

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><b>Listening and attention</b></p> <p>Listens to others one-to-one or in small groups, when conversation interests them.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p><b>Understanding</b></p> <p>Responds to simple instructions.</p> <p><b>Speaking</b></p> <p>Can retell a simple past event in correct order.</p> <p>Builds up vocabulary that reflects the breadth of their experiences.</p> <p>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p>	<p><b>Listening and attention</b></p> <p>Two-channelled attention – can listen and do for short span.</p> <p>Two-channelled attention – can listen and do for short span.</p> <p>Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p><b>Understanding</b></p> <p>Responds to instructions involving a two-part sequence.</p> <p><b>Speaking</b></p> <p>Uses language to imagine and recreate roles and experiences in play situations.</p> <p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p><b>Listening and attention</b></p> <p>Respond to what they hear with relevant comments.</p> <p>Respond to what they hear with relevant actions.</p> <p>Respond to what they hear with relevant questions.</p> <p><b>Understanding</b></p> <p>Follow instructions involving several ideas or actions.</p> <p><b>Speaking</b></p> <p>Develop their own narrative by connecting ideas or events.</p> <p>Express themselves effectively.</p> <p>Develop their own explanations by connecting ideas or events.</p> <p>Show an awareness of listeners’ needs.</p>	<p><b>Listening and attention</b></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><b>Understanding</b></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><b>Speaking</b></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><b>Listening and attention</b></p> <p>Listen in a larger group.</p> <p><b>Understanding</b></p> <p>Carry out instructions which contain several parts in a sequence.</p> <p><b>Speaking</b></p> <p>Show some awareness of the listener by making changes to language and non-verbal features</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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<b>Physical development</b>	<p><b>Moving and handling</b> Uses one-handed tools and equipment.</p> <p><b>Health and self-care</b> Observes the effects of activity on their bodies.</p>	<p><b>Moving and handling</b> Handles tools, objects, construction and malleable materials safely and with increasing control.</p> <p><b>Health and self-care</b> Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.  Eats a healthy range of foodstuffs and understands need for variety in food.</p>	<p><b>Moving and handling</b> Handle equipment and tools effectively.</p> <p><b>Health and self-care</b> Talk about ways to keep healthy.  Explain why a healthy diet is important.</p>	<p><b>Moving and handling</b> 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><b>Health and self-care</b> 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><b>Health and self-care</b> Know about, and can make healthy choices in relation to, healthy eating and exercise.</p>
<b>Personal, social and emotional development</b>	<p><b>Making relationships</b> Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</p> <p><b>Self-confidence and self-awareness</b> Can select and use activities and resources with help.  Enjoys responsibility of carrying out small tasks.</p> <p><b>Managing feelings and behaviour</b> Keeps play going by responding to what others are saying or doing.</p>	<p><b>Making relationships</b> Beginning to be able to negotiate and solve problems without aggression.</p> <p><b>Self-confidence and self-awareness</b> Confident to speak to others about own needs, wants, interests and opinions.</p> <p><b>Managing feelings and behaviour</b> Initiates conversations, attends to and takes account of what others say.</p>	<p><b>Making relationships</b> Work as part of a group.</p> <p><b>Self-confidence and self-awareness</b> Choose the resources they need for their chosen activities.</p> <p><b>Managing feelings and behaviour</b> Listen to others' ideas.</p>	<p><b>Making relationships</b> 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><b>Self-confidence and self-awareness</b> 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><b>Managing feelings and behaviour</b> 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><b>Making relationships</b> Listen to each other's suggestions and plan how to achieve an outcome without adult help.</p> <p><b>Managing feelings and behaviour</b> Resolve minor disagreements through listening to each other to come up with a fair solution.</p>

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<b>Literacy</b>	<p><b>Reading</b></p> <p>Looks at books independently.</p> <p>Shows awareness of rhyme and alliteration.</p> <p>Listens to stories with increasing attention and recall.</p> <p><b>Writing</b></p> <p>Sometimes gives meaning to marks as they draw and paint.</p>	<p><b>Reading</b></p> <p>Knows that information can be retrieved from books and computers.</p> <p>Continues a rhyming string.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p><b>Writing</b></p> <p>Writes own name and other things such as labels, captions.</p> <p>Attempts to write short sentences in meaningful contexts.</p>	<p><b>Reading</b></p> <p>Demonstrate understanding when talking with others about what they have read.</p> <p>Use phonic knowledge to decode regular words and read them aloud accurately.</p> <p><b>Writing</b></p> <p>Write simple sentences which can be read.</p> <p>Spell some words correctly.</p>	<p><b>Writing</b></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><b>Reading</b></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><b>Writing</b></p> <p>Spell phonically regular words of more than 1 syllable as well as many irregular but high frequency words.</p>
<b>Mathematics</b>	<p><b>Number</b></p> <p>Sometimes matches numeral and quantity correctly.</p> <p>Recites numbers in order to 10.</p> <p><b>Shape space and measure</b></p> <p>Uses shapes appropriately for tasks.</p> <p>Orders two items by weight or capacity.</p>	<p><b>Number</b></p> <p>Counts objects to 10, and beginning to count beyond 10.</p> <p>Counts objects to 10, and beginning to count beyond 10.</p> <p><b>Shape space and measure</b></p> <p>Selects a particular named shape.</p> <p>Use everyday language to talk about weight.</p> <p>Orders two or three items by length or height.</p>	<p><b>Number</b></p> <p>Count reliably with numbers 1–20.</p> <p><b>Shape space and measure</b></p> <p>Describe shapes using mathematical language.</p> <p>Use everyday language to talk about size.</p>	<p><b>Number</b></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><b>Shape space and measure</b></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><b>Number</b></p> <p>Estimate a number of objects and check quantities by counting up to 20.</p> <p><b>Shape space and measure</b></p> <p>Estimate, measure, weigh and compare and order objects and talk about properties, position and time.</p>

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<b>Understanding the world</b>	<p><b>The world</b></p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>Shows care and concern for living things and the environment.</p> <p><b>People and communities</b></p> <p>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.</p>	<p><b>The world</b></p> <p>Looks closely at similarities, differences, patterns and change.</p> <p>Looks closely at similarities, differences, patterns and change.</p> <p><b>People and communities</b></p> <p>Enjoys joining in with family customs and routines.</p>	<p><b>The world</b></p> <p>Say how objects are the same or different.</p> <p>Talk about changes.</p> <p><b>People and communities</b></p> <p>Say how other traditions are the same or different to their own.</p>	<p><b>The world</b></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><b>People and communities</b></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><b>The world</b></p> <p>Be familiar with basic scientific concepts such as floating, sinking, experimentation.</p> <p>Know the properties of some materials and can suggest some of the purposes they are used for.</p> <p><b>People and communities</b></p> <p>Understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.</p>
<b>Expressive arts and design</b>	<p><b>Being imaginative</b></p> <p>Engages in imaginative role play based on own first-hand experiences</p> <p>Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p> <p>Uses available resources to create props to support role play.</p> <p><b>Exploring and using media and materials</b></p> <p>Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</p> <p>Explores colour and how colours can be changed.</p>	<p><b>Being imaginative</b></p> <p>Introduces a storyline or narrative into their play.</p> <p>Plays alongside other children who are engaged in the same theme.</p> <p>Creates simple representations of events, people and objects.</p> <p><b>Exploring and using media and materials</b></p> <p>Selects appropriate resources and adapts work where necessary.</p> <p>Explores what happens when they mix colours.</p>	<p><b>Being imaginative</b></p> <p>Represent their own ideas, thoughts and feelings through role play.</p> <p>Represent their own ideas, thoughts and feelings through art.</p> <p><b>Exploring and using media and materials</b></p> <p>Use a variety of materials and techniques.</p> <p>Experiment with colours.</p>	<p><b>Being imaginative</b></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><b>Exploring and using media and materials</b></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><b>Being imaginative</b></p> <p>Talk about the ideas and processes which have led them to make music, designs, images or products.</p> <p><b>Exploring and using media and materials</b></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>