



**St Hugh of Lincoln RC Primary EYFS**  
**EYFS Lead: Mrs Doherty**

**EYFS Curriculum Planning and Assessment Document**  
**RE, Development Matters and EExAT**

- Leuven Scales - see EExAT tracker - these are the first stage of the assessment process during each assessment round
- Characteristics of Effective Learning (learning behaviours)
- Areas of Learning (key indicators to capture children's age related progress)

## Characteristics of Effective Learning

- These are to be assessed during each assessment round alongside the EExAT learning statements

<b>Playing and Exploring</b>	<b>Curiosity</b>	Shows curiosity about objects and the world around them and has particular interests
	<b>Representing ideas and experiences</b>	Acts out experiences in their play, using objects to represent different things
	<b>Taking Risks</b>	Willing to try out new things and is open to new experiences
<b>Active Learning</b>	<b>Concentration</b>	Maintains focus for a period of time, showing high levels of engagement and paying attention to detail
	<b>Persistence</b>	Keeps on trying and doesn't give up at the first difficulty
	<b>Sense of achievement</b>	Shows satisfaction when he/she has accomplished something he/she has set out to do
<b>Creative and Critical thinking</b>	<b>Having own ideas</b>	Thinks of his/her own ideas and different ways of doing things, uses imagination in play
	<b>Making links</b>	Makes links and connections in their experiences, developing ideas of grouping, sequences or patterns
	<b>Reviewing</b>	Review activities as he/she does them and changes the approach as needed

Nursery Coverage:

PSED	Self-confidence and self-awareness	Managing feelings and behaviour	Making relationships
Development Matters 30-50 months	<p>Can select and use activities and resources with help.</p> <p>Welcomes and values praise for what they have done.</p> <p>Enjoys responsibility of carrying out small tasks.</p> <p>Is more outgoing towards unfamiliar people and more confident in new social situations.</p> <p>Confident to talk to other children when playing, and will communicate freely about own home and community.</p> <p>Shows confidence in asking adults for help.</p>	<p>Aware of own feelings, and knows that some actions and words can hurt others' feelings.</p> <p>Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</p> <p>Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</p> <p>Can usually adapt behaviour to different events, social situations and changes in routine.</p>	<p>Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p> <p>Initiates play, offering cues to peers to join them.</p> <p>Keeps play going by responding to what others are saying or doing.</p> <p>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p>
RE		<p>Can make own choices.</p> <p>Knows when to say sorry</p> <p><b>Diocese of Salford</b></p> <p>Talk about how they and others show feelings.</p>	<p>Has a good relationship with peers and adults in own setting.</p> <p>Has some understanding that Jesus is the Son of God •</p> <p>Has some understanding of Mary as the Mother of Jesus.</p> <p>Has a developing understanding that God loves each one always and at all times</p> <p>Is beginning to show respect to peers and adults.</p> <p><b>Diocese of Salford</b></p> <p>Show sensitivity to others</p>
EExAT	<p>By 30 months Cooperates with familiar boundaries and routines</p> <p>By 36 months Expresses own preferences, needs and interests.</p> <p>By 42 months Shows an awareness of the feelings of others</p> <p>By 48 months Can initiate an interaction with other children</p>	<p>By 30 months Emotionally less dependent on adult but still requires reassurance in unfamiliar situations</p> <p>By 36 months Is able to explore or try out a new activity/experience with adult support</p> <p>By 42 months Can tolerate delay when needs are not immediately met and accepts that wishes may not always be met</p> <p>By 48 months Is able to adapt behaviour to changes in a familiar routine</p>	<p>By 30 months Watches other children at play before joining in</p> <p>By 36 months Will approach familiar adults when upset, excited or wants to play</p> <p>By 42 months Will willingly approach others to play.</p> <p>By 48 months Can play in a group with friends suggesting ideas</p>

Reception Coverage

PSED	Self-confidence and self-awareness	Managing feelings and behaviour	Making relationships
<p>Development Matters 40 - 60+</p>	<p>Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities. <b>Early Learning Goal</b> <b>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.</b></p>	<p>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. <b>Early Learning Goal</b> <b>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.</b></p>	<p>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. <b>Early Learning Goal</b> <b>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.</b></p>
<p>RE</p>	<p><b>Diocese of Salford</b> <b>Confidently speak in a familiar group and talk about their ideas.</b></p>	<p><b>Is beginning to take responsibility for choices and actions</b> <b>Recognises the meaning of 'sorry' and begin to see how we can make amends.</b> <b>Diocese of Salford</b> <b>Talk about how they and others show feelings.</b> <b>Talk about their own and others' behaviour and it's consequences.</b></p>	<p><b>Has formed a good relationship with peers and adults in the school community</b> <b>Knows that God loves each one always • and at all times</b> <b>Knows that Jesus is the Son of God</b> <b>Can name Mary as the Mother of Jesus</b> <b>Is respectful to peers and adults</b> <b>Diocese of Salford</b> <b>Show sensitivity to others needs and feelings.</b> <b>Know that other children don't always enjoy and share the same feelings and are sensitive to this.</b></p>

<p>EExAT</p>	<p>By 48 months Can initiate an interaction with other children          By 54 months Selects and uses own resources, asks for help and is confident to interact with others          By 60 months Confident to talk about their own needs, wants, interests and opinions, and when they do or don't need help. Is willing to try something new.          By 66 months (ELG) Confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.          By 67+months (EXCEEDING) Confident to speaking front of their class, are willing to take a risk, and understands this is part of learning. Reviews their work and suggests how this could be approached differently. Demonstrates resilience looking for their own way to move forward or overcome an issue.</p>	<p>By 48 months Is able to adapt behaviour to changes in a familiar routine          By 54 months Is able to take turns, accepts the needs of others and is aware of the consequences of their own actions          By 60 months Is able to negotiate with peers, working as part of a group - understanding and following rules, adapting their behaviours to different situations          By 66 months (ELG) Can talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences. Takes changes of routine in their stride.          By 67+months (EXCEEDING) Knows some ways to manage their feelings and are beginning to use these to maintain control of their own behaviour.</p>	<p>By 48 months Can play in a group with friends suggesting ideas          By 54 months Has a good relationship with peers and familiar adults          By 60 months Confidently initiates conversations with unfamiliar adults and is able to compromise in social situations          By 66 months (ELG) Takes account of one another's needs and feelings, and form positive relationships with adults and other children.          By 67+months (EXCEEDING) Plays group games with rules. Understands someone else's point of view can be different from their own. Resolve minor disagreements through listening to each other to come up with a fair solution.</p>
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Nursery Coverage:

C & L	Listening and attention	Understanding	Speaking
<p>Development Matters 30-50 months</p>	<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>Understands use of objects (e.g. "What do we use to cut things?") 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>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>RE</p>	<p>Using prompts, can talk about God's creation. Has listened to the stories of Christmas and Easter and can respond to questions about it using images. Has listened to the story of Pentecost and can respond to questions about it using images. Is beginning to understand that Jesus tells us stories about God his Father Is beginning to join in simple prayers and hymns.</p>	<p>Sees Baptism as a way of becoming friends with Jesus. Can talk about Jesus helping us to choose to do good.</p>	<p><b>Diocese of Salford</b> <b>Use key religious words appropriate to their age and stage of development.</b></p>

<p>EExAT</p>	<p>By 30 months Listens and responds to talk when playing alongside an adult          Recognises and responds to familiar sounds          By 36 months Listens to stories, songs and rhymes and asks for favourites          Can shift attention when conversation interests them          By 42 months Listens and attends to a dialogue in a small group of 3 or more children          Able to shift attention to explore a self chosen line of enquiry          By 48 months Anticipates key events and phrases in rhymes and stories          Listens to others and stories in small groups</p>	<p>By 30 months Understands simple instructions          Links actions to words in games, action songs and rhymes          By 36 months Responds to questions with two given choices          Actions demonstrate understanding of simple concepts          By 42 months Responses show an understanding of an experience or event          Can describe an action or experience in the present tense          By 48 months Follows instructions without visual clues          Can describe how they carried out an activity or made a model</p>	<p>By 30 months Uses language to find out by asking the questions 'What's that?' or 'Why?'          Links 4 words together          By 36 months Links actions and words to communicate immediate needs and wants          Uses more vocabulary including descriptive language and words which explore form or function          By 42 months Able to tell their own short story or anecdote          Makes requests when choosing resources and activities          By 48 months Answers simple questions about themselves          Can make plans and describes them to others</p>
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Reception Coverage:

C & L	Listening and attention	Understanding	Speaking
<p>Development Matters months 40 - 60+</p>	<p>Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention - can listen and do for short span. <b>Early Learning Goal</b> <b>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.</b></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. <b>Early Learning Goal</b> <b>Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</b></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. <b>Early Learning Goal</b> <b>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.</b></p>
<p>RE</p>	<p>Can talk about God's creation Has listened to the stories of Christmas and Easter and can talk about them... Has listened to the story of Pentecost and can talk about it. Knows that Jesus tells us stories about God his Father to help us get to know him. Confidently joins in simple prayers and hymns. <b>Diocese of Salford</b> <b>Listen to and talk about religious stories and respond to what they hear with relevant comments.</b> <b>Give their attention to what others say and respond appropriately.</b></p>	<p>Sees Baptism as a way of becoming friends with Jesus. Can talk about Jesus helping us to choose to do good. <b>Diocese of Salford</b> <b>Answer 'how' and 'why' questions about their experiences and in response to religious stories or events.</b></p>	<p><b>Diocese of Salford</b> <b>Develop their own narratives and explanations of religious stories by connecting ideas or events to the scripture source used.</b> <b>Use key religious words appropriate to their age and stage of development.</b> <b>Express themselves effectively showing awareness of listeners' needs.</b></p>

EExAT	<p>By 48 months Anticipates key events and phrases in rhymes and stories Listens to others and stories in small groups By 54 months Listens to opinion of others when in a small group Is able to retell simple stories By 60 months Maintains attention and concentration when listening to others Is able to respond to stories asking questions and making comments By 66 months (ELG) Listens attentively in a range of situations. Gives their attention to what others say and respond appropriately, whilst engaged in another activity. By 67+months (EXCEEDING) Listens attentively with sustained concentration to follow a story without pictures or props. Listen to others in a larger group.</p>	<p>By 48 months Follows instructions without visual clues Can describe how they carried out an activity or made a model By 54 months Understands simple who, what and where questions Understands 'how' and 'why' questions By 60 months Can respond to instructions with two or more parts Is able to demonstrate understanding in their conversations with others by responding appropriately By 66 months (ELG) Follows instructions involving several ideas and actions. Answers 'how' and 'why' questions about their experiences and in response to stories or events. By 67+months (EXCEEDING) After listening to stories can express views about events or characters in the story and answer questions about why things happened. Carries out instructions which contain several parts in a sequence</p>	<p>By 48 months Can answer simple questions about themselves Can make plans and describes them to others By 54 months Uses past, present and future tenses appropriately in speech Asks questions about events that have happened or are to happen in the future. By 60 months Uses talk correctly to organise, sequence and clarify thinking, ideas, feelings and events. Expresses themselves using extended language, for example by utilising connectives or added details By 66 months (ELG) Expresses themselves effectively, showing awareness of listeners' needs. Develops their own narratives and explanations by connecting ideas or events. By 67+months (EXCEEDING) Shows some awareness of the listener by making changes to language and non-verbal features. Recounts experiences and imagine possibilities, often connecting ideas. Uses a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.</p>
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Nursery Coverage:

PD	Moving and handling	Health and self-care
Development Matters months 30 - 50	<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.</p> <p>Mounts stairs, steps or climbing equipment using alternate feet.</p> <p>Walks downstairs, two feet to each step while carrying a small object.</p> <p>Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</p> <p>Can stand momentarily on one foot when shown.</p> <p>Can catch a large ball.</p> <p>Draws lines and circles using gross motor movements.</p> <p>Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</p> <p>Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p>Holds pencil near point between first two fingers and thumb and uses it with good control.</p> <p>Can copy some letters, e.g. letters from their name.</p>	<p>Can tell adults when hungry or tired or when they want to rest or play.</p> <p>Observes the effects of activity on their bodies.</p> <p>Understands that equipment and tools have to be used safely. •</p> <p>Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</p> <p>Can usually manage washing and drying hands.</p> <p>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>
EExAT	<p>By 30 months Can move up and down a step or small slope maintaining balance. Holds and manipulates tools and equipment using a fist or pincer grip</p> <p>By 36 months Climbs using alternate hands and feet. Is able to use equipment that requires pulling and pushing.</p> <p>By 42 months Walks up steps using alternating feet one foot to each step. Is able to use resources that require twisting, turning and rotating.</p> <p>By 48 months Uses cross lateral movement to move forwards and negotiate space moving through tunnels, dens or when on a wheeled vehicle. Able to turn the pages in a book</p>	<p>By 30 months Attempts to communicate toilet needs</p> <p>By 36 months Is becoming independent in self care and manages this with support</p> <p>By 42 months Attempts to dress self</p> <p>By 48 months Is aware of their safety and manage risks with support</p>

Reception Coverage:

PD	Moving and handling	Health and self-care
<p>Development Matters 40 - 60+</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.  <b>Early Learning Goal</b>  <b>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.</b></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.  <b>Early Learning Goal</b>  <b>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.</b></p>
<p>EExAT</p>	<p>By 48 months Uses cross lateral movement to move forwards and negotiate space moving through tunnels, dens or when on a wheeled vehicle. Able to turn the pages in a book            By 54 months Moves with confidence in a range of ways, negotiating space and is able to use one handed equipment            By 60 months Is able to adjust speed and direction and is able to use precision to control and manipulate resources and small equipment            By 66 months (ELG) Shows good control and coordination in large and small movements. Moves confidently in a range of ways, safely negotiating space. Handles equipment and tools effectively.            By 67+months (EXCEEDING) Hops and skips when playing games or in time to music. Manipulates paper and pens when writing and drawing. Graphics are legible showing good control and coordination.</p>	<p>By 48 months Is aware of their safety and manage risks with support            By 54 months Is dry and clean during the day and manages own basic hygiene            By 60 months Shows an awareness and understanding of the effect of physical activity and what they eat on their body.            By 66 months (ELG) Knows the importance of good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.            By 67+months (EXCEEDING) Knows about and can make healthy choices in relation to healthy eating and exercise.</p>

Nursery Coverage:

Literacy	Reading	Writing
<p>Development Matters 30 - 50 months</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>Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places.</p>
<p>RE</p>	<p>Has experienced praying with others at a celebration. Joins in prayers in their own setting. Diocese of Salford Shares religious stories they have heard with others.</p>	
<p>EExAT</p>	<p>By 30 months Uses finger puppets/ props and everyday resources to play with songs, rhymes and stories. Points to objects, pictures or photographs to indicate choice By 36 months Listens attentively to a familiar book published or created in the provision Can recognise and match picture labels and silhouettes to objects in the environment By 42 months Uses their own illustrations or props to tell a story Engages in story talk when in the role play area or in small world play By 48 months Knows that print carries meaning and how to handle books. Plays with rhyming words, alliteration and hears and says some letter sounds.</p>	<p>By 30 months Grasps a mark making implement and creates a forwards, backwards or circular movement. Uses hand and arm actions to rotate and turn. By 36 months Makes marks in different media Uses pincer grip in play to hold small objects, cards and when eating food By 42 months Mark making shows variation in shape and form Engages in mark making in their play By 48 months Recognises and writes some letters from their own name Engages in making 'messages' for others from their pictures, paintings and in their play</p>

Reception Coverage:

Literacy	Reading	Writing
<p>Development Matters months 40 - 60+</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. <b>Early Learning Goal</b> 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>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. <b>Early Learning Goal</b> 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>RE</p>	<p>Has taken an active part in a prayerful celebration Recognises prayers as talking to and listening to God. <b>Diocese of Salford</b> Read and understand simple sentences from scripture or from their own religious stories. Share religious stories they have heard or read with others. Decode key religious words appropriate to their age and stage of development.</p>	<p><b>Diocese of Salford</b> Write simple sentences about religious stories using phrases or words which can be read by themselves and others.</p>

<p>EExAT</p>	<p>By 48 months Knows that print carries meaning and how to handle books.  Plays with rhyming words, alliteration and hears and says some letter sounds.  By 54 months Recognises familiar signs and labels and their own name.  Hears and says initial sounds in words.  By 60 months Talks about what they have read showing some understanding and emotional engagement with the content.  Links sounds to letters, when segmenting and blending CVC words  By 66 months (ELG) Read and understands simple sentences, using phonic knowledge to decode regular words and reading them aloud accurately. Can read some common irregular words.  By 67+months (EXCEEDING) Describes in their own words what they have read in a non-fiction or fiction text. Uses phonic, semantic and syntactic knowledge to read phonically regular words of more than one syllable as well as many irregular, but high frequency words, to understand unfamiliar vocabulary.</p>	<p>By 48 months Recognises and writes some letters from their own name  Engages in making 'messages' for others from their pictures, paintings and in their play  By 54 months Uses groups of letters of letter like shapes when writing  Ascribes meaning to marks they make  By 60 months Segments CVC words and uses appropriate letters to represent sounds in their writing  Writes for different purposes  By 66 months (ELG) Use their phonic knowledge to write words in ways which match their spoken sounds. Writes some common irregular words.  Writes simple sentences which can be read by themselves and others with some words are spelt correctly and others are phonetically plausible. By 67+months (EXCEEDING) Spells phonetically regular words of more than one syllable as well as many irregular but high frequency words.  Uses key features of narrative in their own writing.</p>
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Nursery Coverage

Maths	Numbers	Shape, space and measure
<p>Development Matters months 30 - 50</p>	<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>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. 'round and 'tall'.</p>
<p>EEExAT</p>	<p>By 30 months Organises a set of natural or everyday objects in a group            Plays 'hide and seek' with people and objects and knows that they exist even when out of sight            By 36 months Uses number names in play            Shows an interest in numbers in the environment            By 42 months Makes comparisons between different quantities            Can count alongside actions in games, rhymes and songs            By 48 months Recites numbers in order to 10 and can count up to 4 objects            Uses graphic representations to record number explorations in pictures and mark making</p>	<p>By 30 months Plays with 3D solid shapes to construct and position            Fills and empties containers using sand, water or other play materials            By 36 months Engages in lining up, placing, arranging and repositioning materials            Understands that there is an order and sequence to familiar events            By 42 months Understands and uses positional language: under, on, in            Acts out exchange of objects, cards, money or goods when engaged in role play, games or rhymes            By 48 months Names simple geometric shapes in their construction and block play. Uses everyday vocabulary to describe measures (size, weight, capacity and time) when engaged in expressing ideas, designing and building.</p>

Reception Coverage

Maths	Numbers	Shape, space and measure
<p>Development Matters months 40 - 60+</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.  <b>Early Learning Goal</b>            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>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.  <b>Early Learning Goal</b>            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>EEExAT</p>	<p>By 48 months Recites numbers in order to 10 and can count up to 4 objects          Uses graphic representations to record number explorations in pictures and mark making          By 54 months Counts with 1:1 correspondence a set of up to 10 objects and recognises some numerals of personal significance. Finds totals by counting and combines groups of objects.          By 60 months Counts reliably with numbers from 0-10, recognises and places in order and uses resources to say one more or one less than a given number.          Orders numbers 0-10 and understands the relationship between a group of objects and the corresponding number (0-10). Can add and subtract single digit numbers in their play by counting on or back to find the answer.          By 66 months (ELG) Counts reliably with numbers from 0-20, place them in order and say which number is one more or one less than a given number. They solve problems, including doubling, halving and sharing.          By 67+months (EXCEEDING) Can estimate a number of objects and check quantities by counting up to 20          Solves practical problems that involve combining groups of 2, 5 or 10 or sharing into equal groups.</p>	<p>By 48 months Names simple geometric shapes in their construction and block play. Uses everyday vocabulary to describe measures (size, weight, capacity and time) when engaged in expressing ideas, designing and building.          By 54 months Uses everyday language to describe patterns in nature or urban environments. Uses comparative language to describe and compare measures (size, weight, capacity and time).          By 60 months Creates patterns by lining, placing, building and arranging.          Orders three or more measures (size, weight and capacity).          By 66 months (ELG) Explores the characteristics of everyday objects, 2D and 3D shapes using mathematical language to describe them. Uses everyday language of measures (size, weight, capacity) when comparing quantities or solving problems.          By 67+months (EXCEEDING) Children talk about the properties of shape and patterns, using vocabulary to describe position, direction and movement. Estimates, measures, weighs and can compare and order objects. Talks about properties, position and the sequence of time.</p>
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Nursery Coverage:

UW	People and communities	The world	Technology
<p>Development Matters months 30 - 50</p>	<p>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.</p>	<p>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.</p>	<p>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</p>
<p>RE</p>	<p>Is beginning to talk about ways in which a Christian family and parish share and celebrate life, and show care for one another. Know that they are special within their family Knows that church is God's house, a special place. Is beginning to recognise that Sunday is a special day for the church family to celebrate.</p> <p><b>Diocese of Salford</b> Listen, talk about and role play similarities and differences in relation to places they have read or heard about, family, church communities and religious stories. Listen and talk about key figures in the history of the people of God. Listen and talk about religious signs and symbols used in worship, including the celebration of the Sacraments. Use religious signs and symbols in role play.</p>		

EExAT	<p>By 30 months Can identify significant people in their lives</p> <p>By 36 months Can remember and share recent events they have been part of</p> <p>By 42 months Talks about or responds to events in their personal history and present lives</p> <p>By 48 months Understands that different people perform different roles</p>	<p>By 30 months Re-enacts experiences using resources</p> <p>By 36 months Able to share things they know about the places which are familiar to them (parks, shop)</p> <p>By 42 months Shows care and concern for living things and the environment</p> <p>By 48 months Responds to experiences and explorations of why things happen and how things work in the natural and 'man' made world</p>	<p>By 30 months Responds to photographs and/or DVD clips of shared events/familiar people or places</p> <p>By 36 months Uses and responds to real or improvised technological resources</p> <p>By 42 months Uses technologies to share experiences with others and shares experiences of using technology</p> <p>By 48 months Uses technologies, with support, to find out more about the world around them</p>
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Reception Coverage:

UW	People and communities	The world	Technology
<p>Development Matters 40 - 60+</p>	<p>Enjoys joining in with family customs and routines.  <b>Early Learning Goal</b>            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.</p>	<p>Looks closely at similarities, differences, patterns and change.  <b>Early Learning Goal</b>            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.</p>	<p>Completes a simple program on a computer.            Uses ICT hardware to interact with age-appropriate computer software.  <b>Early Learning Goal</b>            Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>
<p>RE</p>	<p>Can talk about ways in which a Christian family share and celebrate life, and show care for one another            Know that they are special within their family and the community            Know that church is a special place where God's people gather together to pray.            Understands that Sunday is a special day for the church family to celebrate.            Experience liturgical celebrations in a variety of simple settings  <b>Diocese of Salford</b>            Listen, talk about and role play similarities and differences in relation to places they have read or heard about, family, church communities and religious stories.            Listen talk about and role play how people act in a particular way because of their beliefs.            Listen and talk about key figures in the history of the people of God.            Listen, talk about and role play how people behave in the local, national and universal church community.            Listen and talk about religious signs and symbols used in worship, including the celebration of the Sacraments. Use religious signs and symbols in role play.</p>		

	<p>Talk about past and present events in their own lives and in the lives of family members.</p> <p>Know that other children don't always enjoy and share the same feelings and are sensitive to this.</p>		
EExAT	<p>By 48 months Understands that different people perform different roles</p> <p>By 54 months Knows about festivals and celebrations that are marked within their own culture.</p> <p>By 60 months Talks about similarities and differences between themselves and others and among families, communities and traditions.</p> <p>By 66 months (ELG) Knows that other children don't always enjoy the same things and are sensitive to this.</p> <p>By 67+months (EXCEEDING) Understands that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect. Understands that lives were different in the past.</p>	<p>By 48 months Responds to experiences and explorations of why things happen and how things work in the natural and 'man' made world</p> <p>By 54 months Looks closely at similarities, differences, patterns and change in own environment and that of others.</p> <p>By 60 months Knows that things live, grow and die</p> <p>By 66 months (ELG) Knows about similarities and differences in relation to places, objects, materials and living things. Can make observations of animals and plants and explain why some things occur and talk about changes.</p> <p>By 67+months (EXCEEDING) Knows that the environment and living things are influenced by human activity. Can describe some actions which people in their own community do that helps to maintain the area they live in. Knows the properties of some materials and can suggest some of the purposes they are used for.</p>	<p>By 48 months Uses technologies, with support, to find out more about the world around them</p> <p>By 54 months Uses technologies to enhance, change or recreate within learning experience.</p> <p>By 60 months Captures and documents a sequence of events or experiences using ICT.</p> <p>By 66 months (ELG) Recognises that a range of technology is used in places such as homes and schools. Selects and uses technology for particular purposes.</p> <p>By 67+months (EXCEEDING) Finds out about and uses a range of technology. Selects appropriate applications that support an identified need.</p>

Nursery Coverage:

EA & D	Exploring and using media and materials	Being imaginative
<p>Development Matters months 30 - 50</p>	<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>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>RE</p>	<p>Can make the sign of the cross. Diocese of Salford Sing songs, make music and dance to express religious stories.</p>	<p>Diocese of Salford Listen, talk about and role play similarities and differences in relation to places they have read or heard about, family, church communities and religious stories. Use religious signs and symbols in role play.</p>
<p>EExAT</p>	<p>By 30 months Explores with the textures, movement, feel and look of different media and materials By 36 months Responds to a range of media and materials showing an understanding that they can manipulate and create effects with these By 42 months Representations and responses show understanding that different media, music or materials will support the expression of their own ideas By 48 months Construct with a purpose in mind using a variety of resources to create a model, dance or composition</p>	<p>By 30 months Beginning to make believe by pretending By 36 months plays alongside or with other children who are exploring new ideas By 42 months Creates or builds new 'worlds', narratives' or scenarios By 48 months Uses a resource or material in a different or unusual way, showing intent as they do so.</p>

Reception Coverage:

EA & D	Exploring and using media and materials	Being imaginative
<p>Development Matters 40 - 60+</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.</p> <p><b>Early Learning Goal</b>            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>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.</p> <p><b>Early Learning Goal</b>            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>RE</p>	<p>Can make the sign of the cross and knows this is a way of praying.  <b>Diocese of Salford</b>            Sing songs, make music and dance to express religious stories.            Use a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function to express religious stories.</p>	<p><b>Diocese of Salford</b>            Represent their own ideas, thoughts and feelings about religious stories through design and technology, art, music, dance and role play.            Listen, talk about and role play similarities and differences in relation to places they have read or heard about, family, church communities and religious stories.            Use religious signs and symbols in role play.</p>

<p>EExAT</p>	<p>By 48 months Construct with a purpose in mind using a variety of resources</p> <p>By 54 months Uses simple tools and techniques competently and appropriately to create something new</p> <p>By 60 months Selects appropriate resources and adapts work where necessary to create and change a piece of music, art, a picture or a model.</p> <p>By 66 months (ELG) Sing songs, make music and dances, experiments with ways of changing them. Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>By 67+months (EXCEEDING) Selects and uses materials to work on processes that interest them. Through their explorations finds out and makes decisions about how media and materials can be combined and changed.</p>	<p>By 48 months Uses a resource or material in a different or unusual way, showing intent as they do so.</p> <p>By 54 months Plays cooperatively as part of a group to develop and act out a narrative</p> <p>By 60 months Introduces a storyline or narrative into their play</p> <p>By 66 months (ELG) Uses what they have learned about media and materials in original ways, thinking about uses and purposes. They can represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> <p>By 67+months (EXCEEDING) Talks about ideas and processes which have led them to make music, designs, images or products. Can talk about features of their own and others work, recognising the differences between them and the strengths of others</p>
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