.
- They recognise and describes special times or events for family or friends.
- They show interest in different occupations and ways of life.
- They know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.

The world:

- Children comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.
- They can talk about some of the things they have observed such as plants, animals, natural and found objects.
- They talk about why things happen and how things work.
- They are developing an understanding of growth, decay and changes over time.
- They show care and concern for living things and the environment.

Technology:

- Children know how to operate simple equipment e.g. turns on CD player and uses remote control.
- They show an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.
- They show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.
- They know that information can be retrieved from computers.

Expressive arts and design

Exploring and using media and materials:

- Children enjoy joining in with dancing and ring games.
- They sing a few familiar songs.
- They are beginning to move rhythmically.
- They imitate movement in response to music.
- They tap out simple repeated rhythms.
- They explore and learn how sounds can be changed.
- They explore colour and how colours can be changed.
- They understand that they can use lines to enclose a space, and then begin to use these shapes to represent objects.
- They are beginning to be interested in and describe the texture of things.
- They use various construction materials.
- They are beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.
- They join construction pieces together to build and balance.
- They realise tools can be used for a purpose.

Being imaginative:

- Children develop preferences for forms of expression.
- They use movement to express feelings.
- They create movement in response to music.
- They sing to self and make up simple songs.
- They make up rhythms.
- They notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.

- They engage in imaginative role-play based on own first-hand experiences.
- They build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.
- They use available resources to create props to support role-play.
- They capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.