

Driver area of learning: Understanding the world

Area of Learning	30-50 months	40-60 months	ELG skills	ELG Goal	Exceeding ELG
Communication and Language	<p>Listening and attention</p> <p>Focusing attention – still listen or do, but can shift own attention.</p> <p>Listens to stories with increasing attention and recall.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Understanding</p> <p>Beginning to understand ‘why’ and ‘how’ questions.</p> <p>Speaking</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 vocabulary focused on objects and people that are of particular importance to them.</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>Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p>Two-channelled attention – can listen and do for short span.</p> <p>Understanding</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>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p>	<p>Listening and attention</p> <p>Listen attentively in a range of situations.</p> <p>Listen to stories.</p> <p>Understanding</p> <p>Answer ‘why’ questions about their experiences and in response to events.</p> <p>Speaking</p> <p>Express themselves effectively.</p> <p>Develop their own explanations by connecting ideas or events.</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>Listen attentively with sustained concentration to follow a story without pictures or props.</p> <p>Listen in a larger group.</p> <p>Speaking</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>Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p>Holds pencil near point between first two fingers and thumb and uses it with good control.</p> <p>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.</p> <p>Can catch a large ball.</p> <p>Health and self-care</p> <p>Dresses with help.</p>	<p>Moving and handling</p> <p>Shows a preference for a dominant hand.</p> <p>Experiments with different ways of moving.</p> <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>Health and self-care</p> <p>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p>	<p>Moving and handling</p> <p>Handle pencils effectively for writing.</p> <p>Move confidently in a range of ways.</p> <p>Show good control in large and small movements.</p> <p>Health and self-care</p> <p>Talk about ways to keep healthy.</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 Keeps play going by responding to what others are saying or doing.</p> <p>Self-confidence and self-awareness Enjoys responsibility of carrying out small tasks.</p> <p>Managing feelings and behaviour Aware of own feelings, and knows that some actions and words can hurt others' feelings.</p>	<p>Making relationships Initiates conversations, attends to and takes account of what others say.</p> <p>Self-confidence and self-awareness Confident to speak to others about own needs, wants, interests and opinions.</p>	<p>Making relationships Play cooperatively.</p> <p>Managing feelings and behaviour Talk about how they show feelings.</p>	<p>Making relationships 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 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 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 Understand someone else's point of view can be different from theirs.</p> <p>Managing feelings and behaviour 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>Describes main story settings, events and principal characters.</p> <p>Writing</p> <p>Sometimes gives meaning to marks as they draw and paint.</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>Gives meaning to marks they make as they draw, write and paint.</p> <p>Attempts to write short sentences in meaningful contexts.</p>	<p>Reading</p> <p>Use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>Read some common irregular words.</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>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>Use key features of narrative in their own 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>Knows that numbers identify how many objects are in a set.</p> <p>Sometimes matches numeral and quantity correctly.</p> <p>Shows an interest in shape and space by playing with shapes or making arrangements with objects.</p> <p>Realises not only objects, but anything can be counted, including steps, claps or jumps.</p> <p>Shape space and measure</p> <p>Shows an interest in shape and space by playing with shapes or making arrangements with objects.</p> <p>Beginning to talk about the shapes of everyday objects.</p>	<p>Number</p> <p>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</p> <p>Uses familiar objects and common shapes to create and recreate patterns and build models.</p> <p>Counts objects to 10, and beginning to count beyond 10.</p> <p>Counts an irregular arrangement of up to ten 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>Number</p> <p>Solve problems by sharing.</p> <p>Create patterns.</p> <p>Shape space and measure</p> <p>Use everyday language to talk about size.</p> <p>Describe shapes using mathematical language.</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>Estimate, measure, weigh and compare and order objects and talk about properties, position and time.</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>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>Talks about why things happen and how things work.</p> <p>People and communities</p> <p>Shows interest in the lives of people who are familiar to them.</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>Technology</p> <p>Knows how to operate simple equipment.</p> <p>Shows an interest in technological toys with knobs or pulleys, or real objects.</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>The world</p> <p>Talk about features of their immediate environment.</p> <p>Say how living things are the same or different.</p> <p>Make observations about animals.</p> <p>Explain why things happen.</p> <p>People and communities</p> <p>Say how others are the same or different to them.</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>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>Be familiar with basic scientific concepts such as floating, sinking, experimentation.</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>Uses available resources to create props to support role play.</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>Uses various construction materials.</p> <p>Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</p> <p>Sings a few familiar songs.</p>	<p>Being imaginative</p> <p>Introduces a storyline or narrative into their play.</p> <p>Creates simple representations of events, people and objects.</p> <p>Exploring and using media and materials</p> <p>Understands that different media can be combined to create new effects.</p> <p>Selects appropriate resources and adapts work where necessary.</p> <p>Begins to build a repertoire of songs and dances.</p>	<p>Being imaginative</p> <p>Represent their own ideas, thoughts and feelings through role play.</p> <p>Exploring and using media and materials</p> <p>Use a variety of materials and techniques.</p> <p>Experiment with designs.</p> <p>Sing a song.</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>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>