

The following slides give an overview of how Development Matters guidance will be implemented throughout the Reception year at Henleaze Infant School to support pupils to meet the end of year expectations and meet the Early Learning Goals.



Personal, Social and Emotional Development

Build constructive and respectful relationships.
Express their feelings and consider the feelings of others.
Identify and moderate their own feelings socially and emotionally.
Jigsaw topic: Being Me in my World.

Expressive Arts and Design

Sing in a group or on their own, increasingly matching the pitch and following the melody.
Develop storylines in their pretend play.

Literacy

Read individual letters saying the sounds for them.
Read some letter groups that each represent one sound and say sounds for them.
Blend sounds into words so that they can read short words made up of known letter-sound correspondences.
Read a few common exception words matched closely to the schools phonics programme.
Spell words by identifying the sounds and then writing the sounds with letter/s.
Form lowercase and capital letters correctly.
Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Communication and Language

Understand how to listen carefully and why listening is important.
Learn new vocabulary.
Engage in story times and non-fiction books.
Listen to and talk about stories to build familiarity and understanding.
Listen carefully to rhymes and songs, paying attention to how they sound.
Use new vocabulary throughout the day.

Reception at



Henleaze Infant School

Autumn 1 - ELLI Animals



Characteristics of effective teaching and learning

Playing and exploring - children investigate and experience things, and 'have a go'
Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Physical Development

Revise and refine the fundamental movement skills they have already acquired (walking, jumping, running, hopping, skipping).
Combine different movements with ease and fluency.
Develop small motor skills so that they can use a range of tools competently, safely and confidently (pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons).
Further develop the skills they need to manage a school day successfully (lining up in a queue, mealtimes).
Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
Develop the foundations of a handwriting style which is fast, accurate and efficient.
Real PE focus: Personal. Footwork patterns. One leg balance.
Dance: Write Dance

Understanding the World

Talk about members of their immediate family.
Name and describe people who are familiar to them.
Explore the natural world around them.
Describe what they see, hear and feel whilst outside.
Recognise that people have different beliefs and celebrate special times in different ways.

Mathematics

Explore the composition of numbers to 5.
Compare numbers to 5.
Continue, create and copy repeating patterns.
Count objects, actions and sounds.
Subitise.
Link the number symbol (numeral) with its cardinal number value.

Personal, Social and Emotional Development

See themselves as a valuable individual.
Manage their own needs (personal hygiene).
Jigsaw topic: Celebrating difference.

Expressive Arts and Design

Sing in a group or on their own, increasingly matching the pitch and following the melody.
Create collaboratively, sharing ideas, resources and skills.
Develop storylines in their pretend play.

Understanding the World

Explore the natural world around them.
Describe what they see, hear and feel whilst outside.
Recognise that people have different beliefs and celebrate special times in different ways.

Literacy

Read individual letters saying the sounds for them.
Blend sounds into words so that they can read short words made up of known letter-sound correspondences.
Read a few common exception words matched closely to the schools phonics programme.
Spell words by identifying the sounds and then writing the sounds with letter/s.
Form lowercase and capital letters correctly.
Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Communication and Language

Learn new vocabulary.
Engage in story times and non-fiction books.
Listen to and talk about stories to build familiarity and understanding.
Listen carefully to rhymes and songs, paying attention to how they sound.
Learn rhymes, poems and songs.
Use new vocabulary throughout the day.

Physical Development

Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other disciplines including dance, gymnastics, sport and swimming.
Develop small motor skills so that they can use a range of tools competently, safely and confidently (pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons).
Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
Develop the foundations if a handwriting style which is fast, accurate and efficient.
Real PE focus: Social. Dynamic balance to agility.
Static balance - seated.
Dance: Write Dance

Reception at



Henleaze Infant School

Autumn 2 - ELLI Animals



Characteristics of effective teaching and learning

Playing and exploring - children investigate and experience things, and 'have a go'
Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Mathematics

Explore the composition of numbers to 5.
Understand the 'one more than/one less than' relationship between consecutive numbers.
Select, rotate and manipulate shapes to develop spatial reasoning skills.
Compose and decompose shapes so that children recognise shape can have other shapes within it, just as numbers can.
Count objects, actions and sounds.
Subitise.
Link the number symbol (numeral) with its cardinal number value.

Understanding the World

Talk about members of the community.
Name and describe people who are familiar to them.
Comment on images of familiar situations of the past.
Draw information from a simple map.
Understand that some places are special to members of their community.
Compare and contrast characters from stories, including figures from the past.
Recognise that people have different beliefs and celebrate special times in different ways.

Expressive Arts and Design

Explore and engage in music making, performing solo or in groups.
Explore, use and refine a variety of artistic effects to express their ideas and feelings.
Develop storylines in their pretend play.

Literacy

Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
Read simple phrases and sentences made up of words with known letter-sound correspondences, and where necessary, a few common exception words.
Spell words by identifying the sounds and then writing the sounds with letter/s.
Form lowercase and capital letters correctly.
Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Communication and Language

Learn new vocabulary.
Engage in story times and non-fiction books.
Listen to and talk about stories to build familiarity and understanding.
Ask questions to find out more and to check they understand what is being said to them.
Articulate their ideas and thoughts in well-formed sentences.
Connect one idea or action to another using a range of connectives.
Describe some events in detail.
Learn rhymes, poems and songs.

Physical Development

Revise and refine the fundamental movement skills they have already acquired (climbing).
Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other disciplines including dance, gymnastics, sport and swimming.
Confidently and safely use a range of large and small apparatus indoors, outside, alone and in a group.
Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
Develop the foundations of a handwriting style which is fast, accurate and efficient.
Real PE focus: Cognitive. Dynamic balance on a line.
Static balance - stance.
Real Gym: Balance and travel

Reception at



Henleaze Infant School

Spring 3 - Where I live



Characteristics of effective teaching and learning

Playing and exploring - children investigate and experience things, and 'have a go'
Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Personal, Social and Emotional Development

Show resilience and perseverance in the face of challenge
Jigsaw topic: Goals and Dreams.

Mathematics

Explore the composition of numbers to 8.
Compare numbers to 5.
Compare length, weight and capacity.
Count objects, actions and sounds.
Subitise.
Link the number symbol (numeral) with its cardinal number value.
Automatically recall number bonds for numbers 0-5.

Communication and Language

Learn new vocabulary.

Engage in story times and non-fiction books.

Listen to and talk about stories to build familiarity and understanding.

Use new vocabulary throughout the day.

Ask questions to find out more and to check they understand what is being said to them.

Articulate their ideas and thoughts in well-formed sentences.

Connect one idea or action to another using a range of connectives.

Describe some events in detail.

Personal, Social and Emotional Development

Know and talk about the different factors that support their overall health and well-being (regular physical exercise, healthy eating, toothbrushing, sensible amounts of screen time, having a good sleep routine, being a safe pedestrian).

Jigsaw topic: Healthy Me.

Literacy

Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.

Read simple phrases and sentences made up of words with known letter-sound correspondences, and where necessary, a few common exception words.

Spell words by identifying the sounds and then writing the sounds with letter/s.

Form lowercase and capital letters correctly.

Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Understanding the World

Draw information from a simple map.

Recognise some similarities and differences between life in this country and life in other countries.

Recognise some environments that are different from the one in which they live.

Compare and contrast characters from stories, including figures from the past.

Recognise that people have different beliefs and celebrate special times in different ways.

Physical Development

Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming.

Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

Revise and refine the fundamental movement skills they have already acquired (climbing).

Confidently and safely use a range of large and small apparatus indoors, outside, alone and in a group.

Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

Develop the foundations of a handwriting style which is fast, accurate and efficient.

Real PE focus: Creative. Coordination - ball skills. Counter balance - partner.

Real Gym: Flight and rotation.

Reception at



Henleaze Infant School

Spring 4 - Places that are different from where I live



Expressive Arts and Design

Explore and engage in music making, performing solo or in groups.

Explore, use and refine a variety of artistic effects to express their ideas and feelings.

Develop storylines in their pretend play.

Mathematics

Explore the composition of numbers to 10.

Compare numbers to 10.

Select, rotate and manipulate shapes to develop spatial reasoning skills.

Compose and decompose shapes so that children recognise shape can have other shapes within it, just as numbers can.

Continue, create and copy repeating patterns.

Compare length, weight and capacity.

Count objects, actions and sounds.

Subitise.

Link the number symbol (numeral) with its cardinal number value.

Automatically recall some number bonds to 10.

Characteristics of effective teaching and learning

Playing and exploring - children investigate and experience things, and 'have a go'

Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Personal, Social and Emotional Development

Think about the perspective of others.
Build constructive and respectful relationships.
Identify and moderate their own feelings socially and emotionally.
Jigsaw topic: Relationships.

Understanding the World

Understand the effect of changing seasons on the natural world around them.
Describe what they see, hear and feel whilst outside.
Recognise that people have different beliefs and celebrate special times in different ways.

Expressive Arts and Design

Watch and talk about dance and performance art, expressing their feelings and responses.
Listen attentively, move to and talk about music, expressing their feelings and responses.
Explore and engage in dance, performing solo or in groups.
Return to build on their previous learning, refining ideas and developing their ability to represent them.
Develop storylines in their pretend play.

Literacy

Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
Re-read what they have written to check that it makes sense.
Spell words by identifying the sounds and then writing the sounds with letter/s.
Form lowercase and capital letters correctly.
Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Mathematics

Explore the composition of numbers to 10.
Count beyond 10.
Select, rotate and manipulate shapes to develop spatial reasoning skills.
Continue, create and copy repeating patterns.
Count objects, actions and sounds.
Subitise.
Link the number symbol (numeral) with its cardinal number value.
Automatically recall some number bonds to 10.

Physical Development

Progress towards a more fluent style of moving, with developing control and grace.
Revise and refine the fundamental movement skills they have already acquired (walking, jumping, running, hopping, skipping).
Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other disciplines including dance, gymnastics, sport and swimming.
Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
Develop the foundations of a handwriting style which is fast, accurate and efficient.
Real PE focus: Physical. Coordination - sending and receiving. Agility - reaction and response, Real Dance: Shapes, artistry, partnering, circles.

Reception at



Henleaze Infant School

Summer 5 - In the Garden: Planting and growing



Characteristics of effective teaching and learning

Playing and exploring - children investigate and experience things, and 'have a go'
Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Communication and Language

Learn new vocabulary.
Engage in story times and non-fiction books.
Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
Use new vocabulary in different contexts.
Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
Develop social phrases.
Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Communication and Language

Learn new vocabulary.

Engage in story times and non-fiction books.

Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.

Use new vocabulary in different contexts.

Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.

Develop social phrases.

Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Understanding the World

Understand the effect of changing seasons on the natural world around them.

Describe what they see, hear and feel whilst outside.

Recognise that people have different beliefs and celebrate special times in different ways.

Literacy

Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.

Re-read what they have written to check that it makes sense.

Spell words by identifying the sounds and then writing the sounds with letter/s.

Form lowercase and capital letters correctly.

Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Expressive Arts and Design

Watch and talk about dance and performance art, expressing their feelings and responses.

Listen attentively, move to and talk about music, expressing their feelings and responses.

Explore and engage in dance, performing solo or in groups.

Return to build on their previous learning, refining ideas and developing their ability to represent them.

Develop storylines in their pretend play.

Physical Development

Progress towards a more fluent style of moving, with developing control and grace.

Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming.

Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other disciplines including dance, gymnastics, sport and swimming.

Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop the foundations of a handwriting style which is fast, accurate and efficient.

Real PE focus: Health and fitness. Agility - ball chasing. Static balance - floor work.

Real Dance: Shapes, artistry, partnering, circles.

Personal, Social and Emotional Development

Manage their own needs (personal hygiene).

Jigsaw topic: Changing me.

Mathematics

Explore the composition of numbers to 10 and beyond. Count beyond 10.

Select, rotate and manipulate shapes to develop spatial reasoning skills.

Count objects, actions and sounds.

Subitise.

Link the number symbol (numeral) with its cardinal number value.

Reception at



Henleaze Infant School

Summer 6 - In the Garden: Minibeasts



Characteristics of effective teaching and learning

Playing and exploring - children investigate and experience things, and 'have a go'

Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things



Early Learning Goals



Henleaze Infant School

Personal, Social and Emotional Development

Building Relationships ELG

Work and play cooperatively and take turns with others;
Form positive attachments to adults and friendships with peers;
Show sensitivity to their own and to others' needs.

Managing Self ELG

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;

Explain the reasons for rules, know right from wrong and try to behave accordingly

Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Self-Regulation ELG

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly

Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate

Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions/

Communication and Language

Listening, Attention and Understanding ELG

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions

Make comments about what they have heard and ask questions to clarify their understanding

Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking ELG

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate

Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Physical Development

Gross Motor Skills ELG

Negotiate space and obstacles safely, with consideration for themselves and others

Demonstrate strength, balance and coordination when playing

Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills ELG

Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases

Use a range of small tools, including scissors, paint brushes and cutlery

Begin to show accuracy and care when drawing.



Early Learning Goals



Henleaze Infant School

Literacy

Comprehension ELG

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary

Anticipate - where appropriate - key events in stories

Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading ELG

Say a sound for each letter in the alphabet and at least 10 digraphs

Read words consistent with their phonic knowledge by sound-blending

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing ELG

Write recognisable letters, most of which are correctly formed

Spell words by identifying sounds in them and representing the sounds with a letter or letters

Write simple phrases and sentences that can be read by others.

Mathematics

Number ELG

Have a deep understanding of number to 10, including the composition of each number

Subitise (recognise quantities without counting) up to 5

Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns ELG

Verbally count beyond 20, recognising the pattern of the counting system.

Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

People Culture and Communities ELG

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class

Explain some similarities and differences

between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps

Past and Present ELG

Talk about the lives of the people around them and their roles in society

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class

Understand the past through settings, characters and events encountered in books read in class and storytelling

The Natural World ELG

Explore the natural world around them, making observations and drawing pictures of animals and plants

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design

Creating with Materials ELG

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function

Share their creations, explaining the process they have used

Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive ELG

Invent, adapt and recount narratives and stories with peers and their teacher

Sing a range of well-known nursery rhymes and songs

Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music