

Driver area of learning: Literacy

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>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Understanding</p> <p>Responds to simple instructions.</p> <p>Speaking</p> <p>Beginning to use more complex sentences to link thoughts.</p> <p>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p> <p>Can retell a simple past event in correct order.</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>Responds to instructions involving a two-part sequence</p> <p>Speaking</p> <p>Links statements and sticks to a main theme or intention.</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>Uses language to imagine and recreate roles and experiences in play situations.</p>	<p>Listening and attention</p> <p>Listen to stories.</p> <p>Give their attention to what others say.</p> <p>Listen in a larger group.</p> <p>Respond to what they hear with relevant actions.</p> <p>Understanding</p> <p>Follow instructions involving several ideas or actions.</p> <p>Speaking</p> <p>Show an awareness of listeners' needs.</p> <p>Express themselves effectively.</p> <p>Develop their own narrative 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 to instructions and follow them accurately, asking for clarification if necessary.</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>

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Physical development	<p>Moving and handling</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>Mounts stairs, steps or climbing equipment using alternate feet.</p> <p>Draws lines and circles using gross motor movements.</p> <p>Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</p> <p>Uses one-handed tools and equipment.</p>	<p>Moving and handling</p> <p>Experiments with different ways of moving.</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>Begins to form recognisable letters.</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control.</p>	<p>Moving and handling</p> <p>Move confidently in a range of ways.</p> <p>Safely negotiate space.</p> <p>Show good control in large and small movements.</p> <p>Handle equipment and tools effectively.</p> <p>Handle pencils effectively for writing.</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>	

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Personal, social and emotional development	<p>Making relationships Can play in a group, extending and elaborating play ideas.</p> <p>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p>Managing feelings and behaviour Aware of own feelings, and knows that some actions and words can hurt others' feelings.</p> <p>Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</p>	<p>Making relationships Initiates conversations, attends to and takes account of what others say.</p> <p>Managing feelings and behaviour Understands that own actions affect other people.</p>	<p>Making relationships Play cooperatively.</p> <p>Form positive relationships with other children.</p> <p>Managing feelings and behaviour Talk about their own behaviour and its consequences.</p> <p>Understand and follow rules.</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 Play group games with rules.</p> <p>Managing feelings and behaviour Listen to each other's suggestions and plan how to achieve an outcome without adult help.</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>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Knows information can be relayed in the form of print.</p> <p>Writing</p> <p>Sometimes gives meaning to marks as they draw and paint</p>	<p>Reading</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Begins to read words and simple sentences.</p> <p>Writing</p> <p>Attempts to write short sentences in meaningful contexts.</p>	<p>Reading</p> <p>Read some common irregular words.</p> <p>Understand 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>Read phonically regular words of more than 1 syllable as well as many irregular but high frequency words</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>

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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 curiosity about numbers by offering comments or asking questions.</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>Number</p> <p>Recognises numerals 1 to 5.</p> <p>Counts objects to 10, and beginning to count beyond 10.</p> <p>Counts up to three or four objects by saying one number name for each item.</p> <p>Shape space and measure</p> <p>Selects a particular named shape.</p>	<p>Number</p> <p>Count reliably with numbers 1–20.</p> <p>Use quantities and objects to add two single-digit numbers.</p> <p>Shape space and measure</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>Estimate a number of objects and check quantities by counting up to 20.</p> <p>Shape space and measure</p> <p>Estimate, measure, weigh and compare and order objects and talk about properties, position and time.</p>
Understanding the world	<p>The world</p> <p>Developing an understanding of growth, decay and changes over time.</p> <p>Shows care and concern for living things and the environment.</p> <p>Talks about why things happen and how things work.</p>	<p>The world</p> <p>Looks closely at similarities, differences, patterns and change.</p>	<p>The world</p> <p>Make observations about plants.</p> <p>Explain why things happen.</p> <p>Say how materials are the same or different.</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>The world</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>

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Expressive arts and design	<p>Being imaginative Builds stories around toys. 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 Uses various construction materials. Joins construction pieces together to build and balance. Realises tools can be used for a purpose.</p>	<p>Being imaginative Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme Creates simple representations of events, people and objects.</p> <p>Exploring and using media and materials Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources.</p>	<p>Being imaginative 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 Experiments with form. Use a variety of materials and techniques. Safely use tools.</p>	<p>Being imaginative 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 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 Represent their own ideas, thoughts and feelings through role play. Talk about features of their own and others' work, recognising the differences between them and the strengths of others.</p> <p>Exploring and using media and materials Develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decisions about how media and materials can be combined and changed.</p>