

	By the age of 2, I might:	By the age of 3, I might:	By the age of 4, I might:	Early Learning Goals: End of Reception Year
Literacy	<p>Word Reading and Comprehension</p> <ul style="list-style-type: none"> Enjoy picture books, recognising fine detail in my favourite pictures. Like to share stories with you and can find my favourite books for you to read to me. Have favourite rhymes and songs and join in with the actions. Join in singing some words to familiar songs (or use my preferred method of communication). <p>Writing</p> <ul style="list-style-type: none"> Need to hear words lots of time and then start to learn to use these. Need to explore what happens when I use my hands and feet in lots of different ways. Know that when I move a chunky crayon or pen round, up and down and across, the marks I make on the paper look the same as the way I moved my hand. 	<p>Word Reading and Comprehension</p> <ul style="list-style-type: none"> Have some favourite rhymes and songs. Join in with words and phrases that appear over and over again, when you read me my favourite stories. Tell you the missing word or phrase in stories and rhymes that I know really well, such as 'Humpty Dumpty sat on a ...' Ask questions about the book and makes comments, may shares their own ideas. Develop play around favourite stories using puppets and props. Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. <p>Writing</p> <ul style="list-style-type: none"> Tell you about the different marks I make in my writing and drawing, e.g. 'That says Mummy' or 'That's my name/me'. Hold a chunky crayon, pencil, pen or paint brush and makes lines that go across, up and down or round and round. Draw lines that go across, up and down, round and round and pictures to show numbers and amounts. 	<p>Word Reading and Comprehension</p> <ul style="list-style-type: none"> Be able to follow simple stories without pictures. Join in with rhymes and recognise when words start the same letter, like 'big boat' and 'tall tower'. Clap my hands to match the sounds in words, like 2 claps for 'he-llo'. Listen and join in when we read books and sing rhymes. Talk about the places and people in stories and the important things that are happening and can guess what will happen next. Show you words when we are outdoors. Recognise my own name and words that are special to me, like 'Mummy' and my favourite shops and foods. Know that books can tell me things like the names of cars I am interested in. Engage in extended conversations about stories, learning new vocabulary. Know where the words start on a page. <p>Understand the five key concepts about print:</p> <ol style="list-style-type: none"> print has meaning the names of the different parts of a book print can have different purposes page sequencing we read English text from left to right and from top to bottom <p>Writing</p> <ul style="list-style-type: none"> Look at your writing, and tell you what I think it means, like the shopping list says, 'beans and chips and ice cream'. Make the lines and marks that I want with a pencil. Use some of my print and letter knowledge in my early writing, e.g. writing a pretend shopping list that starts at the top of the page or write 'm' for Mummy. Write some or all of my name. 	<p>ELG: Word Reading</p> <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>ELG: Writing</p> <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others.
Mathematics	<p>Number</p> <p>React to changes of amount in a group of up to three items, e.g. change my expression or comments when an additional 'toy or desired object' is given or taken away.</p> <ul style="list-style-type: none"> Start using counting-like behaviours, such as making sounds or pointing when you count 1, 2, 3. Know that when you hide a toy under a blanket, I will find it under the blanket. Say number names in a mixed-up order when I am playing with my toys or singing songs. Take part in finger rhymes using numbers. Combine objects like stacking blocks and cups and put objects inside others and take them out again. Be able to sort out my toys and other things so that all the same ones are together. <p>Numerical Patterns (and Shape, Space and Measure)</p> <ul style="list-style-type: none"> Climb onto things and might squeeze myself into different types of spaces. Try to put the shape pieces into a jigsaw board and sometimes match the right piece into the right hole. Build towers and make long lines across the floor with bricks. Know the order I need to use things to help me get ready at bedtime or to get dressed. 	<p>Number</p> <ul style="list-style-type: none"> Say some number names in order, sometimes I skip a number. Give you the right number of objects from a collection when you say, 'please give me one', 'please give me two'. Draw lines that go across, up and down, round and round and pictures to show numbers and amounts. Use words like 'more', 'lots' and 'same' to describe amounts of objects. Know that if I add a toy to a collection or some food to my plate I have more and if I take something away, I do not have as much. <p>Numerical Patterns (and Shape, Space and Measure)</p> <ul style="list-style-type: none"> Notice and point out shapes and patterns in pictures and on clothes. Enjoy arranging things into patterns. Sort a collection of objects so that ones that are the same or very similar shape or size are altogether. Show you which group of toys or plate of food has 'more'. Compare size and weight using gesture and language, e.g. 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. <p>Know the order of things that happen every day (such as I get out of bed, I have my breakfast, I get dressed) and can tell you what happens next.</p>	<p>Number</p> <ul style="list-style-type: none"> Show fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Know that the last number reached when counting a small set of objects tells me how many things there are in total ('cardinal principle'). Use my fingers, pictures, or marks to show you how many things there are; using 1-1 correspondence up to 5. Link numerals and amounts, e.g. showing the right number of objects to match a numeral, up to 5. Experiment with my own symbols and marks as well as numerals. Be interested in numbers and talk about them, I might ask you questions. Show I am interested in playing with numbers when I share things out in different ways, like putting my 10 farm animals in 2 fields and then in 3 fields and I am beginning to know there are still 10 animals. Talk about the numbers I see when we are outdoors. <p>Numerical Patterns (and Shape, Space and Measure)</p> <ul style="list-style-type: none"> Say numbers in order from 1 to 10. Know that I can count claps and jumps as well as things like apples and buses and dinosaurs. Use some number names and words like 'more than' and 'fewer than' when I am playing. Sometimes match a numeral to the right number of things, like '3' to three balls. Select shapes appropriately, like a flat surface for building onto, a triangular prism for a roof or combine blocks to make a road etc. Talk about and explore 2D and 3D shapes, including in the environment (e.g. circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Talk about and identify the patterns around me, e.g. stripes on clothes, designs on rugs and wallpaper, use informal language like 'pointy', 'spotty', 'blobs'. Extend and create ABAB patterns – stick, leaf, stick, leaf and will notice and correct an error in a repeating pattern. Use and understand words like 'under', 'next to' and 'in front of' to describe where things are. Make comparisons between objects relating to size, length, weight and capacity. 	<p>ELG: Number</p> <ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p>ELG: Numerical Patterns</p> <ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system; Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Understanding the World</p>	<p>Past and Present</p> <ul style="list-style-type: none"> • Know that when I see you with your coat we are going outside or when I see my cup and bowl on the table it is time to have a drink and something to eat. • Repeat actions that have an effect; like releasing balls with a hammer on my whacker tray or pouring water to turn the watermill. <p>People, Cultures and Communities</p> <ul style="list-style-type: none"> • Like to look at and talk to you about photos of people and things that are special to me, such as family members, brothers and sisters, friends, and pets. • Like to listen to stories about children and families. • Begin to notice differences between people. <p>The Natural World</p> <ul style="list-style-type: none"> • Like to explore things indoors and out, to see what I can do with them. • Explore natural and man-made materials; I might shake them, tap things with them, look at them, touch them, stroke them, put them in my mouth or pull them to find out what happens. • Put things together that belong together, such as a lid on the teapot or a lid on a box • Explore and respond to different natural phenomena when outdoors, e.g. scream when it is lightning or giggle when it begins to rain. 	<p>Past and Present</p> <ul style="list-style-type: none"> • Show some appreciation of difference between present and past, for example knows that Grandad was born a long time ago or that they went to the park 'last week' 'yesterday' or 'ages ago' (may not get the time frame accurate). <p>People, Cultures and Communities</p> <ul style="list-style-type: none"> • Recognise photos of my friends, family and other special people and tell you who they are. • Use my toys to pretend familiar, everyday routines, such as cooking or looking after a baby. • Be starting to make friends. • Talk about how I am the same and different from other people based on my familiar experiences, such as what I like to eat or what clothes I wear. <p>The Natural World</p> <ul style="list-style-type: none"> • Play with toys such as toy cars, trains, animals, and people and talk about what happens as I play with them. • Talk about what I see when I play outside, such as splashing in puddles or digging in the mud. • Name some animals and features of the natural world, e.g. a sheep and a tree. 	<p>Past and Present</p> <ul style="list-style-type: none"> • Appreciate past, present, and future time. • Be beginning to notice changes in things, e.g. when bananas turn black when they stay in the bowl for too long or the flowers in the park getting bigger. • Be beginning to make sense of my own life-story and my family's history. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' <p>People, Cultures and Communities</p> <ul style="list-style-type: none"> • Be interested in the grown-ups I know and talk about where they live and what they do. • Remember times that are special to me and talk about them, like the first day I got my scooter or my birthday party. • Talk about people and times that are special to me and my family and friends, like 'remember the party when we had fireworks and big bangs'. • Be interested in the different jobs that grown-ups do, like fire fighters and doctors. • Know that I am special and some things that I do are the same as my friends and some things are different. I might say things like 'I don't eat meat' and 'I go to the same swimming pool as my friends'. <p>The Natural World</p> <ul style="list-style-type: none"> • Talk about my home and the places that I know like the park, the shops, and the library. Sometimes I ask questions about the animals and trees I see. • Talk about plants and animals that interest me, like next door's dog that barks and know that we need to water the plants. • Talk about why things happen and how things work, like 'where does all the bathwater go when it goes down the plughole?' • Know that we have to be careful with animals and plants and remember not to pick the flowers and to stroke the cat gently. • Explore and talk about different forces I can feel, e.g. how the wind 'pushes' me along or how I need to 'pull' the trolley. • Talk about the differences between materials and changes I notice, e.g. when the chocolate melts or the puddles begin to dry up. • Know that there are different countries in the world and they have different features, e.g. some are hot, some are cold. 	<p>ELG: Past and Present</p> <ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>ELG: People, Culture and Communities</p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <p>ELG: The Natural World</p> <ul style="list-style-type: none"> - Explore the natural world around them, making observations and drawing pictures of animals and plants; - 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; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Expressive Arts and Design</p>	<p>Creating with Materials</p> <ul style="list-style-type: none"> • Need to explore lots of different objects and materials to find out what I can do with them. • Use chunky pens or crayons to make lines that go up and down and round and round. • Explore paint, using fingers and other parts of my body as well as brushes and other tools. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Jump, bounce or swing my arms when I hear music or songs that I like. • Join in with some of the words and actions I know when you sing my favourite songs. • Start to make different sounds, like fast and loud noises, when I am playing musical instruments or exploring everyday things, like spoons, pots, or plastic bowls. • Follow my parent or carer around the house and copy domestic activities like making dinner, sweeping up or fixing a shelf. • Start to develop pretend play, pretending that one object represents another, e.g. holding a wooden block to my ear and pretending it's a phone, or pretending my teddy is a hungry baby. • Spontaneously engages in simple role or make-believe activities. • Use my hands to make marks in paint or mud, as I make the marks with my hands, I might make different sounds like 'weeee'. 	<p>Creating with Materials</p> <ul style="list-style-type: none"> • Explore what happens when I use different types of paint, pens, pencils, crayons, paper and glue. • Start to make marks intentionally and may name features of my drawings/paintings. • Use my imagination as I consider what to do with different objects and materials I have explored, like land art items or building blocks. • Make simple models which express my ideas. • Thread large wooden beads onto shoelaces. • Know how to hold scissors and be able to open and shut the blades to snip paper. • Engage in messy play and explore different textures and materials. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Join in with singing my favourite songs and rhymes. • Explore the different sounds I can make using musical instruments or objects such as spoons, pots, and plastic bowls. • Join in with dancing to songs and dancing when I hear musical instruments being played. • Create vivid make-believe scenes, including inventing people and objects; like rescuing a dog as a fire fighter, or being a monster that eats all the trees. • Enjoy playing on the floor with bricks, boxes, toy trains and dolls, etc. alone, in company, or with siblings. • Tell you what the different marks I make in my drawings are. • Use toys and clothes to pretend familiar, everyday routines, such as cooking or looking after a baby or acting out pretend roles that I am interested in, such as being a fire fighter or a princess. 	<p>Creating with Materials</p> <ul style="list-style-type: none"> • Begin to talk about my drawings or creations before making them. • Draw with increasing complexity and detail, such as representing a face with a circle and include other details. • Like to draw or paint a picture, make up a dance, song or rhyme in response to something exciting I've done. • Construct out-of-doors, building with any materials available. • Make lines and build with blocks or construction sets, joining the pieces together to make things like houses, roads, and car parks etc. • Know that I can use tools like scissors, spoons, and hammers to do different things. • Use the skills I have developed to join different materials together, using glue or different tapes or for example. • Engage in messy play <i>with a widening range of materials</i>. • Explore colour and colour-mixing. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Be able to sing some familiar songs and are beginning to move with rhythm, especially when I hear music I like. • Sing to myself and change songs I know to make up my own songs and rhythms. • Play instruments with increasing control to express my feelings and ideas. • Move around in different ways when I am happy or excited, sometimes I dance and jump up and down to music. • Take part in dramatic make-believe or fantasy play and enjoy dressing-up. • Use ordinary things and pretend they are something else, like a spoon is a fire hose and bricks are fish fingers and chips. • Start to like some things more than others, sometimes I might like painting and drawing more than dancing or singing. • Notice the things that adults do, like cooking, cleaning, and driving, and pretend to do the same. • Pretend play something special that has happened to me, like feeding the new baby or going for my first swimming lesson. • Like to play with small world figures and animals and make up stories, like superheroes rescuing people from a building or animals eating the grass.