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# 40 to 60+ Months Ages and Stages

EYFS Development Matters: Playing & Exploring, Active Learning, and Creating & Thinking Critically support children's learning across all areas.

|                                                     |                                           |                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------------------|-------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Personal, Social &amp; Emotional Development</b> | <b>Making Relationships</b>               | <ul style="list-style-type: none"> <li>Initiates conversations, attends to and takes account of what others say.</li> <li>Explains own knowledge and understanding, and asks appropriate questions of others.</li> <li>Takes steps to resolve conflicts with other children, e.g. finding a compromise.</li> </ul>                                                                                                      |
|                                                     | <b>Self-confidence and Self-awareness</b> | <ul style="list-style-type: none"> <li>Confident to speak to others about own needs, wants, interests and opinions.</li> <li>Can describe self in positive terms and talk about abilities.</li> </ul>                                                                                                                                                                                                                   |
|                                                     | <b>Managing Feelings and Behaviour</b>    | <ul style="list-style-type: none"> <li>Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li> <li>Aware of the boundaries set, and of behavioural expectations in the setting.</li> <li>Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</li> </ul> |

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| <b>Communication &amp; Language</b> | <b>Listening and Attention</b> | <ul style="list-style-type: none"> <li>Maintains attention, concentrates and sits quietly during appropriate activity.</li> <li>Two-channelled attention – can listen and do for short span.</li> </ul>                                                                                                                                                                                                                                                                      |
|                                     | <b>Understanding</b>           | <ul style="list-style-type: none"> <li>Responds to instructions involving a two-part sequence.</li> <li>Understands humour, e.g. nonsense rhymes, jokes.</li> <li>Able to follow a story without pictures or props.</li> <li>Listens and responds to ideas expressed by others in conversation or discussion.</li> </ul>                                                                                                                                                     |
|                                     | <b>Speaking</b>                | <ul style="list-style-type: none"> <li>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> <li>Uses language to imagine and recreate roles and experiences in play situations.</li> <li>Links statements and sticks to a main theme or intention.</li> <li>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> <li>Introduces a storyline or narrative into their play.</li> </ul> |

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| <b>Physical Development</b> | <b>Moving and Handling</b>  | <ul style="list-style-type: none"> <li>Experiments with different ways of moving.</li> <li>Jumps off an object and lands appropriately.</li> <li>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</li> <li>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> <li>Uses simple tools to effect changes to materials.</li> <li>Handles tools, objects, construction and malleable materials safely and with increasing control.</li> <li>Shows a preference for a dominant hand.</li> <li>Begins to use anticlockwise movement and retrace vertical lines.</li> <li>Begins to form recognisable letters.</li> <li>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</li> </ul> |
|                             | <b>Health and Self-care</b> | <ul style="list-style-type: none"> <li>Eats a healthy range of foodstuffs and understands need for variety in food.</li> <li>Usually dry and clean during the day.</li> <li>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</li> <li>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</li> <li>Shows understanding of how to transport and store equipment safely.</li> <li>Practices some appropriate safety measures without direct supervision.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                       |

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| <b>Literacy</b> | <b>Reading</b> | <ul style="list-style-type: none"> <li>Continues a rhyming string.</li> <li>Hears and says the initial sound in words.</li> <li>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</li> <li>Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>Begins to read words and simple sentences.</li> <li>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> <li>Enjoys an increasing range of books.</li> <li>Knows that information can be retrieved from books and computers.</li> </ul>                                                            |
|                 | <b>Writing</b> | <ul style="list-style-type: none"> <li>Gives meaning to marks they make as they draw, write and paint.</li> <li>Begins to break the flow of speech into words.</li> <li>Continues a rhyming string.</li> <li>Hears and says the initial sound in words.</li> <li>Can segment the sounds in simple words and blend them together.</li> <li>Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>Writes own name and other things such as labels, captions.</li> <li>Attempts to write short sentences in meaningful contexts.</li> </ul> |

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| <b>Maths</b> | <b>Numbers</b>                  | <ul style="list-style-type: none"> <li>Recognise some numerals of personal significance.</li> <li>Recognises numerals 1 to 5.</li> <li>Counts up to three or four objects by saying one number name for each item.</li> <li>Counts actions or objects which cannot be moved.</li> <li>Counts objects to 10, and beginning to count beyond 10.</li> <li>Counts out up to six objects from a larger group.</li> <li>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</li> <li>Counts an irregular arrangement of up to ten objects.</li> <li>Estimates how many objects they can see and checks by counting them.</li> <li>Uses the language of 'more' and 'fewer' to compare two sets of objects.</li> <li>Finds the total number of items in two groups by counting all of them.</li> <li>Says the number that is one more than a given number.</li> <li>Finds one more or one less from a group of up to five objects, then ten objects.</li> <li>In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</li> <li>Records, using marks that they can interpret and explain.</li> <li>Begins to identify own mathematical problems based on own interests and fascinations.</li> </ul> |
|              | <b>Shape, Space and Measure</b> | <ul style="list-style-type: none"> <li>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</li> <li>Selects a particular named shape.</li> <li>Can describe their relative position such as 'behind' or 'next to'.</li> <li>Orders two or three items by length or height.</li> <li>Orders two items by weight or capacity.</li> <li>Uses familiar objects and common shapes to create and recreate patterns and build models.</li> <li>Uses everyday language related to time.</li> <li>Beginning to use everyday language related to money.</li> <li>Orders and sequences familiar events.</li> <li>Measures short periods of time in simple ways.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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| <b>Understanding the World</b> | <b>People &amp; Communities</b> | <ul style="list-style-type: none"> <li>Enjoys joining in with family customs and routines.</li> </ul>                                                                      |
|                                | <b>The World</b>                | <ul style="list-style-type: none"> <li>Looks closely at similarities, differences, patterns and change.</li> </ul>                                                         |
|                                | <b>Technology</b>               | <ul style="list-style-type: none"> <li>Completes a simple program on a computer.</li> <li>Uses ICT hardware to interact with age-appropriate computer software.</li> </ul> |

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| <b>Expressive Arts &amp; Design</b> | <b>Exploring &amp; Using Media &amp; Materials<br/>8 to 26 Months</b> | <ul style="list-style-type: none"> <li>Begins to build a repertoire of songs and dances.</li> <li>Explores the different sounds of instruments.</li> <li>Explores what happens when they mix colours.</li> <li>Experiments to create different textures.</li> <li>Understands that different media can be combined to create new effects.</li> <li>Manipulates materials to achieve a planned effect.</li> <li>Constructs with a purpose in mind, using a variety of resources.</li> <li>Uses simple tools and techniques competently and appropriately.</li> <li>Selects appropriate resources and adapts work where necessary.</li> <li>Selects tools and techniques needed to shape, assemble and join materials they are using.</li> </ul> |
|                                     | <b>Being Imaginative</b>                                              | <ul style="list-style-type: none"> <li>Create simple representations of events, people and objects.</li> <li>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</li> <li>Chooses particular colours to use for a purpose.</li> <li>Introduces a storyline or narrative into their play.</li> <li>Plays alongside other children who are engaged in the same theme.</li> <li>Plays cooperatively as part of a group to develop and act out a narrative.</li> </ul>                                                                                                                                                                                                          |