



EYFS Learning Journey: Personal, Social and Emotional Development

	Reception Emerging (40-60 Months)	Reception Developing (40-60 Months)	Reception Secure (ELG)
Making Relationships	<p>(REL:E)Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p> <p>(REL:E)Initiate conversations, attends to and takes account of what others say.</p>	<p>(REL:D) Explains own knowledge and understanding, and asks appropriate questions of others.</p> <p>(REL:D)Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p>	<p>(REL:ELG)Plays co-operatively, taking turns with others.</p> <p>(REL:ELG)Takes account of one another's ideas about how to organise their activity.</p> <p>(REL:ELG)Shows sensitivity to others' needs and feelings.</p> <p>(REL:ELG) Forms positive relationships with adults and other children.</p>
Self-confidence and self-awareness	<p>(SELF:E)Confident to speak to others about own needs and wants.</p> <p>(SELF:E)Can describe self in positive terms</p>	<p>(SELF:D)Confident to speak to others about own interests and opinions.</p> <p>(SELF:D)Can talk about abilities.</p>	<p>(SELF:ELG) Confident to try new activities, and say why they like some activities more than others.</p> <p>(SELF:ELG) Confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.</p> <p>(SELF:ELG) Says when they do or don't need help.</p>
Managing Feelings and behaviour	<p>(FEEL:E)Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</p> <p>(FEEL:E)Aware of the boundaries set, and of behavioural expectations in the setting.</p>	<p>(FEEL:D)Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p>	<p>(FEEL:ELG)Talks about how they and others show feelings.</p> <p>(FEEL:ELG)Talks about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.</p> <p>(FEEL:ELG)Works as part of a group or class, and understand and follow the rules.</p> <p>(FEEL:ELG) Adjusts their behaviour to different situations, and take changes of routine in their stride.</p>



EYFS Learning Journey: Communication and Language

	Reception Emerging 40-60 Months	Reception Developing 40-60 Months	Reception Secure (ELG)
Listening and attention	(LIST:E) Two-channelled attention – can listen and do for short span.	(LIST:D) Maintains attention, concentrates and sits quietly during appropriate activity.	(LIST:ELG) Listens attentively in a range of situations. (LIST:ELG) Listens to stories, accurately anticipating key events and responds to what they hear with relevant comments, questions or actions. (LIST:ELG) Gives attention to what others say and responds appropriately, while engaged in another activity
Understanding	(UND:E) Responds to simple instructions (UND:E) Listens and responds to ideas expressed by others in conversation or discussion.	(UND:D) Responds to instructions involving a two-part sequence (UND:D) Understands humour, e.g. nonsense rhymes, jokes. (UND:D) Able to follow a story without pictures or props.	(UND:ELG) Follows instructions involving several ideas or actions. (UND:ELG) Answers 'how' and 'why' questions about their experiences and in response to stories or events.
Speaking	(SPK:E) Uses language to imagine and recreate roles and experiences in play situations. (SPK:E) Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i> . (SPK:E) Uses a range of tenses (e.g. <i>play, playing, will play, played</i>)	(SPK:D) Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. (SPK:D) Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. (SPK:D) Links statements and sticks to a main theme or intention. (SPK:D) Introduces a storyline or narrative into their play.	(SPK:ELG) Expresses self effectively, showing awareness of listeners' needs. (SPK:ELG) Uses past, present and future forms accurately when talking about events that have happened or are to happen in the future. (SPK:ELG) Develops own narratives and explanations by connecting ideas or events.

**EYFS Learning Journey: Physical Development**

	Reception Emerging 40-60 Months	Reception Developing 40-60 Months	Reception Secure (ELG)
Moving and handling	<p>(MOV:E) Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>(MOV:E) Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>(MOV:E) Uses simple tools to effect changes to materials.</p> <p>(MOV:E) Handles tools, objects, construction and malleable materials safely and with increasing control.</p> <p>(MOV:E) Holds pencil near point between first two fingers and thumb and uses it with good control.</p> <p>(MOV:E) Shows a preference for a dominant hand.</p> <p>(MOV:E) Begins to form recognisable letters.</p>	<p>(MOV:D) Experiments with different ways of moving.</p> <p>(MOV:D) Jumps off an object and lands appropriately.</p> <p>(MOV:D) Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>(MOV:D) Begins to use anticlockwise movement and retrace vertical lines.</p> <p>(MOV:D) Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p>	<p>(MOV:ELG) Shows good control and co-ordination in large movements.</p> <p>(MOV:ELG) Shows good control and co-ordination in small movements.</p> <p>(MOV:ELG) Moves confidently in a range of ways, safely negotiating space.</p> <p>(MOV:ELG) Handles equipment and tools effectively, including pencils for writing.</p>
Health and self-care	<p>(HEA:E) Eats a healthy range of foodstuffs and understands need for variety in food.</p> <p>(HEA:E) Usually dry and clean during the day.</p> <p>(HEA:E) Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</p>	<p>(HEA:D) Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p>(HEA:D) Shows understanding of how to transport and store equipment safely.</p> <p>(HEA:D) Practices some appropriate safety measures without direct supervision.</p>	<p>(HEA:ELG) Knows the importance for good health of physical exercise, and a healthy diet, and talks about ways to keep healthy and safe.</p> <p>(HEA:ELG) Manages their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>



EYFS Learning Journey: Literacy



	Reception Emerging 40-60 Months	Reception Developing 40-60 Months	Reception Secure (ELG)
Reading	<p>(READ:E) Hears and says the initial sound in words.</p> <p>(READ:E) Continues a rhyming string.</p> <p>(READ:E) Knows that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>(READ:E) Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>(READ:E) Knows that information can be retrieved from books and computers.</p>	<p>(READ:D) Can segment the sounds in simple words and blend them together</p> <p>(READ:D) Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>(READ:D) Begins to read some common irregular words.</p>	<p>(READ:ELG) Reads and understands simple sentences including some vowel digraphs.</p> <p>(READ:ELG) Uses phonic knowledge to decode regular words and reads them aloud accurately including some vowel digraphs.</p> <p>(READ:ELG) Reads some common irregular words.</p> <p>(READ:ELG) Demonstrates understanding when talking with others about what they have read.</p>
Writing	<p>(WRI:E) Hears and says the initial sound in words.</p> <p>(WRI:E) Begins to break the flow of speech into words.</p> <p>(WRI:E) Continues a rhyming string.</p> <p>(WRI:E) Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>(WRI:E) Writes own name.</p> <p>(WRI:E) Uses some clearly identifiable letters to communicate meaning.</p>	<p>(WRI:D) Writes labels and captions</p> <p>(WRI:D) Can segment the sounds in simple words and blend them together.</p> <p>(WRI:D) Represents sounds correctly and in sequence.</p> <p>(WRI:D) Begins to write some irregular common words.</p> <p>(WRI:D) Attempts to write short sentences in meaningful contexts.</p>	<p>(WRI:ELG) Uses their phonic knowledge to write words in ways which match their spoken sounds including some vowel digraphs.</p> <p>(WRI:ELG) Writes some irregular common words.</p> <p>(WRI:ELG) Writes simple sentences which can be read by themselves including some vowel digraphs.</p> <p>(WRI:ELG) Writes simple sentences which can be read by others including some vowel digraphs.</p>





EYFS Learning Journey: Mathematics



	Reception Emerging 40-60 Months	Reception Developing 40-60 Months	Reception Secure (ELG)
Numbers	<p>(NU:E) Recognise some numerals of personal significance.</p> <p>(NU:E) Counts up to three or four objects by saying one number name for each item</p> <p>(NU:E) Selects the correct numeral to represent up to 5 objects.</p> <p>(NU:E) Finds the total number of items in two groups by counting all of them.</p> <p>(NU:E) Counts an irregular arrangement of up to ten objects.</p> <p>(NU:E) Counts objects to 10, and beginning to count beyond 10.</p> <p>NU:E) Counts out up to 6 objects from a larger group.</p>	<p>(NU:D) Selects the correct numeral to represent up to 10 objects.</p> <p>(NU:D) Estimates how many objects they can see and checks by counting them.</p> <p>(NU:D) Uses the language of 'more' and 'fewer' to compare two sets of objects.</p> <p>(NU:D) Says the number that is one more than a given number.</p> <p>(NU:D) Finds one more or one less from a group of up to five objects, then ten objects.</p> <p>(NU:D) In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</p> <p>(NU:D) Records, using marks that they can interpret and explain.</p> <p>(NU:D) Begins to identify own mathematical problems based on own interests and fascinations.</p>	<p>(NU:ELG) Counts reliably with numbers to 20.</p> <p>(NU:ELG) Places numbers to 20 in order.</p> <p>(NU:ELG) Says which number is one more or one less than a given number.</p> <p>(NU:ELG) Using quantities and objects, adds and subtracts two single-digit numbers and counts on or back to find the answer.</p> <p>(NU:ELG) Solves number problems, including doubling, halving and sharing.</p>
Shape, space and measure	<p>(SSM:E) Selects a particular named shape</p> <p>(SSM:E) Orders two items by length or height.</p> <p>(SSM:E) Uses everyday language related to time.</p> <p>(SSM:E) Beginning to use everyday language related to money.</p> <p>(SSM:E) Uses familiar objects and common shapes to recreate patterns and build models.</p>	<p>(SSM:D) Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</p> <p>(SSM:D) Can describe their relative position such as '<i>behind</i>'</p> <p>(SSM:D) Orders two or three items by length or height.</p> <p>(SSM:D) Orders two items by weight or capacity.</p> <p>(SSM:D) Uses familiar objects and common shapes to create patterns and build models.</p> <p>(SSM:D) Orders and sequences familiar events.</p> <p>(SSM:D) Measures short periods of time in simple ways.</p>	<p>(SSM:ELG) Uses everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p> <p>(SSM:ELG) Recognises, creates and describes patterns.</p> <p>(SSM:ELG) Explores characteristics of everyday objects and shapes and uses mathematical language to describe them.</p>







 EYFS PSED: Reception (Exceeding) 	
Making Relationships	(REL:Ex)Confident speaking to a class group. Talks about the things they enjoy, and are good at, and about the things they do not find easy.
	(REL:Ex)Resourceful in finding support when they need help or information.
	(REL:Ex)Talks about the plans they have made to carry out activities and what they might change if they were to repeat them.
Self-confidence and self-awareness	(SELF:Ex)Knows some ways to manage their feelings and are beginning to use these to maintain control.
	(SELF:Ex)Listens to each other's suggestions and plans how to achieve an outcome without adult help.
	(SELF:Ex)Knows when and how to stand up for themselves appropriately.
Managing Feelings and behaviour	(SELF:Ex)Can stop and think before acting and can wait for things they want.
	(FEEL:Ex)Plays group games with rules.
	(FEEL:Ex)Understands someone else's point of view can be different from theirs. Resolves minor disagreements through listening to each other to come up with a fair solution.
	(FEEL:Ex)Understands what bullying is and that this is unacceptable behaviour.

 EYFS Communication & Language: Reception (Exceeding) 	
Listening and attention	(LIST:Ex)Listens to instructions and follows them accurately, asking for clarification if necessary.
	(LIST:Ex)Listens attentively with sustained concentration to follow a story without pictures or props.
	(LIST:Ex)Listens in a larger group, for example, at assembly.
Understanding	(UND:Ex)Expresses views about events or characters in a story and answers questions about why things happened
	(UND:Ex)Carries out instructions which contain several parts in a sequence.
Speaking	(SPK:Ex)Shows some awareness of the listener by making changes to language and non-verbal features.
	(SPK:Ex)Recounts experiences and imagines possibilities, often connecting ideas
	(SPK:Ex) Uses a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.



















 EYFS Physical Development: Reception (Exceeding) 	
Moving and handling	(MOV:Ex)Hops confidently and skips in time to music. (MOV:Ex)Holds paper in position and use their preferred hand for writing, using a correct pencil grip. (MOV:Ex)Beginning to be able to write on lines and control letter size.
Health and self-care	(HEA:Ex)Knows about, and makes healthy choices in relation to, healthy eating and exercise. (HEA:Ex)Dresses and undresses independently, successfully managing fastening buttons or laces.

 EYFS Literacy: Reception (Exceeding) 	
Reading	(READ:Ex)Reads phonically regular words of more than 1 syllable as well as many irregular, high frequency words. (READ:Ex)Uses phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. (READ:Ex)Describes the main events in the simple stories they have read.
Writing	(WRI:Ex)Spells phonically regular words of more than 1 syllable as well as many irregular, high frequency words. (WRI:Ex)Uses key features of narrative in their own writing.

 EYFS Mathematics: Reception (Exceeding) 	
Numbers	(NU:Ex)Estimates a number of objects and check quantities by counting up to 20. (NU:Ex)Solves practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups.
Shape, space and measure	(SSM:Ex)Estimates, measures, weighs and compares and orders objects and talk about properties, position and time.



    EYFS Understanding the World: Reception (Exceeding)    	
People and communities	<p>(PEO:Ex) Knows the difference between past and present events in their own lives and some reasons why people's lives were different in the past.</p> <p>(PEO:Ex) Knows that other children have different likes and dislikes and that they may be good at different things.</p> <p>(PEO:Ex) Understands that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.</p>
The world	<p>(WORLD:Ex) Knows that the environment and living things are influenced by human activity.</p> <p>(WORLD:Ex) Describes some actions which people in their own community do that help to maintain the area they live in.</p> <p>(WORLD:Ex) Knows the properties of some materials and can suggest some of the purposes they are used for.</p> <p>(WORLD:Ex) Is familiar with basic scientific concepts such as floating, sinking, experimentation.</p>
Technology	<p>(TECH:Ex) Finds out about and uses a range of everyday technology.</p> <p>(TECH:Ex) Selects appropriate applications that support an identified need, for example in deciding how best to make a record of a special event in their lives, such as a journey on a steam train.</p>

    EYFS Expressive Arts and Design: Reception (Exceeding)    	
Exploring and using media and materials	<p>(MM:Ex) Develops their own ideas through selecting and using materials and working on processes that interest them.</p> <p>(MM:Ex) Through explorations, finds out and make decisions about how media and materials can be combined and changed.</p>
Being imaginative	<p>(IM:Ex) Talks about the ideas and processes which have led them to make music, designs, images or products.</p> <p>(IM:Ex) Talks about features of their own and others' work, recognising the differences between them and the strengths of others.</p>