EYFS Learning and Development Record Benedict Biscop C.E Academy Child's Name: .....

	SPECIFIC AREAS								
	Literacy		Mathematics		Understanding the World			Expressive Art and Design	
	Reading	Writing	Numbers	Shape, Space and Measure	People and Communities	The World	Technology	Exploring and Using Media and Materials	Being Imaginative
22-36 Months	Has some favourite stories, rhymes, songs, poems or jingles. Repeats words or phrases from familiar stories. Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a …'.	Distinguishes between the different marks they make.	Selects a small number of objects from a group when asked, for example, *'please give me one', 'please give me two'.* Recites some number names in sequence. Creates and experiments with symbols and marks representing ideas of number. Begins to make comparisons between quantities. Uses some language of quantities, such as *'more'* and *'a lot'.* Knows that a group of things changes in quantity when something is added or taken away.	Notices simple shapes and patterns in pictures. Beginning to categorise objects according to properties such as shape or size. Begins to use the language of size. Understands some talk about immediate past and future, e.g. *'before'*, *'later'* or *'soon'.* Anticipates specific time-based events such as mealtimes or home time.	Has a sense of own immediate family and relations. In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. Beginning to have their own friends. Learns that they have similarities and differences that connect them to, and distinguish them from, others.	Enjoys playing with small-world models such as a farm, a garage, or a train track. Notices detailed features of objects in their environment.	Seeks to acquire basic skills in turning on and operating some ICT equipment. Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.	Joins in singing favourite songs. Creates sounds by banging, shaking, tapping or blowing. Shows an interest in the way musical instruments sound. Experiments with blocks, colours and marks.	Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.' Beginning to make-believe by pretending.
30-50Months	Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. Listens to and joins in with stories and poems one-to-one and also in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured. Suggests how the story might end. Listens to stories with increasing attention and recall. Describes main story settings, events and principal characters. Shows interest in illustrations and print in books and print in the environment. Recognises familiar words and signs such as own name and advertising logos. Looks at books independently Handles books carefully. Knows information can be relayed in the form of print. Holds books the correct way up and turns pages. Knows that print carries meaning and, in English, is read from left to right and top to bottom.	Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places.	Uses some number names and number language spontaneously. Uses some number names accurately in play. Recites numbers in order to 10. Knows that numbers identify how many objects are in a set. Beginning to represent numbers using fingers, marks on paper or pictures. Sometimes matches numeral and quantity correctly. Shows curiosity about numbers by offering comments or asking questions. Compares two groups of objects, saying when they have the same number. Shows an interest in number problems. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Shows an interest in numerals in the environment. Shows an interest in representing numbers. Realises not only objects, but anything can be counted, including steps, claps or jumps.	Shows an interest in shape and space by playing with shapes or making arrangements with objects. Shows awareness of similarities of shapes in the environment. Uses positional language. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Shows interest in shapes in the environment. Uses shapes appropriately for tasks. Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.	Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.	Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment.	Knows how to operate simple equipment, e.g. turns on CD player and uses remote control Shows an interest in technological toys with knobs or pulleys, or real obj ects such as cameras or mobile phones. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. Knows that information can be retrieved from computers.	Enjoys joining in with dancing and ring games. Sings a few familiar songs. Beginning to move rhythmically. Imitates movement in response to music. Taps out simple repeated rhythms. Explores and learns how sounds can be changed. Explores colour and how colours can be changed. Understands that they can use lines to enclose a sp ace, and then begin to use these shapes torepresen t objects. Beginning to be interested in and describe the texture of things. Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and bala nce. Realises tools can be used for a purpose.	Developing preferences for forms of expression. Uses movement to express feelings. Creates movement in response to music. Sings to self and makes up simple songs Makes up rhythms. Notices adults do, imitating what is observed and then doing it spontaneously when the adult is not there. Engages in imaginative role-play based on own f irst-hand experiences. Builds stories around toys. Uses available resources to create props to support role-play. Captures experiences and responses with arang e of media, such as music, dance and paint and other materials or words.
40-60 Months	Continues a rhyming string. Hears & says the initial sound in words. Can segment the sounds in simple words & blend them together & knows whic h letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words & simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. Knows that information can be retrieved from books & computers.	Gives meaning to marks they make as they draw, write & paint. Begins to break the flow of speech into words. Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words & blend them together. Links sounds to letters, naming & sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts.	Recognise some numerals of personal significance. Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. Counts actions or objects which cannot be moved. Counts objects to 10, & beginning to count beyond 10. Counts out up to six objects from a larger group. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Counts an irregular arrangement of up to ten objects. Estimates how many objects they can see & checks by counting them. Uses the language of 'more' & 'fewer' to compare two sets of objects. Finds the total number of items in two groups by counting all of them. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects. In practical activities and discussion, beginning to use the vocabulary involved in adding & subtracting. Records, using marks that they can interpret and explain. Begins to identify own mathematical problems based on own interests & fascinations.	Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, & mathematical terms to describe shapes. Selects a particular named shape. Can describe their relative position such as 'behind' or 'next to'. Orders two or three items by length or height. Orders two items by weight or capacity. Uses familiar objects & common shapes to create & recreate patterns & build models. Uses everyday language related to time. Beginning to use everyday language related to money. Orders & sequences familiar events. Measures short periods of time in simple ways.	Enjoys joining in with family customs &rout ines.	Looks closely at similarities, differences, patterns & change.	Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software.	Begins to build a repertoire of songs & dances. Explores the different sounds of instruments. Explores what happens when they mix colours. Experiments to create different textures. Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind using a variety of resources. Uses simple tools and techniques competently & appropriately. Selects appropriate resources & adapts work where necessary. Selects tools & techniques needed to shape, assemble & join materials they are using.	Create simple representations of events, people and objects. Initiates new combinations of movement & gesture in order to express & respond to feelings, ideas & experiences. Chooses particular colours to use for a purpose. Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop & act out a narrative.
ELG	**Children read & understand simple sentences. They use phonic knowledge to decode regular words & read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.**	**Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves & others. Some words are spelt correctly & others are phonetically plausible.**	**Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. They use quantities & objects, they add & subtract two single-digit numbers & count on or back to find the answer. They solve problems, including doubling halving & sharing.**	**Children use everyday language to talk about size, weight, capacity, position, distance time and money to compare quantities and objects and to solve problems. They recognise create & describe patterns. They explore characteristics of everyday objects & shapes & use mathematical language to describe them.**	**Children talk about past & present events in their own lives & in the lives of family members. They know that other children don't always enjoy the same things, & are sensitive to this. They know about similarities & differences between themselves & others, & among families, communities & traditions.**	**Children know about similarities & differences in relation to place, objects, materials & livin g things. They talk about the features of their own immediate environment & how environments might vary from one another. They make observations of animals & plants& explain why some things occur, & talk about changes.**	**Children recognise that a range of technology is used in places such as homes & schools. They select and use technology for particular purposes.**	**Children sing songs make music & dance, & experiment with ways of changing them. They safely use & explore a variety of materials, tools & techniques, experimenting with colour, design, texture, form & function.**	**Children use what they have learnt about media and materials in original ways, thinking about uses & purposes. They represent their own ideas, thoughts & feelings through design & technology, art, music, dance, role play & stories.**