

EYFS Learning Journey: Personal, Social and Emotional Development

	Nursery (30+ Months)	Nursery (40+ Months)	Nursery (50+ Months)
Making Relationships	(REL:30+) Interested in others' play and starting to join in. (REL:30+) Seeks out others to share experiences. (REL:30+) Shows affection and concern for people who are special to them. (REL:30+) Initiates play, offering cues to peers to join them.	(REL:40+) Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults (REL:40+) Keeps play going by responding to what others are saying or doing.	(REL:50+)Can play in a group, extending and elaborating play ideas e.g. building up a role-play activity with other children. (REL:50+)Initiate conversations, attends to and takes account of what others say.
Self- confidence	(SELF:30+) Separates from main carer with support and encouragement from a familiar adult.	(SELF:40+) Welcomes and values praise for what they have done.	(SELF:50+)Confident to speak to others about own needs and wants.
and self- awareness	(SELF:30+) Expresses own preferences and interests (SELF:30+) Can select and use activities and resources with help.	(SELF:40+) Enjoys responsibility of carrying out small tasks. (SELF:40+) Is more outgoing towards unfamiliar people and more confident in new social situations. (SELF:40+) Confident to talk to other children when playing, and will communicate freely about own home and community.	(SELF:50+)Can describe self in positive terms
Managing Feelings and behaviour	(FEEL:30+) Seeks comfort from familiar adults when needed. (FEEL:30+) Can express their own feelings. (FEEL:30+) Responds to the feelings and wishes of others. (FEEL:30+) Tries to help or give comfort when others are distressed. (FEEL:30+) Shows understanding and cooperates with some boundaries and routines.	(SELF:40+) Shows confidence in asking adults for help. (FEEL:40+) Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met (FEEL:40+)Aware of own feelings, and knows that some actions and words can hurt others' feelings. (FEEL:40+) Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. (FEEL:40+)Can usually adapt behaviour to different events, social situations and changes in routine.	(FEEL:50+)Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. (FEEL:50+)Aware of the boundaries set, and of behavioural expectations in the setting.



	Nursery (30+ Months)	Nursery (40+ Months)	Nursery (50+ Months)
Listening and attention	(LIST:30+) Shows interest in play with sounds, songs and rhymes.	(LIST:40+) Listens to stories with increasing attention and recall.	(LIST:50+) Two-channelled attention – can listen and do for short span.
attornion	(LIST:30+) (Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus.	(LIST:40+) Focusing attention – still listen or do, but can shift own attention.	Short span.
	(LIST:30+) Listens to others one to one or in small groups, when conversation interests them.	(LIST:40+) Is able to follow directions (if not intently focused on own choice of activity).	
	(LIST:30+) Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.		
Inderstanding	(UND:30+) Understands 'who', 'what', 'where' in simple questions (e.g. <i>Who's that/can? What's that? Where is.?</i>).	(UND:40+) Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.	(UND:50+) Responds to simple instructions
	(UND:30+) Developing understanding of simple concepts (e.g. big/little).	(UND:40+) Beginning to understand 'why' and 'how' questions.	(UND:50+) Listens and responds to ideas expressed by
	(UND:30+) Understands use of objects (e.g. "What do we use to cut things?")	questions.	others in conversation or discussion.
	(UND:30+) Responds to simple instructions, e.g. to get or put away an object.		
Speaking	(SPK:30+) Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.	(SPK:40+) Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>).	(SPK:50+) Uses language to imagine and recreate roles and experiences in play situations.
	(SPK:30+) Holds a conversation, jumping from topic to topic.	(SPK:40+) Can retell a simple past event in correct order (e.g. went down slide, hurt finger).	experiences in play situations.
	(SPK:30+) Uses a variety of questions (e.g. what, where, who).	(SPK:40+) Uses talk to connect ideas, explain what is	(SPK:50+) Questions why things happen and gives explanations.
	(SPK:30+) Uses simple sentences (e.g. <i>Mummy gonna work.</i>)	happening and anticipate what might happen next, recall and relive past experiences.	Asks e.g. who, what, when, how
	(SPK:30+) Beginning to use word endings (e.g. <i>going, cats</i>). (SPK:30+) Uses vocabulary focused on objects and people that	(SPK:40+) Uses intonation, rhythm and phrasing to make the meaning clear to others.	(SPK:50+) Uses a range of tenses (e.g. play, playing, will
	are of particular importance to them.	(SPK:40+) Builds up vocabulary that reflects the breadth of their experiences.	play, played)
		(SPK:40+) Uses talk in pretending that objects stand for something else in play, e,g, 'This box is my castle.'	



	EYFS Learning Journey: Ph Nursery (30+ Months)	Nursery (40+ Months)	Nursery (50+ Months)
Moving and	(MOV:30+) Climbs confidently	(MOV:40+) Moves freely and with pleasure and confidence in a range of ways,	(MOV:50+)Travels with confidence and skill around, under, over and through
handling	(MOV:30+) Can kick a large ball.		balancing and climbing equipment.
	(MOV:30+) Walks upstairs or downstairs holding onto a rail two feet to a step.	(MOV:40+) Mounts stairs, steps or climbing equipment using alternate feet.	(MOV:50+) Shows increasing control or an object in pushing, patting, throwing,
	(MOV:30+) Can stand momentarily on one foot when	(MOV:40+) Walks downstairs, two feet to each step while carrying a small object.	catching or kicking it.
	shown.	, , , , ,	(MOV:50+) Uses simple tools to effect
	(MOV:30+) Shows control in holding and using jugs to pour,	(MOV:40+) Runs skilfully and negotiates space successfully, adjusting speed or	changes to materials.
	hammers, books and mark-making tools.	direction to avoid obstacles.	(MOV:50+) Handles tools, objects, construction and malleable materials
	(MOV:30+) Beginning to use three fingers (tripod grip) to hold writing tools	(MOV:40+) Can catch a large ball.	safely and with increasing control.
	(MOV:30+) Imitates drawing simple shapes such as circles	(MOV:40+) Draws lines and circles using gross motor movements.	(MOV:50+) Holds pencil near point between first two fingers and thumb an
	and lines.		uses it with good control.
	(MOV:30+) Beginning to show preference for dominant	(MOV:40+) Holds pencil between thumb and two fingers, no longer using whole-hand	(MOV:50+) Shows a preference for a
	hand.	grasp.	dominant hand.
	(MOV:30+) Uses one-handed tools and equipment	(MOV:40+) Can copy some letters, e.g. letters from their name.	(MOV:50+) Begins to form recognisable letters.
Health and	(HEA:30+)Feeds self competently with spoon.	(HEA:40+) Observes the effects of activity on their bodies.	(HEA:50+) Eats a healthy range of foodstuffs and understands need for
self-care	(HEA:30+)Clearly communicates their need for the toilet.	(HEA:40+) Understands that equipment and	variety in food.
	(HEA:30+)Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt.	tools have to be used safely.	(HEA:50+) Usually dry and clean durir the day.
	(HEA:30+)Beginning to be independent in self-care, but still	(HEA:40+) Gains more bowel and bladder control and can attend to toileting needs most	(HEA:50+) Shows understanding of the
	often needs adult support.	of the time themselves.	need for safety when tackling new challenges, and considers and manage
	(HEA:30+)Can tell adults when hungry or tired or when they want to rest or play.	(HEA:40+) Dresses with help	some risks.
	(HEA:30+)Can usually manage washing and drying hands		



	Nursery (30+ Months)	Nursery (40+ Months)	Nursery (50+ Months)
Reading	(READ:30+) Has some favourite stories, rhymes, songs, poems or jingles.	(READ:40+) Shows awareness of rhyme and alliteration.	(READ:50+) Hears and says the initial sound in words.
	injines, conge, peeme en jingreen		(READ:50+) Continues a rhyming string.
	(READ:30+) Repeats words or phrases	(READ:40+) Recognises rhythm in spoken	
	from familiar stories.	words.	(READ:50+) Knows that print carries meaning and, in English is read from left to right and top to bottom.
	(READ:30+) Fills in the missing word or	(READ:40+) Suggests how the story might	
	phrase in a known rhyme, story or game.	end.	(READ:50+) Links sounds to letters, naming and sounding the letters of the alphabet.
	(READ:30+) Enjoys rhyming and rhythmic	(READ:40+) Listens to stories with	·
	activities.	increasing attention and recall.	(READ:50+) Knows that information can be retrieved from books and computers.
	(READ:30+) Listens to and joins in with	(READ:40+) Describes main story settings,	
	stories and poems, one-to-one and also in small groups.	events and principal characters.	
	(DEAD 00) 1 1 1 1 1 1 1 1 1	(READ:40+) Knows information can be	
	(READ:30+) Joins in with repeated refrains and anticipates key events and	relayed in the form of print.	
	phrases in rhymes and stories.	(READ:40+) Holds books the correct way	
	privates in my mee and elemen	up and turns pages.	
	(READ:30+) Beginning to be aware of the		
	way stories are structured.	(READ:40+) Shows interest in illustrations and print in books and print in the	
	(READ:30+) Looks at books	environment.	
	independently.	SITVILOTINI OTIL.	
		(READ:40+) Recognises familiar words and	
	(READ:30+) Handles books carefully.	signs such as own name and logos.	
Writing	(WRI:30+) Distinguishes between the different marks they make.	(WRI:40+) Ascribes meanings to marks that they see in different places.	(WRI:50+) Hears and says the initial sound in words.
	AMBLOO NO. 11	AMBI 40 \ 0:	(WRI:50+) Begins to break the flow of speech into words.
	(WRI:30+) Sometimes gives meaning to marks as they draw and paint.	(WRI:40+) Gives meaning to marks they make as they draw, write and paint.	(WRI:50+) Continues a rhyming string.
			(WRI:50+) Links sounds to letters, naming and sounding the letters of the alphabet.
			(WRI:50+) Writes own name



St Vincent's Catholic Primary School

Together Through Christ We Grow and Learn

:30+)Recites some number names in uence.	(NU:40+)Uses some number names accurately in play.	(NU:50+)Recognise some numerals of personal significance.
:30+)Creates and experiments with bols and marks representing ideas of aber. :30+)Begins to make comparisons ween quantities. :30+)Uses some language of quantities, as 'more' and 'a lot'. :30+)Knows that a group of things anges in quantity when something is ed or taken away. :30+)Uses some number names and aber language spontaneously.	 (NU:40+)Recites numbers in order to 10. (NU:40+)Knows that numbers identify how many objects are in a set. (NU:40+)Sometimes matches numeral and quantity correctly. (NU:40+)Shows curiosity about numbers by offering comments or asking questions. (NU:40+)Compares two groups of objects, saying when they have the same number. (NU:40+)Shows an interest in number problems. (NU:40+)Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. (NU:40+)Shows an interest in numerals in the environment. (NU:40+)Shows an interest in representing numbers. 	 (NU:50+)Counts up to three or four objects by sayir one number name for each item (NU:50+)Selects the correct numeral to represent up to 5 objects. (NU:50+)Finds the total number of items in two groups by counting all of them. (NU:50+)Counts an irregular arrangement of up to to objects. (NU:50+)Counts objects to 10, and beginning to combeyond 10. (NU:50+)Counts out up to 6 objects from a larger group. (NU:50+)Beginning to represent numbers using fingers, marks on paper or pictures.
იდ ec	ges in quantity when something is d or taken away. 80+)Uses some number names and	(NU:40+)Compares two groups of objects, saying when they have the same number. (NU:40+)Shows an interest in number problems. (NU:40+)Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. (NU:40+)Shows an interest in numerals in the environment. (NU:40+)Shows an interest in representing

Shape, space and measure

(SSM:30+) Notices simple shapes and patterns in pictures.

(SSM:30+) Beginning to categorise objects according to properties such as shape or size.

(SSM:30+) Beginning to use the language of size.

(SSM:30+) Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'.

(SSM:30+) Anticipates specific time-based events such as mealtimes or home time.

(SSM:30+) Shows awareness of similarities of shapes in the environment.

(SSM:40+) Uses positional language.

(SSM:40+) Shows interest in shape & space by sustained construction activity or by talking about shapes or arrangements.

(SSM:40+) Shows interest in shapes in the environment.

(SSM:40+) Uses shapes appropriately for tasks.

(SSM:40+) Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.

(SSM:50+) Selects a particular named shape

(SSM:50+) Orders two items by length or height.

(SSM:50+) Uses everyday language related to time.

(SSM:50+) Beginning to use everyday language related to money.

(SSM:50+) Uses familiar objects and common shapes to recreate patterns.

(SSM:50+) Uses familiar objects and common shapes to recreate patterns.

(SSM:50+) Uses familiar objects and common shapes to build models.

