

## 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><b>Listening and attention</b> Focusing attention – still listen or do, but can shift own attention. Listens to others one-to-one or in small groups, when conversation interests them.</p> <p><b>Understanding</b> Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. Responds to simple instructions.</p> <p><b>Speaking</b> Questions why things happen and gives explanations. Uses intonation, rhythm and phrasing to make the meaning clear to others. Uses vocabulary focused on objects and people that are of particular importance to them. Beginning to use more complex sentences to link thoughts.</p>	<p><b>Listening and attention</b> Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p><b>Understanding</b> Responds to instructions involving a two-part sequence. Responds to instructions involving a two-part sequence.</p> <p><b>Speaking</b> Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention.</p>	<p><b>Listening and attention</b> Listen attentively in a range of situations.</p> <p><b>Understanding</b> Follow instructions involving several ideas or actions. Follow instructions involving several ideas or actions.</p> <p><b>Speaking</b> Develop their own explanations by connecting ideas or events. Use present tense. Express themselves effectively.</p>	<p><b>Listening and attention</b> 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> 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> 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> Listen in a larger group.</p> <p><b>Understanding</b> Carry out instructions which contain several parts in a sequence.</p> <p><b>Speaking</b> Carry out instructions which contain several parts in a sequence.</p> <p><b>Speaking</b> Use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.</p> <p>Show some awareness of the listener by making changes to language and non-verbal features.</p> <p>Recount experiences and imagine possibilities, often connecting ideas.</p>

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<b>Physical development</b>	<p><b>Moving and handling</b></p> <p>Uses one-handed tools and equipment</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>Draws lines and circles using gross motor movements.</p>	<p><b>Moving and handling</b></p> <p>Uses simple tools to effect changes to materials.</p> <p>Experiments with different ways of moving.</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control.</p>	<p><b>Moving and handling</b></p> <p>Handle equipment and tools effectively</p> <p>Move confidently in a range of ways.</p> <p>Handle equipment and tools effectively.</p>	<p><b>Moving and handling</b></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><b>Health and self-care</b></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><b>Moving and handling</b></p> <p>Hop confidently and skip in time to music</p>

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Personal, social and emotional development	<p><b>Making relationships</b> Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p><b>Self-confidence and self-awareness</b> Welcomes and values praise for what they have done.</p> <p><b>Managing feelings and behaviour</b> Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</p>	<p><b>Making relationships</b> Explains own knowledge and understanding, and asks appropriate questions of others.</p> <p><b>Self-confidence and self-awareness</b> Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities.</p> <p><b>Managing feelings and behaviour</b> Aware of the boundaries set, and of behavioural expectations in the setting.</p>	<p><b>Making relationships</b> Show sensitivity to others' needs and feelings.</p> <p><b>Self-confidence and self-awareness</b> Say when they need help. Talk about their ideas.</p> <p><b>Managing feelings and behaviour</b> Understand and follow rules.</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> Understand someone else's point of view can be different from theirs</p> <p><b>Self-confidence and self-awareness</b> Be resourceful in finding support when they need help or information.</p> <p><b>Managing feelings and behaviour</b> Talk about the plans they have made to carry out activities and what they might change if they were to repeat them.</p> <p><b>Managing feelings and behaviour</b> Stop and think before acting and wait for things they want.</p>

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Literacy	<p><b>Reading</b> Looks at books independently. Holds books the correct way up and turns pages. Knows information can be relayed in the form of print. Handles books carefully.</p> <p><b>Writing</b> Sometimes gives meaning to marks as they draw and paint.</p>	<p><b>Reading</b> Enjoys an increasing range of books. Knows that information can be retrieved from books and computers. Enjoys an increasing range of books.</p> <p><b>Writing</b> Gives meaning to marks they make as they draw, write and paint. Attempts to write short sentences in meaningful contexts. Writes own name and other things such as labels, captions.</p>	<p><b>Reading</b> Demonstrate understanding when talking with others about what they have read.</p> <p><b>Writing</b> Spell some words that are phonetically plausible. Write simple sentences which can be read. Use quantities and objects to add two single-digit numbers. Use their phonic knowledge to write words in ways that match their spoken sounds.</p>	<p><b>Writing</b> 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> Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.</p> <p><b>Writing</b> Spell phonically regular words of more than 1 syllable as well as many irregular but high frequency words. Use key features of narrative in their own writing. Estimate a number of objects and check quantities by counting up to 20.</p>

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Mathematics	<p><b>Number</b> Knows that numbers identify how many objects are in a set. Beginning to represent numbers using fingers, marks on paper or pictures.</p> <p><b>Shape space and measure</b> Shows an interest in shape and space by playing with shapes or making arrangements with objects.</p>	<p><b>Number</b> Counts objects to 10, and beginning to count beyond 10. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</p> <p><b>Shape space and measure</b> Uses familiar objects and common shapes to create and recreate patterns and build models.</p>	<p><b>Number</b> Place numbers 1–20 in order.</p> <p><b>Shape space and measure</b> Create patterns. Describe patterns.</p>	<p><b>Number</b> 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> 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> Estimate a number of objects and check quantities by counting up to 20.</p>

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Understanding the world	<p><b>The world</b> Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p><b>People and communities</b> Shows interest in different occupations and ways of life.</p> <p><b>Technology</b> Knows how to operate simple equipment.</p>	<p><b>The world</b> Looks closely at similarities, differences, patterns and change.</p> <p><b>Technology</b> Interacts with age-appropriate computer software.</p>	<p><b>The world</b> Make observations about animals. Say how living things are the same or different.</p> <p><b>People and communities</b> Say how other communities are the same or different to their own.</p> <p><b>Technology</b> Recognise that technology is used in school. Select and use technology for a particular purpose.</p>	<p><b>The world</b> 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>The world</b> Be familiar with basic scientific concepts such as floating, sinking, experimentation.</p> <p><b>People and communities</b> Understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.</p> <p><b>Technology</b> Find out about and use a range of everyday technology.</p>

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Expressive arts and design	<p><b>Being imaginative</b> 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><b>Exploring and using media and materials</b> Beginning to move rhythmically. Imitates movement in response to music. Explores and learns how sounds can be changed. Uses various construction materials. Realises tools can be used for a purpose. Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</p>	<p><b>Being imaginative</b> Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme. Chooses particular colours to use for a purpose. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p> <p><b>Exploring and using media and materials</b> Explores the different sounds of instruments. Explores the different sounds of instruments. Begins to build a repertoire of songs and dances. Uses simple tools and techniques competently and appropriately. Manipulates materials to achieve a planned effect. Selects appropriate resources and adapts work where necessary.</p>	<p><b>Being imaginative</b> Represent their own ideas, thoughts and feelings through stories. Represent their own ideas, thoughts and feelings through art. Represent their own ideas, thoughts and feelings through role play.</p> <p><b>Exploring and using media and materials</b> Experiment with different ways of moving and dancing. Make music. Sing a song. Experiment with designs. Use a variety of materials and techniques. Experiment with designs.</p>	<p><b>Being imaginative</b> 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> 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> 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> 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>