

Code: PSED 1



Development Matters

30 – 50 months

- Seek and delight in new experiences.
- Have a positive approach to activities and events.
- Show confidence in linking up with others for support and guidance.
- Show increasing independence in selecting and carrying out activities.

40 – 60+ months

- Display high levels of involvement in activities.
- Persist for extended periods of time at an activity of their own choosing.
- **Continue to be interested, excited and motivated to learn.**
- **Be confident to try new activities, initiate ideas and speak in a familiar group.**
- **Maintain attention, concentrate, and sit quietly when appropriate.**

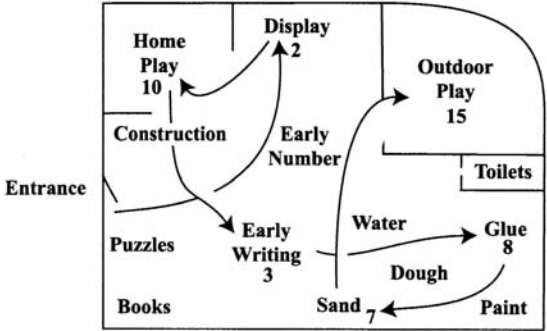
You will find suggestions for *Look, listen and note*, *Effective practice* and *Planning and resourcing* in the EYFS Practice Guidance.

Personal, Social and Emotional Development

**Personal, Social and Emotional Development
Dispositions and Attitudes (30 – 50 months)**

Code: PSED 1

Development matters	Play and practical support
Show increasing independence in selecting and carrying out activities.	Look for opportunities to allow choice and selection in most of your activities. Talk to each child early in the session to help them plan ahead what they would like to do that day, and ask them how it went later.

Sample activity	Visiting Day
What you need	A large bear or soft toy and a digital camera.
How to prepare	Simply have out your usual range of EYFS activities and resources.
What to do	At the beginning of the session, introduce Bear and explain that he or she has come to visit the group for the day. Ask for a group of children to look after Bear and show him round. If necessary, help groups of children take it in turns. Ask them to call you whenever Bear is trying out a new activity so that you can take a photograph. If necessary, make suggestions of what Bear might like to see or do next. Later, compile your photographs and ask the children for commentary to write in beneath as a record of Bear's First Day at Nursery. This record would make a wonderful child-centred prospectus which you can use to welcome next terms' children into the group. Parents and carers might be given copies to talk through with the new starters.
Note	<p>Note how ready the children are to try out a range of activities. A spider's web tracking observation can be used to record where they took Bear (as in the example alongside, taken from <i>The Observation and Assessment of Children in the Early Years</i>).</p> 
Things to say	<ul style="list-style-type: none"> • What did Bear enjoy doing most? • Has Bear tried the construction toys yet? • Also, take time deciding on the words the children would like to use to describe the photographs you took.
Comments	

Personal, Social and Emotional Development

Code: CLL 3

Communication, Language and Literacy

Linking Sounds and Letters

Development Matters

30 – 50 months

- Enjoy rhyming and rhythmic activities.
- Show awareness of rhyme and alliteration.
- Recognise rhythm in spoken words.

40 – 60+ months

- Continue a rhyming string.
- Hear and say the initial sound in words and know which letters represent some of the sounds.
- **Hear and say sounds in words in the order in which they occur.**
- **Link sounds to letters, naming and sounding the letters of the alphabet.**
- **Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words.**

You will find suggestions for *Look, listen and note*, *Effective practice* and *Planning and resourcing* in the EYFS Practice Guidance.

Communication, Language and Literacy

Communication, Language and Literacy
Linking Sounds and Letters (40 – 60+ months)

Code: CLL 3

Development matters	Play and practical support
Link sounds to letters, naming and sounding the letters of the alphabet.	Picture alphabet friezes are so memorable and help children link sounds and images – mount one in your washing area or book corner so that it becomes really familiar.

Sample activity	I Spy, you Spy
What you need	Six familiar objects with clear consonant word beginnings, such as a cup, a brick, a train, a lollipop, a (toy) dog and a glove. Six cards (about A5 size) and pens.
How to prepare	Write the initial letter of each of the objects on one side of a card. In the example above, you will have six cards for 'c', 'b', 't', 'l', 'd' and 'g'. On the other side of each card, draw a picture of the object you have chosen.
What to do	<p>Gather a small group of children in a circle, sitting on the floor. Place the six objects and the six cards, letter side up, on the floor in the centre. Invite one child to choose one of the objects and to whisper it to you. Talk quietly to the child and ask what sound that object begins with, prompting if you need to. Once you have decided together what the initial sound is, tell all the children that (child's name) has chosen something which begins with . . . , asking your young helper to tell all the other children the initial sound. Invite children to guess what the object is, and also to identify the written letter which makes that sound.</p> <p>Repeat for all the objects and sounds, with the same 'helper' or taking turns. Once the children have become used to the pictures, cards and sounds, you can dispense with the objects and use the cards to help the child remember their letter sounds. Show the card with the letter showing. If the child cannot remember what it says, they can turn the card over and remember the initial sound of the picture.</p> <p>You can link your pictures and sounds into any particular phonics scheme you are using.</p>
Note	You should gradually be able to observe each child becoming familiar with a wider range of letter sounds and shapes.
Things to say	<ul style="list-style-type: none"> • Which thing/picture begins with a 'l' (etc)? – then emphasise each word for comparison. • Who has a 'j' in their name? (etc) • Look, we can make a word with these letters – you try too!
Comments	

Communication, Language and Literacy

Code: PSRN 1

Problem Solving, Reasoning and Numeracy

Numbers as Labels and for Counting

Development Matters

40 – 60+ months

- Recognise some numerals of personal significance.
- Count up to three or four objects by saying one number name for each item.
- Count out up to six objects from a larger group.
- Count actions or objects that cannot be moved.
- Begin to count beyond 10.
- Begin to represent numbers using fingers, marks on paper or pictures.
- Select the correct numeral to represent 1 to 5.
- Count an irregular arrangement of up to ten objects.
- Estimate how many objects are in a set.
- Use ordinal numbers in different contexts.
- Match then compare the number of objects in two sets.
- **Say and use number names in order in familiar contexts.**
- **Count reliably up to ten everyday objects.**
- **Recognise numerals 1 to 9.**
- **Use developing mathematical ideas and methods to solve practical problems.**

You will find suggestions for *Look, listen and note*, *Effective practice* and *Planning and resourcing* in the EYFS Practice Guidance.

Problem Solving, Reasoning and Numeracy

Problem Solving, Reasoning and Numeracy
Numbers as Labels and for Counting (40 – 60+ months)

Code: PSRN 1

Development matters	Play and practical support
Estimate how many objects they can see and check by counting them.	Encouraging children to help with the laying out and the putting away provides plenty of natural opportunities for counting and checking.

Sample activity	Tally Counts
What you need	Pieces of card (about 10 cm square), a felt-tip pen, a clip board and pencil for each child, sheets of A4 paper.
How to prepare	<p>Make up about 10 cards in advance. On each one, decide on a familiar item in your nursery which could be easily counted. There should be no more than five of it at first, and ideally one of one thing, two of another (etc.). You might have one slide, two doors, three windows, four painting easels and five trucks. Draw a little picture of the items on each card and write on 'How many (name of item) can you count?'</p> <p>Clip a sheet of A4 paper onto each clip board and clip the card at the top.</p>
What to do	<p>Encourage each child to take a clip board and show them how they can count the items, making one stroke of their pencil to cancel out one of the pictures for each one they see.</p> <p>Choose cards which are going to be within each child's ability. Give each child several turns with different cards.</p> <p>When everyone has finished counting and marking, compare and check your results together, writing in the totals with your support. You can then provide older children with a card with just one picture at the top, for example a bike, and show them how to make a tally count to see how many bikes there are in the yard.</p>
Note	<p>This activity can be observed at several levels:</p> <ul style="list-style-type: none"> – how well can each child count a group of objects? (counting sets) – can they still do this if those objects are spread out in different parts of the nursery? (counting plus memory) – can they record their findings?
Things to say	<ul style="list-style-type: none"> • How many bikes can you see? • Can you find the three light switches?
Comments	

Problem Solving, Reasoning and Numeracy

Code: KUW 5

**Knowledge
and
Understanding
of the World**

Place

Development Matters

30 – 50 months

- Show an interest in the world in which they live.
- Comment and ask questions about where they live and the natural world.

40 – 60+ months

- Notice differences between features of the local environment.
- **Observe, find out about and identify features in the place they live and the natural world.**
- **Find out about their environment, and talk about those features they like and dislike.**

You will find suggestions for *Look, listen and note*, *Effective practice* and *Planning and resourcing* in the EYFS Practice Guidance.

Knowledge and Understanding of the World

Knowledge and Understanding of the World

Place (30 – 50 months)

Code: KUW 5

Development matters	Play and practical support
Comment and ask questions about where they live and the natural world.	Forming positive relationships with parents and carers allows you to tune into the child's most meaningful experiences – their families and their homes.

Sample activity	My Home
What you need	Old wallpaper, sample books or off-cuts plus other collage materials, glue and sticking tools. The wherewithal to mount a 'street of houses' as a display on your wall.
How to prepare	Arrange all your collage materials on a table.
What to do	<p>Talk with some of the children about their homes. During the discussion you are bound to have examples of many different living arrangements – houses, flats, bungalows, hostels, homes with a mum and a dad, homes with a grandma, homes with a mum and a sister, homes with more than one family and so on. Talk about this diversity. Suggest that you build a 'street' of their homes and show them your display space. Then encourage the children to cut out their own house from the wallpaper and add other collage material to make doors, windows and any other features they would like to add.</p> <p>Encourage them to draw in those who live in their home, perhaps looking out the window. Add the child's own words to your display to describe their home.</p>
Note	How easily can each child talk about their home? Can they describe who lives there and describe it simply? Do they know any details of their address yet?
Things to say	<ul style="list-style-type: none">• Who lives in your house? Can you draw them in?• Is it a house or a flat?• Do you know where you live?• Which one is your bedroom?• Do you have any pets?
Comments	

Code: PD 2



Development Matters

30 – 50 months

- Show awareness of own needs with regard to eating, sleeping and hygiene.
- Often need adult support to meet those needs.
- Show awareness of a range of healthy practices with regard to eating, sleeping and hygiene.
- Observe the effects of activity on their bodies.

40 – 60+ months

- Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
- **Recognise the importance of keeping healthy, and those things which contribute to this.**
- **Recognise the changes that happen to their bodies when they are active.**

You will find suggestions for *Look, listen and note*, *Effective practice* and *Planning and resourcing* in the EYFS Practice Guidance.

Physical Development

Physical Development

Health and Bodily Awareness (30 – 50 months)

Code: PD 2

Development matters	Play and practical support
Show awareness of own needs with regard to eating, sleeping and hygiene.	Children of this age still need to pace themselves – make sure you have areas for being quiet and restful as well as busy and active.

Sample activity	Food Fun
What you need	A selection of natural and fresh foods from many cultures to taste and enjoy. You might select wholemeal bread and butter, unprocessed cheese, natural yoghurt with honey, fresh fruit, raw vegetables, couscous, home-made savoury rice (etc.) Plates, spoons, kitchen knife (for yourself), clingfilm. A selection of packaging from highly processed foods such as a cola bottle, dry noodle dishes, sweets and lollipops, sweet biscuits.
How to prepare	Prepare the food in advance, cutting it into bite size portions or arranging in serving bowls and covering. Make sure that you are aware of any allergies before planning this activity.
What to do	Gather some of the children together and talk about what they like to eat. Which foods are really good for you? Talk about fruits and vegetables for staying healthy – milk, cheese and yoghurts for helping you grow strong. Ask them which foods they like. The children are bound to mention sweets, crisps, biscuits. Use some of your packaging to prompt replies. Ask them whether food that they like is always good for them. Let the children work this out with their own ideas. Then suggest that the children taste some foods which are really good for them and see if they also taste good. Enjoy your tasting session together. Encourage children to sort pictures and packages of healthy food from food which is not so good for you. Children who are allergic to certain food might welcome the chance to talk about this with the other children.
Note	Note how aware the children are of eating healthily and retain photographs of them selecting their favourite foods.
Things to say	<ul style="list-style-type: none">• Which foods do you really like?• Are the foods that you like always good for you?
Comments	

Physical Development