**Gainsborough Primary and Nursery School**

EYFS Assessment statements for

0-2 years

2-3 years

3-4 years

Reception

ELG

(based on statements from Development Matters 2021)

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|  | **0-2** | **2-3** | **3-4** | **Reception** | **ELG** |
| **CL** | - ‘take turns’ by babbling and using single words  -point to things and use gestures  -listening and responding to a simple instruction  -understand 2-word phrases  -show interest in what others are playing and join in  -enjoys singing and music  -focus on an activity of their own choice.  -develop pretend play  -begin to show feelings  -Use the speech sounds p, b, m, w. Pronounce: • l/r/w/y • f/th • s/sh/ch/dz/j • multi-syllabic words such as ‘banana’ and ‘computer  -use up to 50 words  - put two or three words together  -frequently asking questions  - understand many more words than they can say – between 200–500 words  - understand simple questions and instructions | -can the child shift from one task to another  - use around 300 words  - linking up to 5 words together  - using pronouns (‘me’, ‘him’, ‘she’), and using plurals and prepositions (‘in’, ‘on’, ‘under’  - follow instructions with three key words like: “Can you wash dolly’s face?”  - show that they understand action words by pointing to the right picture in a book. For example: “Who’s jumping?”  -Identify familiar objects and properties  -Understand and act on longer sentences  -Understand simple questions about ‘who’, ‘what’ and ‘where’ | -Enjoy listening to longer stories and can remember much of what happens.  -Use a wider range of vocabulary.  -Understand a question or instruction that has two parts.  -Understand ‘why’ questions, -Sing a large repertoire of songs.  - be able to tell a long story.  -Develop their communication but may continue to have problems with irregular tenses and plurals,  -Develop their pronunciation but may have problems saying some sounds: r, j, th, ch, and sh  - multi-syllabic words  -Use longer sentences of four to six words.  -Be able to express opinion  -Start a conversation with an adult or a friend  -Use talk to organise themselves and their play  -use sentences joined up with words like ‘because’, ‘or’, ‘and’? | -Understand how to listen carefully  -Learn new vocabulary and use through the day.  -Ask questions to find out more  -Articulate their ideas and thoughts in well-formed sentences  -connect ideas using range of connectives  -Describe events in some detail  -Use talk to help work out problems and organise thinking.  -Develop social phrases  -Engage in storytimes  -Listen to and talk about stories  -Retell the story  -Listen carefully and learn to rhymes, poems and songs.  -Listen to and talk about selected non-fiction | **Communication and Language**  **ELG: Listening, Attention and Understanding**  **Children at the expected level of development will:**  **- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;**  **- Make comments about what they have heard and ask questions to clarify their understanding;**  **- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.**  **ELG: Speaking**  **Children at the expected level of development will:**  **- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;**  **- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;**  **- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.** |
| **PSED** | -Find ways to calm themselves  -Establish their sense of self.  -Express preferences and decisions and also try new things  - respond to their name and respond to the emotions in your voice. - Engage with others through gestures, gaze and talk  - Use that engagement to achieve a goal  -Find ways of managing transitions  -Thrive as they develop self-assurance  -Play with increasing confidence on their own and with other children  -enjoy exploring new places with their key person  -Feel strong enough to express a range of emotions. Grow in independence, rejecting help (“me do it”).  -Begin to show ‘effortful control’  - Learn to use the toilet with help  - start to be shy around strangers and show preferences  - increasingly curious about their world and wanting to explore  - see themselves as a separate person | -Be increasingly able to talk about and manage their emotions.  -Notice and ask questions about differences  -Develop friendships with other children.  -Safely explore emotions beyond their normal range through play and stories  -Talk about their feelings in more elaborated ways  -Learn to use the toilet independently  - Between the ages of 2 and 3, does the child start to enjoy the company of other children and want to play with them? | -Select and use activities and resources  - Develop their sense of responsibility and membership of a community  - Become more outgoing with unfamiliar people, in the safe context of their setting  - Play with one or more other children  - Find solutions to conflicts and rivalries  - Increasingly follow rules  -Develop appropriate ways of being assertive.  -Talk with others to solve conflicts.  -Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.  - Understand gradually how others might be feeling  - share or take turns with others  - settle to some activities for a while  -play alongside others  - take part in pretend play  -negotiate solutions to conflicts in their play  - Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing hands  -Make healthy choices about food, drink, activity | - See themselves as a valuable individual.  - Build constructive and respectful relationships.  - Express their feelings and consider the feelings of others  - Show resilience and perseverance  - Identify and moderate their own feelings socially and emotionally  - Think about the perspectives of others  -personal wellbeing and hygiene regular physical activity • healthy eating • toothbrushing • sensible amounts of ‘screen time’ • having a good sleep routine • being a safe pedestrian  - | **Personal, Social and Emotional Development**  **ELG: Self-Regulation**  **Children at the expected level of development will:**  **- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;**  **- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;**  **- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.**  **ELG: Managing Self**  **Children at the expected level of development will:**  **- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;**  **- Explain the reasons for rules, know right from wrong and try to behave accordingly;**  **- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.**  **ELG: Building Relationships**  **Children at the expected level of development will:**  **- Work and play cooperatively and take turns with others;**  **- Form positive attachments to adults and friendships with peers;**  **- Show sensitivity to their own and to others’ needs.** |
| **PD** | - Enjoy moving when outdoors and inside  - Pull themselves upright and bouncing in preparation for walking  - Reach out for objects as co-ordination develops.  -Pass things from one hand to the other. Let go of things and hand them to another person  - pick up something small with their first finger and thumb  - Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.  -Clap and stamp to music.  - Fit themselves into spaces  - Enjoy starting to kick, throw and catch balls  - Build independently with a range of appropriate resources  - Walk, run, jump and climb – and start to use the stairs independently | Spin, roll and independently use ropes and swings  - Sit on a push-along wheeled toy, use a scooter or ride a tricycle  - Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.  -Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.  -Start eating independently and learning how to use a knife and fork.  -Develop manipulation and control. Explore different materials and tools. | -Continue to develop their movement, balancing, riding and ball skills. Go up steps or climb  -Skip, hop, stand on one leg and hold a pose  -Use large-muscle movements to wave flags and streamers  - Start taking part in some group activities which they make up for themselves, -Increasingly be able to use and remember sequences related to music  - Match their developing physical skills to tasks and activities in the setting.  - Choose the right resources to carry out their own plan.  -Collaborate with others to manage large items,  - Use one-handed tools and equipment-scissors  -Use a comfortable grip with good control when holding pens and pencils  - Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips  - | - refine the fundamental movement skills: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing  - Progress towards a more fluent style of moving,  - Develop the overall body strength, co-ordination, balance and agility  - Develop their small motor skills so that they can use a range of tools competently,  - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor  - Combine different movements with ease and fluency  - Confidently and safely use a range of large and small apparatus  - develop a range of ball skills including: throwing, catching, kicking, passing, batting, -  -Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.  - Develop the foundations of a handwriting style which is fast, accurate and efficient.  - Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes | **Physical Development**  **ELG: Gross Motor Skills**  **Children at the expected level of development will:**  **- Negotiate space and obstacles safely, with consideration for themselves and others;**  **- Demonstrate strength, balance and coordination when playing;**  **- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.**  **ELG: Fine Motor Skills**  **Children at the expected level of development will:**  **- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;**  **- Use a range of small tools, including scissors, paint brushes and cutlery;**  **- Begin to show accuracy and care when drawing.** |
| **Lit** | -Enjoy songs and rhymes, tuning in and paying attention.  -Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.  -Say some of the words in songs and rhymes.  -Copy finger movements and other gestures.  -Enjoy sharing books with an adult.  -Pay attention and respond to the pictures or the words. -Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.  -Repeat words and phrases from familiar stories.  -Enjoy drawing freely. | -Sing songs and say rhymes independently, for example, singing whilst playing  -Ask questions about the book.  -Make comments and shares their own ideas.  -Develop play around favourite stories using props  -Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo  -Add some marks to their drawings, which they give meaning to. For example: “That says mummy.”  -Make marks on their picture to stand for their name  -Write some of their name  -**Begin to Develop their phonological awareness**  **-Begin to Write some letters accurately.**  **-Begin to read individual letters by saying the sounds for them.** | -Understand the five key concepts about print:  - print has meaning  -print can have different purposes  -we read English text from left to right and from top to bottom  -the names of the different parts of a book  -page sequencing  -Develop their phonological awareness, so that they can: -spot and suggest rhymes  -count/clap syllables in word  - recognise words with the same initial sound  -Engage in extended conversations about stories, learning new vocabulary  -Use some of their print and letter knowledge in their early writing.  -Write some or all of their name  -Write some letters accurately.  -Read individual letters by saying the sounds for them.  -Blend sounds into words, so that they can read short words made up of known letter– sound correspondences  -Read some letter groups that each represent one sound and say sounds for them. | -Read a few common exception words matched to the school’s phonic programme  -Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.  -Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment  -Form lower-case and capital letters correctly  -Spell words by identifying the sounds and then writing the sound with letter/s  -Write short sentences with words with known sound-letter correspondences using a capital letter and full stop  -Re-read what they have written to check that it makes sense | **Literacy**  **ELG: Comprehension**  **Children at the expected level of development will:**  **- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;**  **- Anticipate – where appropriate – key events in stories;**  **- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.**  **ELG: Word Reading**  **Children at the expected level of development will:**  **- 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.**  **ELG: Writing**  **Children at the expected level of development will:**  **- 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.** |
| **Maths** | -Combine objects like stacking blocks and cups.  -Put objects inside others and take them out again  -Combine objects like stacking blocks and cups. -Put objects inside others and take them out again  -Compare amounts, saying ‘lots’, ‘more’ or ‘same’.  -Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.  -Climb and squeeze themselves into different types of spaces.  -Build with a range of resources.  -Begin to compare sizes, weights etc. using gesture and language – big, small | -Compare amounts, saying ‘lots’, ‘more’ or ‘same’.  - saying some numbers in sequence.  -Count in everyday contexts, sometimes skipping numbers – ‘1-2-3-5’  - Complete inset puzzles  Compare sizes, weights etc. using gesture and language - ‘bigger/little/smaller’, ‘high/low’, ‘tall’, ‘heavy’  Notice patterns and arrange things in patterns.  -**Begin to recite numbers past 5.**  -**Begin to link numbers and amounts** | -Develop fast recognition of up to 3 objects, without counting them individually.  -Recite numbers past 5.  -1 to correspondence to 5.  -Know that the last number reached when counting a small set of objects tells you how many there are in total -Show ‘finger numbers’ to 5.  -Link numerals and amounts  -Experiment with their own symbols and marks as well as numerals.  -Solve real world mathematical problems to 5  -Compare quantities using language: ‘more/‘fewer than’  -Understand position through words, no pointing.  -Describe a familiar route and discuss using words like ‘in front of’ and ‘behind’  -Make comparisons between objects relating to size, length, weight and capacity.  -Select shapes appropriately: flat surfaces for building, etc. -Combine shapes to make new ones – an arch,  -Talk about and identify the patterns around like stripes.  -informal language- ‘pointy’  -Extend/make ABAB patterns  & correct an error.  -Begin to describe a sequence of events, using words such as ‘first’, ‘then...’ | Subitise  Link the number symbol (numeral) with its cardinal number value  Count beyond ten.  Compare numbers  Understand the ‘one more than/one less than’ relationship between consecutive numbers.  Explore the composition of numbers to 10  Automatically recall number bonds for numbers 0–5 and some to 10  Select, rotate and manipulate shapes to develop spatial reasoning skills  Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can  Continue, copy and create repeating patterns.  Compare length, weight and capacity. | **Mathematics**  **ELG: Number**  **Children at the expected level of development will:**  **- Have a deep understanding of number to 10, including the composition of each number; 14**  **- 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.**  **ELG: Numerical Patterns**  **Children at the expected level of development will:**  **- 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.**  **ELG: Shape, Shape and measure**  **Children at the expected level of development will:**  **-Recognise 2d shapes in different ways**  **-create and continue repeated patterns**  **-Compare weight, length and capacity**  **-** |
| **UW** | Repeat actions that have an effect.  Explore materials with different properties.  Explore natural materials, indoors and outside  Explore and respond to different natural phenomena in their setting and on trips  Begin to make connections between the features of their family and other families  Begin to notice differences between people | Make connections between the features of their family and other families  Notice differences between people  - Begin to talk about what they see  -**Begin to explore how things work**  **-Begin to talk about the differences between materials**  **-Begin to Use all their senses in hands-on exploration of natural materials** | -Use all their senses in hands-on exploration of natural materials.  -Explore collections of materials with similar and/or different properties.  -Talk about what they see, using a wide vocabulary.  -Begin to make sense of their life-story/family’s history.  -Show interest in different occupations.  -Explore how things work  -Plant seeds and care for growing plants.  -Understand the key features of life cycle of plant/animal.  -Begin to understand the need to respect and care for the natural environment and all living things  -Explore and talk about different forces they can feel.  -Talk about the differences between materials and changes they notice  -Continue developing positive attitudes about the differences between people  -Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. | Talk about members of their immediate family and community.  Name and describe people who are familiar to them.  Comment on images of familiar situations in the past  Compare and contrast characters from stories, including figures from the past  Draw information from a simple map.  Understand that some places are special to members of their community  Recognise that people have different beliefs and celebrate special times in different ways.  Recognise some similarities and differences between life in this country and life in other countries.  Explore the natural world around them.  Describe what they see, hear and feel whilst outside  Recognise some environments that are different from the one in which they live  Understand the effect of changing seasons on the natural world around them | **Understanding the World**  **ELG: Past and Present**  **Children at the expected level of development will:**  **- 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.**  **ELG: People, Culture and Communities**  **Children at the expected level of development will:**  **- 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.**  **ELG: The Natural World**  **Children at the expected level of development will:**  **- 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.** |
| **EAD** | -Show attention to sounds and music.  -Respond emotionally and physically to music when it changes.  -Move and dance to music.  -Anticipate phrases and actions in rhymes and songs, like ‘Peepo’.  -Explore their voices and enjoy making sounds  -Join in with songs and rhymes, making some sounds.  -Make rhythmical and repetitive sounds.  -Explore a range of soundmakers and instruments and play them in different ways  -Notice patterns with strong contrasts and be attracted by patterns resembling the human face.  -Start to make marks intentionally.  -Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. | -Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make  -Enjoy and take part in action songs, such as ‘Twinkle, Twinkle Little Star’  -Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it’s a phone  -Explore different materials, using all their senses to investigate them.  -Manipulate and play with different materials.  -Use their imagination as they consider what they can do with different materials.  -Make simple models which express their ideas. | -Take part in simple pretend play, using an object to represent something else  -Begin to develop complex stories using small world equipment  -Make imaginative and complex ‘small worlds’ with blocks and construction kits,  -Explore different materials freely, to develop their ideas about how to use them and what to make.  -Develop their own ideas and then decide which materials to use to express them.  -Join different materials and explore different textures  -Listen with increased attention to sounds.  -Respond to what they have heard, expressing their thoughts and feelings  -Remember and sing entire songs.  -Sing the pitch of a tone sung by another person (‘pitch match’).  -Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.  -Create their own songs or improvise a song around one they know  -Play instruments with increasing control to express their feelings and ideas. | -Explore, use and refine a variety of artistic effects to express their ideas and feelings.  -Return to and build on their previous learning, refining ideas and developing their ability to represent them.  -Create collaboratively, sharing ideas, resources and skills  -Listen attentively, move to and talk about music, expressing their feelings and responses  -Watch and talk about dance and performance art, expressing their feelings and responses.  -Sing in a group or on their own, increasingly matching the pitch and following the melody  -Develop storylines in their pretend play.  -Explore and engage in music making and dance, performing solo or in groups | **Expressive Arts and Design**  **ELG: Creating with Materials**  **Children at the expected level of development will:**  **- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;**  **- Share their creations, explaining the process they have used;**  **- Make use of props and materials when role playing characters in narratives and stories.**  **ELG: Being Imaginative and Expressive**  **Children at the expected level of development will:**  **- Invent, adapt and recount narratives and stories with peers and their teacher;**  **- Sing a range of well-known nursery rhymes and songs;**  **Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.** |