

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>Listens to stories with increasing attention and recall.</p> <p>Focusing attention – still listen or do, but can shift own attention.</p> <p>Understanding</p> <p>Responds to simple instructions.</p> <p>Speaking</p> <p>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p> <p>Questions why things happen and gives explanations.</p> <p>Beginning to use more complex sentences to link thoughts.</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>Speaking</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>Listen attentively in a range of situations.</p> <p>Understanding</p> <p>Follow instructions involving several ideas or actions.</p> <p>Speaking</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>Listen in a larger group.</p> <p>Understanding</p> <p>Carry out instructions which contain several parts in a sequence.</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>Uses one-handed tools and equipment.</p> <p>Can catch a large ball.</p> <p>Uses one-handed tools and equipment.</p> <p>Health and self-care</p> <p>Dresses with help.</p> <p>Can usually manage washing and drying hands.</p>	<p>Moving and handling</p> <p>Begins to form recognisable letters.</p> <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control.</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>Practises some appropriate safety measures without direct supervision.</p>	<p>Moving and handling</p> <p>Handle equipment and tools effectively.</p> <p>Show good control in large and small movements.</p> <p>Handle equipment and tools effectively.</p> <p>Health and self-care</p> <p>Explain why exercise is good for them.</p> <p>Talk about ways to keep safe.</p> <p>Manage their own basic hygiene.</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 Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p>Self-confidence and self-awareness Can select and use activities and resources with help. Enjoys responsibility of carrying out small tasks.</p> <p>Managing feelings and behaviour 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>Self-confidence and self-awareness Confident to speak to others about own needs, wants, interests and opinions.</p> <p>Managing feelings and behaviour Beginning to be able to negotiate and solve problems without aggression.</p>	<p>Making relationships Play cooperatively.</p> <p>Self-confidence and self-awareness Talk about their ideas. Choose the resources they need for their chosen activities. Say why they like some activities more than others.</p> <p>Managing feelings and behaviour Work as part of a group.</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>Self-confidence and self-awareness Be confident speaking to a class group Be resourceful in finding support when they need help or information. 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 Stop and think before acting and wait for things they want.</p>

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Literacy	<p>Reading</p> <p>Looks at books independently.</p> <p>Listens to and joins in with stories and poems, one-to-one and also in small groups.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Writing</p> <p>Sometimes gives meaning to marks as they draw and paint.</p>	<p>Reading</p> <p>Enjoys an increasing range of books.</p> <p>Continues a rhyming string.</p> <p>Begins to read words and simple sentences.</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>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>Read simple sentences.</p> <p>Writing</p> <p>Write simple sentences which can be read.</p> <p>Write some irregular common words.</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>Describe the main events in the simple stories they have read.</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>Writing</p> <p>Spell phonically regular words of more than 1 syllable as well as many irregular but high frequency words.</p>

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Mathematics	<p>Number</p> <p>Realises not only objects, but anything can be counted, including steps, claps or jumps.</p> <p>Sometimes matches numeral and quantity correctly.</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>Number</p> <p>Estimates how many objects they can see and checks by counting them.</p> <p>Finds the total number of items in two groups by counting all of them.</p> <p>Counts objects to 10, and beginning to count beyond 10.</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>Count reliably with numbers 1–20.</p> <p>Use quantities and objects to add two single-digit numbers.</p> <p>Place numbers 1–20 in order.</p> <p>Shape space and measure</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>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>

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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>Developing an understanding of growth, decay and changes over time.</p> <p>Developing an understanding of growth, decay and changes over time.</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>Technology</p> <p>Recognise that technology is used in the home.</p>	<p>The world</p> <p>Talk about features of their immediate environment.</p> <p>Talk about features of their immediate environment.</p> <p>Talk about changes.</p> <p>Make observations about plants.</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>Know that the environment and living things are influenced by human activity.</p> <p>Be familiar with basic scientific concepts such as floating, sinking, experimentation.</p> <p>Technology</p> <p>Find out about and use a range of everyday technology.</p>

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Expressive arts and design	<p>Being imaginative</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>Explores colour and how colours can be changed.</p> <p>Realises tools can be used for a purpose.</p> <p>Sings a few familiar songs.</p>	<p>Being imaginative</p> <p>Introduces a storyline or narrative into their play.</p> <p>Chooses particular colours to use for a purpose.</p> <p>Exploring and using media and materials</p> <p>Explores what happens when they mix colours.</p> <p>Uses simple tools and techniques competently and appropriately.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using.</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>Represent their own ideas, thoughts and feelings through art.</p> <p>Exploring and using media and materials</p> <p>Experiment with colours.</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>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>Develop their own ideas through selecting and using materials and working on processes that interest them.</p> <p>Through their explorations they find out and make decisions about how media and materials can be combined and changed.</p>