



St Ambrose Early Years

Planning and Assessment Document

Development Matters - RE and EExAT Assessment (updated September 2017 in line with EExAT updates)

- Leuven Scales - see EExAT tracker - these are the first stage of the assessment process during each assessment round.
- Characteristics of Effective Learning (learning behaviours)- worth 2 points each on EExAT
- Areas of Learning (key indicators to capture children's age related progress) worth 1 point each



Unicef Rights of the Child

The following 10 articles will be linked into our Early Years Curriculum throughout the year.

Article 3:	<i>Everyone who works with children should always do what is best for each child</i>
Article 6:	<i>You have the right to life and to be healthy</i>
Article 12:	<i>Your right to say what you think should happen and be listened to</i>
Article 19:	<i>You should not be harmed and should be looked after and kept safe</i>
Article 23:	<i>Your right to special care and support if you are disabled</i>
Article 24:	<i>Your right to good food and water and to see a doctor if you are ill</i>
Article 28:	<i>Your right to learn and to go to school</i>
Article 29:	<i>Your right to become the best that you can be</i>
Article 31:	<i>Your right to relax and play</i>
Article 36:	<i>You should be protected from doing things that could harm you</i>



Characteristics of Effective Learning

- these are to be assessed during each assessment round alongside the EExAT learning statements

Playing and Exploring	Curiosity	Shows curiosity about objects and the world around them and has particular interests
	Representing ideas and experiences	Acts out experiences in their play, using objects to represent different things
	Taking Risks	Willing to try out new things and is open to new experiences
Active Learning	Concentration	Maintains focus for a period of time, showing high levels of engagement and paying attention to detail
	Persistence	Keeps on trying and doesn't give up at the first difficulty
	Sense of achievement	Shows satisfaction when he/she has accomplished something he/she has set out to do
Creative and Critical thinking	Having own ideas	Thinks of his/her own ideas and different ways of doing things, uses imagination in play
	Making links	Makes links and connections in their experiences, developing ideas of grouping, sequences or patterns
	Reviewing	Review activities as he/she does them and changes the approach as needed



St Ambrose Early Years Development Matters, RE and EExAT Links



PSED	Self-confidence and self-awareness	Managing feelings and behaviour	Making relationships
Birth - 11 months	<ul style="list-style-type: none"> Laughs and gurgles, e.g. shows pleasure at being tickled and other physical interactions. Uses voice, gesture, eye contact and facial expression to make contact with people and keep their attention. 	<ul style="list-style-type: none"> Is comforted by touch and people's faces and voices. Seeks physical and emotional comfort by snuggling in to trusted adults. Calms from being upset when held, rocked, spoken or sung to with soothing voice. Shows a range of emotions such as pleasure, fear and excitement. Reacts emotionally to other people's emotions, e.g. smiles when smiled at and becomes distressed if hears another child crying. 	<ul style="list-style-type: none"> Enjoys the company of others and seeks contact with others from birth. Gazes at faces and copies facial movements. e.g. sticking out tongue, opening mouth and widening eyes. Responds when talked to, for example, moves arms and legs, changes facial expression, moves body and makes mouth movements. Recognises and is most responsive to main carer's voice: face brightens, activity increases when familiar carer appears. Responds to what carer is paying attention to, e.g. following their gaze. Likes cuddles and being held: calms, snuggles in, smiles, gazes at carer's face or strokes carer's skin.
EExAT	<p>By 6 months Uses voice, gesture, eye contact or facial expression to make contact with people, interact and keep their attention</p> <p>By 12 months Learns that own voice and actions have effects on others</p>	<p>By 6 months Calms from being upset when held, rocked, spoken or sung to with soothing voice</p> <p>By 12 months Likes to be in sight and hearing of familiar people. Demonstrates affection to familiar people.</p>	<p>By 6 months Recognises and is responsive to main carer's voice - face brightens, activity increases when main carer appears</p> <p>By 12 months Uses familiar adult as a base from which to explore the environment</p>

PSED	Self-confidence and self-awareness	Managing feelings and behaviour	Making relationships
8 - 20 months	<ul style="list-style-type: none"> Enjoys finding own nose, eyes or tummy as part of naming games. Learns that own voice and actions have effects on others. Uses pointing with eye gaze to make requests, and to share an interest. Engages other person to help achieve a goal, e.g. to get an object out of reach. 	<ul style="list-style-type: none"> Uses familiar adult to share feelings such as excitement or pleasure, and for 'emotional refuelling' when feeling tired, stressed or frustrated. Growing ability to soothe themselves, and may like to use a comfort object. Cooperates with care giving experiences, e.g. dressing. Beginning to understand 'yes', 'no' and some boundaries. 	<ul style="list-style-type: none"> Seeks to gain attention in a variety of ways, drawing others into social interaction. Builds relationships with special people. Is wary of unfamiliar people. Interacts with others and explores new situations when supported by familiar person. Shows interest in the activities of others and responds differently to children and adults, e.g. may be more interested in watching children than adults or may pay more attention when children talk to them.
EExAT	<p>By 18 months Explores environment with increasing understanding but 'checks in' with familiar adults</p> <p>By 24 months Copies everyday activity and with support will engage in symbolic play</p>	<p>By 18 months Emotionally still very dependent on familiar adult, alternating between clinging and resistance</p> <p>By 24months Growing sense of will and determination</p>	<p>By 18 months Plays contentedly alone and can give and receive objects to another person</p> <p>By 24months Parallel play present; plays contentedly near other children but not with them</p>



St Ambrose Early Years Development Matters, RE and EExAT Links



PSED	Self-confidence and self-awareness	Managing feelings and behaviour	Making relationships
16 - 26 months	<ul style="list-style-type: none"> • Explores new toys and environments, but 'checks in' regularly with familiar adult as and when needed. • Gradually able to engage in pretend play with toys (support child to understand their own thinking may be different from others). • Demonstrates sense of self as an individual, e.g. wants to do things independently, says "No" to adult. 	<ul style="list-style-type: none"> • Is aware of others' feelings, for example, looks concerned if hears crying or looks excited if hears a familiar happy voice. • Growing sense of will and determination may result in feelings of anger and frustration which are difficult to handle, e.g. may have tantrums. • Responds to a few appropriate boundaries, with encouragement and support. • Begins to learn that some things are theirs, some things are shared, and some things belong to other people. 	<ul style="list-style-type: none"> • Plays alongside others. • Uses a familiar adult as a secure base from which to explore independently in new environments, e.g. ventures away to play and interact with others, but returns for a cuddle or reassurance if becomes anxious. • Plays cooperatively with a familiar adult, e.g. rolling a ball back and forth.
EExAT	<p>By 24 months Copies everyday activity and with support will engage in symbolic play</p> <p>By 30 months Cooperates with familiar boundaries and routines</p>	<p>By 24months Growing sense of will and determination</p> <p>By 30 months Emotionally less dependent on adult but still requires reassurance in unfamiliar situations</p>	<p>By 24months Parallel play present; plays contentedly near other children but not with them</p> <p>By 30 months Watches other children at play before joining in</p>



St Ambrose Early Years Development Matters, RE and EExAT Links



PSED	Self-confidence and self-awareness	Managing feelings and behaviour	Making relationships
22 - 36 months	<ul style="list-style-type: none"> • Separates from main carer with support and encouragement from a familiar adult. • Expresses own preferences and interests. 	<ul style="list-style-type: none"> • Seeks comfort from familiar adults when needed. • Can express their own feelings such as sad, happy, cross, scared, worried. • Responds to the feelings and wishes of others. • Aware that some actions can hurt or harm others. • Tries to help or give comfort when others are distressed. • Shows understanding and cooperates with some boundaries and routines. • Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do. • Growing ability to distract self when upset, e.g. by engaging in a new play activity. 	<ul style="list-style-type: none"> • Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. • Initiates play, offering cues to peers to join them. • Keeps play going by responding to what others are saying or doing. • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.
RE		<ul style="list-style-type: none"> • Has had the opportunity to begin to make own simple choices. • Has had the opportunity to say sorry with support. 	<ul style="list-style-type: none"> • Has had the experience of building good relationships with peers and adults within setting. • Has heard that Jesus is the Son of God • Have been introduced to Mary as the Mother of Jesus. • Has heard that God loves each one always and at all times.
EExAT	<p>By 30 months Cooperates with familiar boundaries and routines</p> <p>By 36 months Expresses own preferences, needs and interests.</p>	<p>By 30 months Emotionally less dependent on adult but still requires reassurance in unfamiliar situations</p> <p>By 36 months Is able to explore or try out a new activity/experience with adult support</p>	<p>By 30 months Watches other children at play before joining in</p> <p>By 36 months Will approach familiar adults when upset, excited or wants to play</p>



St Ambrose Early Years Development Matters, RE and EExAT Links



Nursery Coverage:

PSED	Self-confidence and self-awareness	Managing feelings and behaviour	Making relationships
Development Matters 30 - 50 months	<ul style="list-style-type: none"> • Can select and use activities and resources with help. • Welcomes and values praise for what they have done. • Enjoys responsibility of carrying out small tasks. • Is more outgoing towards unfamiliar people and more confident in new social situations. • Confident to talk to other children when playing, and will communicate freely about own home and community. • Shows confidence in asking adults for help. 	<ul style="list-style-type: none"> • Aware of own feelings, and knows that some actions and words can hurt others' feelings. • Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. • Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. • Can usually adapt behaviour to different events, social situations and changes in routine. 	<ul style="list-style-type: none"> • Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. • Initiates play, offering cues to peers to join them. • Keeps play going by responding to what others are saying or doing. • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.
RE		<ul style="list-style-type: none"> • Can make own choices. • Knows when to say sorry 	<ul style="list-style-type: none"> • Has a good relationship with peers and adults in own setting. • Has some understanding that Jesus is the Son of God • Has some understanding of Mary as the Mother of Jesus. • Has a developing understanding that God loves each one always and at all times • Is beginning to show respect to peers and adults.
EExAT	<p>By 30 months Cooperates with familiar boundaries and routines</p> <p>By 36 months Expresses own preferences, needs and interests.</p> <p>by 42 months Shows an awareness of the feelings of others</p> <p>by 48 months Can initiate an interaction with other children</p>	<p>By 30 months Emotionally less dependent on adult but still requires reassurance in unfamiliar situations</p> <p>By 36 months Is able to explore or try out a new activity/experience with adult support</p> <p>by 42 months Can tolerate delay when needs are not immediately met and accepts that wishes may not always be met</p> <p>by 48 months Is able to adapt behaviour to changes in a familiar routine</p>	<p>By 30 months Watches other children at play before joining in</p> <p>By 36 months Will approach familiar adults when upset, excited or wants to play</p> <p>by 42 months Will willingly approach others to play.</p> <p>by 48 months Can play in a group with friends suggesting ideas</p>



St Ambrose Early Years Development Matters, RE and EExAT Links



Reception Coverage

PSED	Self-confidence and self-awareness	Managing feelings and behaviour	Making relationships
Development Matters 40 - 60+ months	<ul style="list-style-type: none"> Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities. <p>Early Learning Goal Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p>	<ul style="list-style-type: none"> Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Aware of the boundaries set, and of behavioural expectations in the setting. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. <p>Early Learning Goal Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>	<ul style="list-style-type: none"> Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children, e.g. finding a compromise. <p>Early Learning Goal Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>
RE		<ul style="list-style-type: none"> Is beginning to take responsibility for choices and actions Recognises the meaning of 'sorry' and begin to see how we can make amends. 	<ul style="list-style-type: none"> Has formed a good relationship with peers and adults in the school community Knows that God loves each one always • and at all times Knows that Jesus is the Son of God Can name Mary as the Mother of Jesus Is respectful to peers and adults
EExAT	<p>by 48 months Can initiate an interaction with other children By 54 months (EExBA (a)) Selects and uses own resources, asks for help and is confident to interact with others By 60 months (EExBA (b)) Confident to talk about their own needs, wants, interests and opinions, and when they do or don't need help. Is willing to try something new. By 66 months (ELG) Confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. By 67+months (EXCEEDING) Confident to speaking front of their class, are willing to take a risk, and understands this is part of learning. Reviews their work and suggests how this could be approached differently. Demonstrates resilience looking for their own way to move forward or overcome an issue.</p>	<p>by 48 months Is able to adapt behaviour to changes in a familiar routine By 54 months Is able to take turns, accepts the needs of others and is aware of the consequences of their own actions By 60 months Is able to negotiate with peers, working as part of a group - understanding and following rules, adapting their behaviours to different situations By 66 months (ELG) Can talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences. Takes changes of routine in their stride. By 67+months (EXCEEDING) Knows some ways to manage their feelings and are beginning to use these to maintain control of their own behaviour.</p>	<p>by 48 months Can play in a group with friends suggesting ideas By 54 months (EExBA (a)) Has a good relationship with peers and familiar adults By 60 months (EExBA (b)) Confidently initiates conversations with unfamiliar adults and is able to compromise in social situations By 66 months (ELG) Takes account of one another's needs and feelings, and form positive relationships with adults and other children. By 67+months (EXCEEDING) Plays group games with rules. Understands someone else's point of view can be different from their own. Resolve minor disagreements through listening to each other to come up with a fair solution.</p>



St Ambrose Early Years Development Matters, RE and EExAT Links



C & L	Listening and attention	Understanding	Speaking
Birth - 11 months	<ul style="list-style-type: none"> • Turns toward a familiar sound then locates range of sounds with accuracy. • Listens to, distinguishes and responds to intonations and sounds of voices. • Reacts in interaction with others by smiling, looking and moving. • Quietens or alerts to the sound of speech. • Looks intently at a person talking, but stops responding if speaker turns away. • Listens to familiar sounds, words, or finger plays. • Fleeting Attention - not under child's control, new stimuli takes whole attention. 	<ul style="list-style-type: none"> • Stops and looks when hears own name. • Starts to understand contextual clues, e.g. familiar gestures, words and sounds. 	<ul style="list-style-type: none"> • Communicates needs and feelings in a variety of ways including crying, gurgling, babbling and squealing. • Makes own sounds in response when talked to by familiar adults. • Lifts arms in anticipation of being picked up. • Practises and gradually develops speech sounds (babbling) to communicate with adults; says sounds like 'baba, nono, gogo'.
EExAT	<p>By 6 months Watches face when someone talks Turns towards the source of a sound in the environment</p> <p>By 12 months Will change focus of attention when hearing their name</p> <p>Smiles, looks and moves in response to interaction, songs and music</p>	<p>By 6 months Shows excitement at sound of approaching voice</p> <p>Shows enjoyment of interaction through movement, eye contact or expression</p> <p>By 12 months Reacts in a physical way in response to physical interaction</p> <p>Makes links by pointing or looking towards a named object or named person.</p>	<p>By 6 months Looks at face and mirrors actions</p> <p>Uses vocal sounds to gain attention and get needs met - crying when hungry or uncomfortable</p> <p>By 12 months Babbles to self and laughs during play</p> <p>Plays with vocal sounds and mouth movements</p>

C & L	Listening and attention	Understanding	Speaking
8 - 20 months	<ul style="list-style-type: none"> • Moves whole bodies to sounds they enjoy, such as music or a regular beat. • Has a strong exploratory impulse. • Concentrates intently on an object or activity of own choosing for short periods. • Pays attention to dominant stimulus - easily distracted by noises or other people talking. 	<ul style="list-style-type: none"> • Developing the ability to follow others' body language, including pointing and gesture. • Responds to the different things said when in a familiar context with a special person (e.g. 'Where's Mummy?', 'Where's your nose?'). • Understanding of single words in context is developing, e.g. 'cup', 'milk', 'daddy'. 	<ul style="list-style-type: none"> • Uses sounds in play, e.g. 'brrrm' for toy car. • Uses single words. • Frequently imitates words and sounds. • Enjoys babbling and increasingly experiments with using sounds and words to communicate for a range of purposes (e.g. teddy, more, no, bye-bye.) • Uses pointing with eye gaze to make requests, and to share an interest. • Creates personal words as they begin to develop language.
EExAT	<p>By 18 months Joins in with action songs and rhymes</p> <p>Shows understanding of cause and effect by repeating an action and anticipating a response</p> <p>By 24months Listens and responds to simple information</p> <p>Able to focus attention on an object or person when directed to by a familiar adult</p>	<p>By 18 months Gives named familiar object to adult</p> <p>Initiates interactions with others through actions, gestures or vocals</p> <p>By 24months Can follow simple instructions when given visual clues or gesture</p> <p>Able to recognise and name familiar objects</p>	<p>By 18 months Still babbles but can use up to 10 words</p> <p>Copies the words and gestures of adults</p> <p>By 24months Can use up to 50 words and can put two words together</p> <p>Links words and objects, asking for the name of familiar objects</p>



St Ambrose Early Years Development Matters, RE and EExAT Links



from a photograph or picture

C & L	Listening and attention	Understanding	Speaking
16 - 26 months	<ul style="list-style-type: none"> • Listens to and enjoys rhythmic patterns in rhymes and stories. • Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations. • Rigid attention - may appear not to hear. 	<ul style="list-style-type: none"> • Selects familiar objects by name and will go and find objects when asked, or identify objects from a group. • Understands simple sentences (e.g. 'Throw the ball.') 	<ul style="list-style-type: none"> • Copies familiar expressions, e.g. 'Oh dear', 'All gone'. • Beginning to put two words together (e.g. 'want ball', 'more juice'). • Uses different types of everyday words (nouns, verbs and adjectives, e.g. <i>banana, go, sleep, hot</i>). • Beginning to ask simple questions. • Beginning to talk about people and things that are not present.
EExAT	<p style="color: green;">By 24months Listens and responds to simple information Able to focus attention on an object or person when directed to by a familiar adult By 30 months Listens and responds to talk when playing alongside an adult Recognises and responds to familiar sounds</p>	<p style="color: green;">By 24months Can follow simple instructions when given visual clues or gesture Able to recognise and name familiar objects from a photograph or picture By 30 months Understands simple instructions Links actions to words in games, action songs and rhymes</p>	<p style="color: green;">By 24months Can use up to 50 words and can put two words together Links words and objects, asking for the name of familiar objects By 30 months Uses language to find out by asking the questions 'What's that?' or 'Why?' Links 4 words together</p>



St Ambrose Early Years Development Matters, RE and EExAT Links



C & L	Listening and attention	Understanding	Speaking
22 - 36 months	<ul style="list-style-type: none"> • Listens with interest to the noises adults make when they read stories. • Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door. • Shows interest in play with sounds, songs and rhymes. • Single channelled attention. Can shift to a different task if attention fully obtained - using child's name helps focus. 	<ul style="list-style-type: none"> • Identifies action words by pointing to the right picture, e.g., "Who's jumping?" • Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.' • Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is.?). • Developing understanding of simple concepts (e.g. big/little). 	<ul style="list-style-type: none"> • Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. • Holds a conversation, jumping from topic to topic. • Learns new words very rapidly and is able to use them in communicating. • Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it'. • Uses a variety of questions (e.g. what, where, who). • Uses simple sentences (e.g. 'Mummy gonna work.') • Beginning to use word endings (e.g. going, cats).
RE	<ul style="list-style-type: none"> • Has heard the story of Creation and the things God created. • Has heard the story of Christmas and Easter. • Has heard the story of Pentecost. • Has heard stories in which Jesus tells us about God his Father • Has had the opportunity to join in simple prayers and hymns 	<ul style="list-style-type: none"> • Has had the experience of Baptism. • Has heard stories about Jesus doing good things 	
EExAT	<p>By 30 months Listens and responds to talk when playing alongside an adult Recognises and responds to familiar sounds</p> <p>By 36 months Listens to stories, songs and rhymes and asks for favourites Can shift attention when conversation interests them</p>	<p>By 30 months Understands simple instructions Links actions to words in games, action songs and rhymes</p> <p>By 36 months Responds to questions with two given choices Actions demonstrate understanding of simple concepts</p>	<p>By 30 months Uses language to find out by asking the questions 'What's that?' or 'Why?'</p> <p>Links 4 words together</p> <p>By 36 months Links actions and words to communicate immediate needs and wants Uses more vocabulary including descriptive language and words which explore form or function</p>



St Ambrose Early Years Development Matters, RE and EExAT Links



Nursery Coverage:

C & L	Listening and attention	Understanding	Speaking
Development Matters 30 - 50 months	<ul style="list-style-type: none"> • Listens to others one to one or in small groups, when conversation interests them. • Listens to stories with increasing attention and recall. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Focusing attention - still listen or do, but can shift own attention. • Is able to follow directions (if not intently focused on own choice of activity). 	<ul style="list-style-type: none"> • Understands use of objects (e.g. "What do we use to cut things?") • Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. • Responds to simple instructions, e.g. to get or put away an object. • Beginning to understand 'why' and 'how' questions. 	<ul style="list-style-type: none"> • Beginning to use more complex sentences to link thoughts (e.g. <i>using and because</i>). • Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>). • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. • Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i>. • Uses a range of tenses (e.g. <i>play, playing, will play, played</i>). • Uses intonation, rhythm and phrasing to make the meaning clear to others. • Uses vocabulary focused on objects and people that are of particular importance to them. • Builds up vocabulary that reflects the breadth of their experiences. • Uses talk in pretending that objects stand for something else in play, e.g. <i>'This box is my castle.'</i>
RE	<ul style="list-style-type: none"> • Using prompts, can talk about God's creation. • Has listened to the stories of Christmas and Easter and can respond to questions about it using images. • Has listened to the story of Pentecost and can respond to questions about it using images. • Is beginning to understand that Jesus tells us stories about God his Father • Is beginning to join in simple prayers and hymns. 	<ul style="list-style-type: none"> • Sees Baptism as a way of becoming friends with Jesus. • Can talk about Jesus helping us to choose to do good. 	
EExAT	<p>By 30 months Listens and responds to talk when playing alongside an adult Recognises and responds to familiar sounds</p> <p>By 36 months Listens to stories, songs and rhymes and asks for favourites Can shift attention when conversation interests them</p> <p>By 42 months Listens and attends to a dialogue in a small group of 3 or more children Able to shift attention to explore a self chosen line of enquiry</p> <p>By 48 months Anticipates key events and phrases in rhymes and stories Listens to others and stories in small groups</p>	<p>By 30 months Understands simple instructions Links actions to words in games, action songs and rhymes</p> <p>By 36 months Responds to questions with two given choices Actions demonstrate understanding of simple concepts</p> <p>By 42 months Responses show an understanding of an experience or event Can describe an action or experience in the present tense</p> <p>By 48 months Follows instructions without visual clues Can describe how they carried out an activity or made a model</p>	<p>By 30 months Uses language to find out by asking the questions 'What's that?' or 'Why?' Links 4 words together</p> <p>By 36 months Links actions and words to communicate immediate needs and wants Uses more vocabulary including descriptive language and words which explore form or function</p> <p>By 42 months Able to tell their own short story or anecdote Makes requests when choosing resources and activities</p> <p>By 48 months Answers simple questions about themselves Can make plans and describes them to others</p>



St Ambrose Early Years Development Matters, RE and EExAT Links



Reception Coverage:

C & L	Listening and attention	Understanding	Speaking
Development Matters 40 - 60+ months	<ul style="list-style-type: none"> • Maintains attention, concentrates and sits quietly during appropriate activity. • Two-channelled attention - can listen and do for short span. <p>Early Learning Goal Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p>	<ul style="list-style-type: none"> • Responds to instructions involving a two-part sequence. <p>Understands humour, e.g. nonsense rhymes, jokes.</p> <ul style="list-style-type: none"> • Able to follow a story without pictures or props. • Listens and responds to ideas expressed by others in conversation or discussion. <p>Early Learning Goal Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<ul style="list-style-type: none"> • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • Uses language to imagine and recreate roles and experiences in play situations. • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. • Introduces a storyline or narrative into their play. <p>Early Learning Goal Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>
RE	<ul style="list-style-type: none"> • Can talk about God's creation • Has listened to the stories of Christmas and Easter and can talk about them... • Has listened to the story of Pentecost and can talk about it. • Knows that Jesus tells us stories about God his Father to help us get to know him. • Confidently joins in simple prayers and hymns. 	<ul style="list-style-type: none"> • Sees Baptism as a way of becoming friends with Jesus. • Can talk about Jesus helping us to choose to do good. 	
EExAT	<p>By 48 months Anticipates key events and phrases in rhymes and stories Listens to others and stories in small groups By 54 months (EExBA (a)) Listens to opinion of others when in a small group Is able to retell simple stories By 60 months (EExBA (b)) Maintains attention and concentration when listening to others Is able to respond to stories asking questions and making comments By 66 months (ELG) Listens attentively in a range of situations. Gives their attention to what others say and respond appropriately, whilst engaged in another activity. By 67+months (EXCEEDING) Listens attentively with sustained concentration to follow a story without pictures or props. Listen to others in a larger group.</p>	<p>By 48 months Follows instructions without visual clues Can describe how they carried out an activity or made a model By 54 months (EExBA (a)) Understands simple who, what and where questions Understands 'how' and 'why' questions By 60 months (EExBA (b)) Can respond to instructions with two or more parts Is able to demonstrate understanding in their conversations with others by responding appropriately By 66 months (ELG) Follows instructions involving several ideas and actions. Answers 'how' and 'why' questions about their experiences and in response to stories or events. By 67+months (EXCEEDING) After listening to</p>	<p>By 48 months Can answer simple questions about themselves Can make plans and describes them to others By 54 months (EExBA (a)) Uses past, present and future tenses appropriately in speech Asks questions about events that have happened or are to happen in the future. By 60 months (EExBA (b)) Uses talk correctly to organise, sequence and clarify thinking, ideas, feelings and events. Expresses themselves using extended language, for example by utilising connectives or added details By 66 months (ELG) Expresses themselves effectively, showing awareness of listeners' needs. Develops their own narratives and explanations by connecting ideas or events. By 67+months (EXCEEDING) Shows some awareness of the listener by making changes to language and non-verbal features. Recounts experiences and imagine possibilities, often connecting ideas.</p>



St Ambrose Early Years Development Matters, RE and EExAT Links



		stories can express views about events or characters in the story and answer questions about why things happened. Carries out instructions which contain several parts in a sequence	
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St Ambrose Early Years Development Matters, RE and EExAT Links



PD	Moving and handling	Health and self-care
Birth - 11 months	<ul style="list-style-type: none"> • Turns head in response to sounds and sights. • Gradually develops ability to hold up own head. • Makes movements with arms and legs which gradually become more controlled. • Rolls over from front to back, from back to front. • When lying on tummy becomes able to lift first head and then chest, supporting self with forearms and then straight arms. • Watches and explores hands and feet, e.g. when lying on back lifts legs into vertical position and grasps feet. • Reaches out for, touches and begins to hold objects. • Explores objects with mouth, often picking up an object and holding it to the mouth. 	<ul style="list-style-type: none"> • Responds to and thrives on warm, sensitive physical contact and care. • Expresses discomfort, hunger or thirst. • Anticipates food routines with interest.
EExAT	<p style="color: green;">By 6 months Can roll over from front to back. Uses hands competently to reach for and grasp small toys</p> <p style="color: green;">By 12 months Crawls or shuffles with some cross lateral movement. Can grasp objects using fist or pincer grip</p>	<p style="color: green;">By 6 months Places hand on bottle while feeding</p> <p style="color: green;">By 12 months Can drink from a cup with help and can feed themselves with finger food</p>

PD	Moving and handling	Health and self-care
8 - 20 months	<ul style="list-style-type: none"> • Sits unsupported on the floor. • When sitting, can lean forward to pick up small toys. • Pulls to standing, holding on to furniture or person for support. • Crawls, bottom shuffles or rolls continuously to move around. • Walks around furniture lifting one foot and stepping sideways (cruising), and walks with one or both hands held by adult. • Takes first few steps independently. • Passes toys from one hand to the other. • Holds an object in each hand and brings them together in the middle, e.g. holds two blocks and bangs them together. • Picks up small objects between thumb and fingers. • Enjoys the sensory experience of making marks in damp sand, paste or paint. • Holds pen or crayon using a whole hand (palmar) grasp and makes random marks with different strokes. 	<ul style="list-style-type: none"> • Opens mouth for spoon. • Holds own bottle or cup. • Grasps finger foods and brings them to mouth. • Attempts to use spoon: can guide towards mouth but food often falls off. • Can actively cooperate with nappy changing (lies still, helps hold legs up). • Starts to communicate urination, bowel movement.
EExAT	<p style="color: green;">By 18 months Walks well with feet apart, starts and stops safely. Can place objects with precision</p> <p style="color: green;">By 24months Squats with steadiness and rises to feet with balance and picks up and holds objects with precision</p>	<p style="color: green;">By 18 months Removes their own shoes, coat or hat</p> <p style="color: green;">By 24months Is able to feed themselves using a utensil e.g. spoon or fork</p>



St Ambrose Early Years Development Matters, RE and EExAT Links



PD	Moving and handling	Health and self-care
16 - 26 months	<ul style="list-style-type: none"> • Walks upstairs holding hand of adult. • Comes downstairs backwards on knees (crawling). • Beginning to balance blocks to build a small tower. • Makes connections between their movement and the marks they make. 	<ul style="list-style-type: none"> • Develops own likes and dislikes in food and drink. • Willing to try new food textures and tastes. • Holds cup with both hands and drinks without much spilling. • Clearly communicates wet or soiled nappy or pants. • Shows some awareness of bladder and bowel urges. • Shows awareness of what a potty or toilet is used for. • Shows a desire to help with dressing/undressing and hygiene routines.
EExAT	<p>By 24months Squats with steadiness and rises to feet with balance and picks up and holds objects with precision</p> <p>By 30 months Can move up and down a step or small slope maintaining balance. Holds and manipulates tools and equipment using a fist or pincer grip</p>	<p>By 24months Is able to feed themselves using a utensil e.g. spoon or fork</p> <p>By 30 months Attempts to communicate toilet needs</p>

PD	Moving and handling	Health and self-care
22 - 36 months	<ul style="list-style-type: none"> • Runs safely on whole foot. • Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. • Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. • Can kick a large ball. • Turns pages in a book, sometimes several at once. • Shows control in holding and using jugs to pour, hammers, books and mark-making tools. • Beginning to use three fingers (tripod grip) to hold writing tools • Imitates drawing simple shapes such as circles and lines. • Walks upstairs or downstairs holding onto a rail two feet to a step. • May be beginning to show preference for dominant hand. 	<ul style="list-style-type: none"> • Feeds self competently with spoon. • Drinks well without spilling. • Clearly communicates their need for potty or toilet. • Beginning to recognise danger and seeks support of significant adults for help. • Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt. • Beginning to be independent in self-care, but still often needs adult support.
EExAT	<p>By 30 months Can move up and down a step or small slope maintaining balance. Holds and manipulates tools and equipment using a fist or pincer grip</p> <p>By 36 months Climbs using alternate hands and feet. Is able to use equipment that requires pulling and pushing.</p>	<p>By 30 months Attempts to communicate toilet needs</p> <p>By 36 months Is becoming independent in self care and manages this with support</p>



St Ambrose Early Years Development Matters, RE and EExAT Links



Nursery Coverage:

PD	Moving and handling	Health and self-care
Development Matters 30 - 50 months	<ul style="list-style-type: none"> • Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • Mounts stairs, steps or climbing equipment using alternate feet. • Walks downstairs, two feet to each step while carrying a small object. • Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. • Can stand momentarily on one foot when shown. • Can catch a large ball. • Draws lines and circles using gross motor movements. • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. • Holds pencil near point between first two fingers and thumb and uses it with good control. • Can copy some letters, e.g. letters from their name. 	<ul style="list-style-type: none"> • Can tell adults when hungry or tired or when they want to rest or play. • Observes the effects of activity on their bodies. • Understands that equipment and tools have to be used safely. • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. • Can usually manage washing and drying hands. • Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.
EExAT	<p>By 30 months Can move up and down a step or small slope maintaining balance. Holds and manipulates tools and equipment using a fist or pincer grip</p> <p>By 36 months Climbs using alternate hands and feet. Is able to use equipment that requires pulling and pushing.</p> <p>By 42 months Walks up steps using alternating feet one foot to each step. Is able to use resources that require twisting, turning and rotating.</p> <p>By 48 months Uses cross lateral movement to move forwards and negotiate space moving through tunnels, dens or when on a wheeled vehicle. Able to turn the pages in a book</p>	<p>By 30 months Attempts to communicate toilet needs</p> <p>By 36 months Is becoming independent in self care and manages this with support</p> <p>By 42 months Attempts to dress self</p> <p>By 48 months Is aware of their safety and manage risks with support</p>



St Ambrose Early Years Development Matters, RE and EExAT Links



Reception Coverage:

PD	Moving and handling	Health and self-care
Development Matters 40 - 60+ months	<ul style="list-style-type: none"> • Experiments with different ways of moving. • Jumps off an object and lands appropriately. • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Travels with confidence and skill around, under, over and through balancing and climbing equipment. • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. • Uses simple tools to effect changes to materials. • Handles tools, objects, construction and malleable materials safely and with increasing control. • Shows a preference for a dominant hand. • Begins to use anticlockwise movement and retrace vertical lines. • Begins to form recognisable letters. • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. <p>Early Learning Goal</p> <p>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p>	<ul style="list-style-type: none"> • Eats a healthy range of foodstuffs and understands need for variety in food. • Usually dry and clean during the day. • Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. • Shows understanding of how to transport and store equipment safely. • Practices some appropriate safety measures without direct supervision. <p>Early Learning Goal</p> <p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>
EExAT	<p>By 48 months Uses cross lateral movement to move forwards and negotiate space moving through tunnels, dens or when on a wheeled vehicle. Able to turn the pages in a book</p> <p>By 54 months (EExBA (a)) Moves with confidence in a range of ways, negotiating space and is able to use one handed equipment</p> <p>By 60 months (EExBA (b)) Is able to adjust speed and direction and is able to use precision to control and manipulate resources and small equipment</p> <p>By 66 months (ELG) Shows good control and coordination in large and small movements. Moves confidently in a range of ways, safely negotiating space. Handles equipment and tools effectively.</p> <p>By 67+months (EXCEEDING) Hops and skips when playing games or in time to music. Manipulates paper and pens when writing and drawing. Graphics are legible showing good control and coordination.</p>	<p>By 48 months Is aware of their safety and manage risks with support</p> <p>By 54 months (EExBA (a)) Is dry and clean during the day and manages own basic hygiene</p> <p>By 60 months (EExBA (b)) Shows an awareness and understanding of the effect of physical activity and what they eat on their body.</p> <p>By 66 months (ELG) Knows the importance of good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p> <p>By 67+months (EXCEEDING) Knows about and can make healthy choices in relation to healthy eating and exercise.</p>



St Ambrose Early Years Development Matters, RE and EExAT Links



Literacy	Reading	Writing
Birth - 11 months	<ul style="list-style-type: none"> Enjoys looking at books and other printed material with familiar people. 	
EExAT	<p>By 6 months Vocalises to self and others using sing-song vowel sounds, single and double syllables. Responds with movement to a familiar rhyme or song.</p> <p>By 12 months Beginning to show interest in visual images. Experiments with rhythm and sound through babbling.</p>	<p>By 6 months Explores what happens when moving hands or feet. Reaches out to be picked up.</p> <p>By 12 months Points at an object they wish to handle. Uses both hands to hold an object but may show preference.</p>

Literacy	Reading	Writing
8 - 20 months	<ul style="list-style-type: none"> Handles books and printed material with interest. 	
EExAT	<p>By 18 months Engages with a story by patting pictures or pages. Turns pages in a cloth or board book.</p> <p>By 24 months Shows an emotional response when looking at or sharing a book. Able to fill in the missing word (sign or speech) when a story is read to them.</p>	<p>By 18 months Picks up objects with either hand using a delicate grasp. Uses a turning action to tip and pour during play.</p> <p>By 24 months Uses extended arms when moving, dancing or climbing. Uses hands to explore different textures.</p>

Literacy	Reading	Writing
16 - 26 months	<ul style="list-style-type: none"> Interested in books and rhymes and may have favourites. 	
EExAT	<p>By 24 months Shows an emotional response when looking at or sharing a book. Able to fill in the missing word (sign or speech) when a story is read to them.</p> <p>By 30 months Uses finger puppets/props and everyday resources to play with songs, rhyme or stories.</p> <p>Points to objects, pictures or photographs to indicate choice.</p>	<p>By 24 months Uses extended arms when moving, dancing or climbing. Uses hands to explore different textures.</p> <p>By 30 months Grasps a mark making implement and creates a forwards, backwards or circular movement.</p> <p>Uses hand and arm actions to rotate and turn.</p>

Literacy	Reading	Writing
22 - 36 months	<ul style="list-style-type: none"> 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 ...'. 	<ul style="list-style-type: none"> Distinguishes between the different marks they make.
RE	<ul style="list-style-type: none"> Has experienced' liturgical celebrations within own setting Has had the experience of prayers within own setting 	
EExAT	<p>By 30 months Uses finger puppets/ props and everyday resources to place with songs, rhymes and stories.</p> <p>Points to objects, pictures or photographs to indicate choice</p> <p>By 36 months Listens attentively to a familiar book published or created in the provision</p> <p>Can recognise and match picture labels and silhouettes to objects in the environment</p>	<p>By 30 months Uses extended arms when moving, dancing or climbing</p> <p>Uses hands to explore different textures</p> <p>By 36 months Makes marks in different media</p> <p>Uses pincer grip in play to hold small objects, cards and when eating food</p>



St Ambrose Early Years Development Matters, RE and EExAT Links



Nursery Coverage:

Literacy	Reading	Writing
<p style="text-align: center;">Development Matters 30 - 50 months</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places.
<p style="text-align: center;">RE</p>	<ul style="list-style-type: none"> • Has experienced praying with others at a celebration • Joins in prayers in their own setting. 	
<p style="text-align: center;">EExAT</p>	<p>By 30 months Uses finger puppets/ props and everyday resources to place with songs, rhymes and stories.</p> <p>Points to objects, pictures or photographs to indicate choice</p> <p>By 36 months Listens attentively to a familiar book published or created in the provision</p> <p>Can recognise and match picture labels and silhouettes to objects in the environment</p> <p>By 42 months Uses their own illustrations or props to tell a story</p> <p>Engages in story talk when in the role play area or in small world play</p> <p>By 48 months Knows that print carries meaning and how to handle books.</p> <p>Plays with rhyming words, alliteration and hears and says some letter sounds.</p>	<p>By 30 months Uses extended arms when moving, dancing or climbing</p> <p>Uses hands to explore different textures</p> <p>By 36 months Makes marks in different media</p> <p>Uses pincer grip in play to hold small objects, cards and when eating food</p> <p>By 42 months Mark making shows variation in shape and form</p> <p>Engages in mark making in their play</p> <p>By 48 months Recognises and writes some letters from their own name</p> <p>Engages in making 'messages' for others from their pictures, paintings and in their play</p>



St Ambrose Early Years Development Matters, RE and EExAT Links



Reception Coverage:

Literacy	Reading	Writing
<p style="text-align: center;">Development Matters 40 - 60+ months</p>	<ul style="list-style-type: none"> • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Links sounds to letters, naming and sounding the letters of the alphabet. • Begins to read words and 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 and computers. <p>Early Learning Goal Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>	<ul style="list-style-type: none"> • Gives meaning to marks they make as they draw, write and 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 and blend them together. • Links sounds to letters, naming and 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. <p>Early Learning Goal 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 and others. Some words are spelt correctly and others are phonetically plausible.</p>
<p style="text-align: center;">RE</p>	<ul style="list-style-type: none"> • Has taken an active part in a prayerful celebration • Recognises prayers as talking to and listening to God. 	
<p style="text-align: center;">EExAT</p>	<p>By 48 months Knows that print carries meaning and how to handle books. Plays with rhyming words, alliteration and hears and says some letter sounds. By 54 months(EExBA (a)) Recognises familiar signs and labels and their own name. Hears and says initial sounds in words. By 60 months(EExBA (b)) Talks about what they have read showing some understanding and emotional engagement with the content. Links sounds to letters, when segmenting and blending CVC words By 66 months (ELG) Read and understands simple sentences, using phonic knowledge to decode regular words and reading them aloud accurately. Can read some common irregular words. By 67+months (EXCEEDING) Describes in their own words what they have read in a non-fiction or fiction text. Uses phonic, semantic and syntactic knowledge to read phonically regular words of more than one syllable as well as many irregular, but high frequency words, to understand unfamiliar vocabulary.</p>	<p>By 48 months Recognises and writes some letters from their own name Engages in making 'messages' for others from their pictures, paintings and in their play By 54 months(EExBA (a)) Uses groups of letters of letter like shapes when writing Ascribes meaning to marks they make By 60 months(EExBA (b)) Segments CVC words and uses appropriate letters to represent sounds in their writing Writes for different purposes By 66 months (ELG) Use their phonic knowledge to write words in ways which match their spoken sounds. Writes some common irregular words. Writes simple sentences which can be read by themselves and others with some words are spelt correctly and others are phonetically plausible. By 67+months (EXCEEDING) Spells phonetically regular words of more than one syllable as well as many irregular but high frequency words. Uses key features of narrative in their own writing.</p>



St Ambrose Early Years Development Matters, RE and EExAT Links



Maths	Numbers	Shape, space and measure
Birth - 11 months	<ul style="list-style-type: none"> Notices changes in number of objects/images or sounds in a group of up to 3. 	
EExAT	<p>By 6 months Looks for an object that drops to the floor or moves out of sight. Passes object from one hand to the other.</p> <p>By 12 months Shows enjoyment when number rhymes are sung to them. Claps hands in response to interaction.</p>	<p>By 6 months Eyes follow objects which are suspended or moving. Reaches out to touch objects that are of interest.</p> <p>By 12 months Watches rolling objects as they move in front of them. Holds two objects, one in each hand and taps them together.</p>

Maths	Numbers	Shape, space and measure
8 - 20 months	<ul style="list-style-type: none"> Develops an awareness of number names through their enjoyment of action rhymes and songs that relate to their experience of numbers. Has some understanding that things exist, even when out of sight. 	<ul style="list-style-type: none"> Recognises big things and small things in meaningful contexts. Gets to know and enjoy daily routines, such as getting-up time, mealtimes, nappy time, and bedtime.
EExAT	<p>By 18 months Explores moving blocks, counters or small toys into small and larger groups. Actions show recognition of the rhythm of counting.</p> <p>By 24 months Matches one object with another object or picture during play. Participates in number rhymes and action games.</p>	<p>By 18 months Puts objects in and out of containers. Stacks objects or blocks.</p> <p>By 24 months Builds a tower or creates lines with objects. Uses signs or speech to request 'more'.</p>

Maths	Numbers	Shape, space and measure
16 - 26 months	<ul style="list-style-type: none"> Knows that things exist, even when out of sight. Beginning to organise and categorise objects, e.g. putting all the teddy bears together or teddies and cars in separate piles. Says some counting words randomly. 	<ul style="list-style-type: none"> Attempts, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles. Uses blocks to create their own simple structures and arrangements. Enjoys filling and emptying containers. Associates a sequence of actions with daily routines. Beginning to understand that things might happen 'now'.
EExAT	<p>By 24 months Matches one object with another object or picture during play. Participates in number rhymes and action games.</p> <p>By 30 months Organises a set of natural or everyday objects in a group Plays 'hide and seek' with people and objects and knows that they exist even when out of sight</p>	<p>By 24 months Builds a tower or creates lines with objects. Uses signs or speech to request 'more'.</p> <p>By 30 months Plays with 3D solid shapes to construct and position Fills and empties containers using sand, water or other play materials</p>

Maths	Numbers	Shape, space and measure
22 - 36 months	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
EExAT	<p>By 30 months Organises a set of natural or everyday objects in a group Plays 'hide and seek' with people and objects and knows that they exist even when out of sight</p>	<p>By 30 months Plays with 3D solid shapes to construct and position Fills and empties containers using sand, water or other play materials</p>



St Ambrose Early Years Development Matters, RE and EExAT Links



<p>By 36 months Uses number names in play Shows an interest in numbers in the environment</p>	<p>By 36 months Engages in lining up, placing, arranging and repositioning materials Understands that there is an order and sequence to familiar events</p>
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Nursery Coverage

Maths	Numbers	Shape, space and measure
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Development Matters 30 - 50 months</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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'.
<p>EExAT</p>	<p>By 30 months Organises a set of natural or everyday objects in a group Plays 'hide and seek' with people and objects and knows that they exist even when out of sight By 36 months Uses number names in play Shows an interest in numbers in the environment By 42 months Makes comparisons between different quantities Can count alongside actions in games, rhymes and songs By 48 months Recites numbers in order to 10 and can count up to 4 objects Uses graphic representations to record number explorations in pictures and mark making</p>	<p>By 30 months Plays with 3D solid shapes to construct and position Fills and empties containers using sand, water or other play materials By 36 months Engages in lining up, placing, arranging and repositioning materials Understands that there is an order and sequence to familiar events By 42 months Understands and uses positional language: under, on, in Acts out exchange of objects, cards, money or goods when engaged in role play, games or rhymes By 48 months Names simple geometric shapes in their construction and block play. Uses everyday vocabulary to describe measures (size, weight, capacity and time) when engaged in expressing ideas, designing and building.</p>



St Ambrose Early Years Development Matters, RE and EExAT Links



Reception Coverage

Maths	Numbers	Shape, space and measure
Development Matters 40 - 60+ months	<ul style="list-style-type: none"> • 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, and 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 and checks by counting them. • Uses the language of 'more' and '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 and subtracting. • Records, using marks that they can interpret and explain. • Begins to identify own mathematical problems based on own interests and fascinations. <p>Early Learning Goal 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. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p>	<ul style="list-style-type: none"> • Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and 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 and common shapes to create and recreate patterns and build models. • Uses everyday language related to time. • Beginning to use everyday language related to money. • Orders and sequences familiar events. • Measures short periods of time in simple ways. <p>Early Learning Goal 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 and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>
EExAT	<p>By 48 months Recites numbers in order to 10 and can count up to 4 objects Uses graphic representations to record number explorations in pictures and mark making By 54 months(EExBA (a)) Counts with 1:1 correspondence a set of up to 10 objects and recognises some numerals of personal significance. Finds totals by counting and combines groups of objects. By 60 months(EExBA (b)) Counts reliably with numbers from 0-10, recognises and places in order and uses resources to say one more or one less than a given number. Orders numbers 0-10 and understands the relationship between a group of objects and the corresponding number (0-10). Can add and subtract single digit numbers in their play by counting on or back to find the answer. By 66 months (ELG) Counts reliably with numbers from 0-20, place them in order and say which number is one more or one less than a given number. They solve problems, including doubling, halving and sharing. By 67+months (EXCEEDING) Can estimate a number of objects and check quantities by counting up to 20 Solves practical problems that involve combining groups of 2, 5 or 10 or sharing into equal groups.</p>	<p>By 48 months Names simple geometric shapes in their construction and block play. Uses everyday vocabulary to describe measures (size, weight, capacity and time) when engaged in expressing ideas, designing and building. By 54 months(EExBA (a)) Uses everyday language to describe patterns in nature or urban environments. Uses comparative language to describe and compare measures (size, weight, capacity and time). By 60 months(EExBA (b)) Creates patterns by lining, placing, building and arranging. Orders three or more measures (size, weight and capacity). By 66 months (ELG) Explores the characteristics of everyday objects, 2D and 3D shapes using mathematical language to describe them. Uses everyday language of measures (size, weight, capacity) when comparing quantities or solving problems. By 67+months (EXCEEDING) Children talk about the properties of shape and patterns, using vocabulary to describe position, direction and movement. Estimates, measures, weighs and can compare and order objects. Talks about properties, position and the sequence of time.</p>



St Ambrose Early Years Development Matters, RE and EExAT Links



UW	People and communities	The world	Technology
Birth - 11 months		<ul style="list-style-type: none"> • Moves eyes, then head, to follow moving objects. • Reacts with abrupt change when a face or object suddenly disappears from view. • Looks around a room with interest; visually scans environment for novel, interesting objects and events. • Smiles with pleasure at recognisable playthings. • Repeats actions that have an effect, e.g. kicking or hitting a mobile or shaking a rattle. <p><i>See also Characteristics of Effective Learning - Playing and Exploring, and Physical Development</i></p>	
EExAT	<p>By 6 months Follows other people and their activities across room with alertness.</p> <p>By 12 months Showing interest by watching people and what is going on around them.</p>	<p>By 6 months Reaches out to engage in sensory exploration.</p> <p>By 12 months Will give an adult a 'common' object on request e.g. spoon, cup, ball, shoe; their actions show they understand how it can be used.</p>	<p>By 6 months Explores different objects with their hands, opening, enclosing, moving and letting go.</p> <p>By 12 months Comprehends simple instructions associated with gesture.</p>

UW	People and communities	The world	Technology
8 - 20 months		<ul style="list-style-type: none"> • Closely observes what animals, people and vehicles do. • Watches toy being hidden and tries to find it. • Looks for dropped objects. • Becomes absorbed in combining objects, e.g. banging two objects or placing objects into containers. • Knows things are used in different ways, e.g. a ball for rolling or throwing, a toy car for pushing. 	
EExAT	<p>By 18 months Joins in with group play and experiences.</p> <p>By 24 months Shows awareness of belonging to a small group.</p>	<p>By 18 months Actions show understanding that some objects belong together, for example lid on a box.</p> <p>By 24 months Talks about or responds to what they are seeing or experiencing in the natural world.</p>	<p>By 18 months Makes an object move by pushing or pulling.</p> <p>By 24 months Understands that the action of pressing a button/lifting flaps and operating simple mechanisms will result in a particular reaction.</p>

UW	People and communities	The world	Technology
16 - 26 months	<ul style="list-style-type: none"> • Is curious about people and shows interest in stories about themselves and their family. • Enjoys pictures and stories about themselves, their families and other people. 	<ul style="list-style-type: none"> • Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking. • Remembers where objects belong. • Matches parts of objects that fit together, e.g. puts lid on teapot. 	<ul style="list-style-type: none"> • Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times. • Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them.
EExAT	<p>By 24 months Shows awareness of belonging to a small group.</p>	<p>By 24 months Talks about or responds to what they are seeing or experiencing in the natural world.</p>	<p>By 24 months Understands that the action of pressing a button/lifting flaps and operating simple mechanisms will</p>



St Ambrose Early Years Development Matters, RE and EExAT Links



	By 30 months Can identify significant people in their lives	By 30 months Re-enacts experiences using resources	result in a particular reaction. By 30 months Responds to photographs and/or DVD clips of shared events/familiar people or places
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UW	People and communities	The world	Technology
22 - 36 months	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Enjoys playing with small-world models such as a farm, a garage, or a train track. • Notices detailed features of objects in their environment 	<ul style="list-style-type: none"> • 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.
RE	<ul style="list-style-type: none"> • Has heard about ways in which a Christian family share and celebrate life.. • Can talk about some members of their family and the community. • Has heard that church is a special place. • Has heard that Sunday is a special day for the church family to celebrate. 		
EExAT	<p style="color: green;">By 30 months Can identify significant people in their lives</p> <p style="color: green;">By 36 months Can remember and share recent events they have been part of</p>	<p style="color: green;">By 30 months Re-enacts experiences using resources</p> <p style="color: green;">By 36 months Able to share things they know about the places which are familiar to them (parks, shops)</p>	<p style="color: green;">By 30 months Responds to photographs and/or DVD clips of shared events/familiar people or places</p> <p style="color: green;">By 36 months Uses and responds to real or improvised technological resources</p>



St Ambrose Early Years Development Matters, RE and EExAT Links



Nursery Coverage:

UW	People and communities	The world	Technology
Development Matters 30 - 50 months	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 objects 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
RE	<ul style="list-style-type: none"> • Is beginning to talk about ways in which a Christian family and parish share and celebrate life, and show care for one another. • know that they are special within their family • Knows that church is God's house, a special place. • Is beginning to recognise that Sunday is a special day for the church family to celebrate. 		
EExAT	<p>By 30 months Can identify significant people in their lives</p> <p>By 36 months Can remember and share recent events they have been part of</p> <p>By 42 months Talks about or responds to events in their personal history and present lives</p> <p>By 48 months Understands that different people perform different roles</p>	<p>By 30 months Re-enacts experiences using resources</p> <p>By 36 months Able to share things they know about the places which are familiar to them (parks, shop)</p> <p>By 42 months Shows care and concern for living things and the environment</p> <p>By 48 months Responds to experiences and explorations of why things happen and how things work in the natural and 'man' made world</p>	<p>By 30 months Responds to photographs and/or DVD clips of shared events/familiar people or places</p> <p>By 36 months Uses and responds to real or improvised technological resources</p> <p>By 42 months Uses technologies to share experiences with others and shares experiences of using technology</p> <p>By 48 months Uses technologies, with support, to find out more about the world around them</p>



St Ambrose Early Years Development Matters, RE and EExAT Links



Reception Coverage:

UW	People and communities	The world	Technology
Development Matters 40 - 60+ months	<ul style="list-style-type: none"> Enjoys joining in with family customs and routines. <p>Early Learning Goal Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<ul style="list-style-type: none"> Looks closely at similarities, differences, patterns and change. <p>Early Learning Goal Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<ul style="list-style-type: none"> Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software. <p>Early Learning Goal Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>
RE	<ul style="list-style-type: none"> Can talk about ways in which a Christian family share and celebrate life, and show care for one another Know that they are special within their family and the community Know that church is a special place where God's people gather together to pray. Understands that Sunday is a special day for the church family to celebrate. Experience liturgical celebrations in a variety of simple settings 		
EExAT	<p>By 48 months Understands that different people perform different roles</p> <p>By 54 months(EExBA (a)) Knows about festivals and celebrations that are marked within their own culture.</p> <p>By 60 months(EExBA (b)) Talks about similarities and differences between themselves and others and among families, communities and traditions.</p> <p>By 66 months (ELG) Knows that other children don't always enjoy the same things and are sensitive to this.</p> <p>By 67+months (EXCEEDING) Understands that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect. Understands that lives were different in the past.</p>	<p>By 48 months Responds to experiences and explorations of why things happen and how things work in the natural and 'man' made world</p> <p>By 54 months(EExBA (a)) Looks closely at similarities, differences, patterns and change in own environment and that of others.</p> <p>By 60 months(EExBA (b)) Knows that things live, grow and die</p> <p>By 66 months (ELG) Knows about similarities and differences in relation to places, objects, materials and living things. Can make observations of animals and plants and explain why some things occur and talk about changes.</p> <p>By 67+months (EXCEEDING) Knows that the environment and living things are influenced by human activity. Can describe some actions which people in their own community do that helps to maintain the area they live in. Knows the properties of some materials and can suggest some of the purposes they are used for.</p>	<p>By 48 months Uses technologies, with support, to find out more about the world around them</p> <p>By 54 months(EExBA (a)) Uses technologies to enhance, change or recreate within learning experience.</p> <p>By 60 months(EExBA (b)) Captures and documents a sequence of events or experiences using ICT.</p> <p>By 66 months (ELG) Recognises that a range of technology is used in places such as homes and schools. Selects and uses technology for particular purposes.</p> <p>By 67+months (EXCEEDING) Finds out about and uses a range of technology. Selects appropriate applications that support an identified need.</p>



St Ambrose Early Years Development Matters, RE and EExAT Links



EA & D	Exploring and using media and materials	Being imaginative
Birth - 11 months		
EExAT	By 6 months Holds rattle toy for a few moments when placed in hand. By 12 months Listens and then repeats actions to elicit sounds from a sound making toy, musical instrument or device.	By 6 months When playing will chuckle with delight or 'scream' with annoyance By 12 months Looks for and can find objects that an adult hides while they are watching.

EA & D	Exploring and using media and materials	Being imaginative
8 - 20 months	<ul style="list-style-type: none"> • Explores and experiments with a range of media through sensory exploration, and using whole body. • Move their whole bodies to sounds they enjoy, such as music or a regular beat. • Imitates and improvises actions they have observed, e.g. clapping or waving. 	
EExAT	By 18 months Uses hands or feet to explore marks made in paint or another material. By 24 months Uses everyday objects and instruments to make sounds/ music.	By 18 months Explores properties and possibilities of toys, convenient everyday objects and sound makers with lively interest. By 24 months Imitates sounds from the natural or made world.

EA & D	Exploring and using media and materials	Being imaginative
16 - 26 months	<ul style="list-style-type: none"> • Begins to move to music, listen to or join in rhymes or songs. • Notices and is interested in the effects of making movements which leave marks. 	<ul style="list-style-type: none"> • Expresses self through physical action and sound. • Pretends that one object represents another, especially when objects have characteristics in common
EExAT	By 24 months Uses everyday objects and instruments to make sounds/ music. By 30 months Explores with the textures, movement, feel and look of different media and materials including sounds	By 24 months Imitates sounds from the natural or made world. By 30 months Beginning to make believe by pretending

EA & D	Exploring and using media and materials	Being imaginative
22 - 36 months	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.' • Beginning to make-believe by pretending.
RE	<ul style="list-style-type: none"> • Has had experience of the sign of the cross 	
EExAT	By 30 months Explores with the textures, movement, feel and look of different media and materials including sounds By 36 months Responds to a range of media and materials showing an understanding that they can manipulate and create effects with these	By 30 months Beginning to make believe by pretending By 36 months Plays alongside or with other children who are exploring new ideas



St Ambrose Early Years Development Matters, RE and EExAT Links



Nursery Coverage:

EA & D	Exploring and using media and materials	Being imaginative
Development Matters 30 - 50 months	<ul style="list-style-type: none"> • 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 space, and then begin to use these shapes to represent 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 balance. • Realises tools can be used for a purpose. 	<ul style="list-style-type: none"> • 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 what 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 first-hand experiences. • Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. • Uses available resources to create props to support role-play. • Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.
RE	<ul style="list-style-type: none"> • Can make the sign of the cross. 	
EExAT	<p>By 30 months Explores with the textures, movement, feel and look of different media and materials</p> <p>By 36 months Responds to a range of media and materials showing an understanding that they can manipulate and create effects with these</p> <p>By 42 months Representations and responses show understanding that different media, music or materials will support the expression of their own ideas</p> <p>By 48 months Construct with a purpose in mind using a variety of resources to create a model, dance or composition</p>	<p>By 30 months Beginning to make believe by pretending</p> <p>By 36 months plays alongside or with other children who are exploring new ideas</p> <p>By 42 months Creates or builds new 'worlds', narratives' or scenarios</p> <p>By 48 months Uses a resource or material in a different or unusual way, showing intent as they do so.</p>



St Ambrose Early Years Development Matters, RE and EExAT Links



Reception Coverage:

EA & D	Exploring and using media and materials	Being imaginative
Development Matters 40 - 60+ months	<ul style="list-style-type: none"> • Begins to build a repertoire of songs and 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 and appropriately. • Selects appropriate resources and adapts work where necessary. • Selects tools and techniques needed to shape, assemble and join materials they are using. <p>Early Learning Goal Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<ul style="list-style-type: none"> • Create simple representations of events, people and objects. • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and 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 and act out a narrative. <p>Early Learning Goal Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>
RE	<ul style="list-style-type: none"> • Can make the sign of the cross and knows this is a way of praying. 	
EExAT	<p>By 48 months Construct with a purpose in mind using a variety of resources</p> <p>By 54 months(EExBA (a)) Uses simple tools and techniques competently and appropriately to create something new</p> <p>By 60 months(EExBA (b)) Selects appropriate resources and adapts work where necessary to create and change a piece of music, art, a picture or a model.</p> <p>By 66 months (ELG) Sing songs, make music and dances, experiments with ways of changing them. Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>By 67+months (EXCEEDING) Selects and uses materials to work on processes that interest them. Through their explorations finds out and makes decisions about how media and materials can be combined and changed.</p>	<p>By 48 months Uses a resource or material in a different or unusual way, showing intent as they do so.</p> <p>By 54 months(EExBA (a)) Plays cooperatively as part of a group to develop and act out a narrative</p> <p>By 60 months(EExBA (b)) Introduces a storyline or narrative into their play</p> <p>By 66 months (ELG) Uses what they have learned about media and materials in original ways, thinking about uses and purposes. They can represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> <p>By 67+months (EXCEEDING) Talks about ideas and processes which have led them to make music, designs, images or products. Can talk about features of their own and others work, recognising the differences between them and the strengths of others</p>