

Driver area of learning: Physical Development

Area of Learning	30-50 months	40-60 months	ELG skills	ELG Goal	Exceeding ELG
Communication and Language	<p>Listening and attention</p> <p>Listens to stories with increasing attention and recall.</p> <p>Understanding</p> <p>Responds to simple instructions.</p> <p>Beginning to understand 'why' and 'how' questions.</p> <p>Speaking</p> <p>Uses vocabulary focused on objects and people that are of particular importance to them.</p> <p>Builds up vocabulary that reflects the breadth of their experiences</p> <p>Beginning to use more complex sentences to link thoughts.</p> <p>Questions why things happen and gives explanations.</p>	<p>Listening and attention</p> <p>Two-channelled attention – can listen and do for short span.</p> <p>Understanding</p> <p>Responds to instructions involving a two-part sequence.</p> <p>Listens and responds to ideas expressed by others in conversation or discussion.</p> <p>Speaking</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>Links statements and sticks to a main theme or intention.</p>	<p>Listening and attention</p> <p>Listen to stories.</p> <p>Understanding</p> <p>Follow instructions involving several ideas or actions.</p> <p>Answer 'how' questions about their experiences and in response to stories.</p> <p>Answer 'why' questions about their experiences and in response to events.</p> <p>Speaking</p> <p>Develop their own explanations by connecting ideas or events.</p> <p>Develop their own explanations by connecting ideas or events</p> <p>Express themselves effectively.</p>	<p>Listening and attention</p> <p>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> <p>Understanding</p> <p>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> <p>Speaking</p> <p>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>	<p>Listening and attention</p> <p>Listen attentively with sustained concentration to follow a story without pictures or props.</p> <p>Understanding</p> <p>Carry out instructions which contain several parts in a sequence.</p> <p>Speaking</p> <p>Use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.</p> <p>Recount experiences and imagine possibilities, often connecting ideas.</p> <p>Use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.</p>

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Physical development	<p>Moving and handling</p> <p>Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</p> <p>Draws lines and circles using gross motor movements</p> <p>Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p>Health and self-care</p> <p>Dresses with help.</p>	<p>Moving and handling</p> <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>Shows a preference for a dominant hand.</p>	<p>Moving and handling</p> <p>Safely negotiate space.</p> <p>Handle pencils effectively for writing.</p> <p>Health and self-care</p> <p>Manage their own personal needs.</p>	<p>Moving and handling</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> <p>Health and self-care</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>	<p>Moving and handling</p> <p>Hold paper in position and use their preferred hand for writing, using a correct pencil grip.</p> <p>Health and self-care</p> <p>Dress and undress independently, successfully managing fastening buttons or laces.</p>

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Personal, social and emotional development	<p>Making relationships</p> <p>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p>Initiates play, offering cues to peers to join them.</p> <p>Can play in a group, extending and elaborating play ideas.</p> <p>Self-confidence and self-awareness</p> <p>Enjoys responsibility of carrying out small tasks.</p> <p>Managing feelings and behaviour</p> <p>Aware of own feelings, and knows that some actions and words can hurt others' feelings.</p>	<p>Making relationships</p> <p>Initiates conversations, attends to and takes account of what others say.</p> <p>Takes steps to resolve conflicts with other children.</p> <p>Self-confidence and self-awareness</p> <p>Can describe self in positive terms and talk about abilities.</p> <p>Managing feelings and behaviour</p> <p>Understands that own actions affect other people</p>	<p>Making relationships</p> <p>Form positive relationships with adults.</p> <p>Play cooperatively.</p> <p>Show sensitivity to others needs and feelings.</p> <p>Self-confidence and self-awareness</p> <p>Choose the resources they need for their chosen activities.</p> <p>Managing feelings and behaviour</p> <p>Talk about others' behaviour and its consequences.</p>	<p>Making relationships</p> <p>Children play cooperatively, 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> <p>Self-confidence and self-awareness</p> <p>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> <p>Managing feelings and behaviour</p> <p>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>	<p>Making relationships</p> <p>Resolve minor disagreements through listening to each other to come up with a fair solution.</p> <p>Play group games with rules.</p> <p>Self-confidence and self-awareness</p> <p>Talk about the things they enjoy, and are good at, and about the things they do not find easy.</p> <p>Managing feelings and behaviour</p> <p>Know some ways to manage their feelings and are beginning to use these to maintain control.</p>

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Literacy	<p>Reading</p> <p>Shows interest in illustrations and print in books and print in the environment.</p> <p>Looks at books independently.</p> <p>Listens to stories with increasing attention and recall.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Writing</p> <p>Sometimes gives meaning to marks as they draw and paint.</p>	<p>Reading</p> <p>Begins to read words and simple sentences.</p> <p>Enjoys an increasing range of books.</p> <p>Writing</p> <p>Attempts to write short sentences in meaningful contexts.</p> <p>Writes own name and other things such as labels, captions.</p>	<p>Reading</p> <p>Read simple sentences.</p> <p>Demonstrate understanding when talking with others about what they have read.</p> <p>Writing</p> <p>Write simple sentences which can be read.</p>	<p>Reading</p> <p>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> <p>Writing</p> <p>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>Reading</p> <p>Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.</p> <p>Describe the main events in the simple stories they have read.</p> <p>Writing</p> <p>Spell phonically regular words of more than 1 syllable as well as many irregular but high frequency words.</p>
Mathematics	<p>Number</p> <p>Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</p> <p>Shape space and measure</p> <p>Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</p> <p>Beginning to talk about the shapes of everyday objects.</p>	<p>Shape space and measure</p> <p>Beginning to use mathematical names for 'solid' 3-D shapes and 'flat' 2-D shapes, and mathematical terms to describe shapes.</p> <p>Orders two or three items by length or height.</p>	<p>Number</p> <p>Solve problems by sharing.</p> <p>Shape space and measure</p> <p>Describe shapes using mathematical language.</p> <p>Use everyday language to talk about size.</p>	<p>Number</p> <p>Children count reliably with numbers from one to twenty, 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> <p>Shape space and measure</p> <p>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>	<p>Number</p> <p>Solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups.</p> <p>Shape space and measure</p> <p>Estimate, measure, weigh and compare and order objects and talk about properties, position and time.</p>

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Understanding the world	<p>The world</p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>People and communities</p> <p>Remembers and talks about significant events in their own experiences.</p> <p>Technology</p> <p>Knows how to operate simple equipment.</p>	<p>The world</p> <p>Looks closely at similarities, differences, patterns and change.</p> <p>Looks closely at similarities, differences, patterns and change.</p> <p>People and communities</p> <p>Enjoys joining in with family customs and routines.</p> <p>Technology</p> <p>Interacts with age-appropriate computer software.</p>	<p>The world</p> <p>Say how objects are the same or different.</p> <p>People and communities</p> <p>Say how others are the same or different to them.</p> <p>Technology</p> <p>Select and use technology for a particular purpose.</p>	<p>The world</p> <p>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> <p>People and communities</p> <p>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> <p>Technology</p> <p>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>	<p>The world</p> <p>Know the properties of some materials and can suggest some of the purposes they are used for.</p> <p>Be familiar with basic scientific concepts such as floating, sinking, experimentation.</p> <p>People and communities</p> <p>Understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.</p> <p>Technology</p> <p>Select appropriate applications that support an identified need.</p>

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Expressive arts and design	<p>Being imaginative</p> <p>Engages in imaginative role play based on own first-hand experiences</p> <p>Builds stories around toys.</p> <p>Uses movement to express feelings.</p> <p>Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p> <p>Exploring and using media and materials</p> <p>Explores colour and how colours can be changed.</p> <p>Taps out simple repeated rhythms.</p> <p>Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</p> <p>Realises tools can be used for a purpose.</p>	<p>Being imaginative</p> <p>Introduces a storyline or narrative into their play.</p> <p>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p> <p>Creates simple representations of events, people and objects.</p> <p>Exploring and using media and materials</p> <p>Explores what happens when they mix colours.</p> <p>Explores the different sounds of instruments.</p> <p>Selects appropriate resources and adapts work where necessary.</p> <p>Uses simple tools and techniques competently and appropriately.</p>	<p>Being imaginative</p> <p>Plays co-operatively as part of a group to develop and act out a narrative.</p> <p>Use what they have learnt about media and materials in original ways thinking about uses and purposes.</p> <p>Exploring and using media and materials</p> <p>Experiment with colours.</p> <p>Make music.</p> <p>Use a variety of materials and techniques.</p> <p>Safely use tools.</p>	<p>Being imaginative</p> <p>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> <p>Exploring and using media and materials</p> <p>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>	<p>Being imaginative</p> <p>Talk about the ideas and processes which have led them to make music, designs, images or products.</p> <p>Exploring and using media and materials</p> <p>Through their explorations they find out and make decisions about how media and materials can be combined and changed.</p> <p>Develop their own ideas through selecting and using materials and working on processes that interest them.</p>