

Early Learning Goals

Communication and Language	Personal, Social and Emotional Development	
	Self- Regulation	
	<ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. 	
Listening, Attention and Understanding	Managing Self	
<ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions • Make comments about what they have heard and ask questions to clarify their understanding • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers 	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge • Explain the reasons for rules, know right from wrong and try to behave accordingly • Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices. 	
Speaking	Building Relationships	
<ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate • Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher. 	<ul style="list-style-type: none"> • Work and play cooperatively and take turns with others • Form positive attachments to adults and friendships with peers • Show sensitivity to their own and to others' needs. 	
Physical Development		Maths
Gross Motor Skills		Number
<ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others • Demonstrate strength, balance and coordination when playing • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 		<ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number • Subitise (recognise quantities without counting) up to 5 • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
Fine Motor Skills		Numerical Patterns
<ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases • Use a range of small tools, including scissors, paint brushes and cutlery • Begin to show accuracy and care when drawing. 		<ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; 29 • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
Literacy		
Comprehension		
<ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary • Anticipate – where appropriate – key events in stories • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. 		
Word Reading		
<ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs • Read words consistent with their phonic knowledge by sound-blending • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 		
Writing		
<ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed • Spell words by identifying sounds in them and representing the sounds with a letter or letters • Write simple phrases and sentences that can be read by others. 		
Understanding the World		
Past and Present		
<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class • Understand the past through settings, characters and events encountered in books read in class and storytelling; 		
People and Communities		
<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. 		
The Natural World		
<ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 		
Expressive Arts and Design		
Creating with Materials		
<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function • Share their creations, explaining the process they have used • Make use of props and materials when role playing characters in narratives and stories. 		
Being Imaginative		
<ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher • Sing a range of well-known nursery rhymes and songs • Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music. 		

Early Learning Goals- Communication and Language

What to look for

Communication and Language

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions
- Make comments about what they have heard and ask questions to clarify their understanding
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers

What to Look for:

Children who can:

- Follow a 2 part instruction e.g. "Get your coat and sit back down on the carpet"
- Ask relevant questions after events or stories
- Build ideas in play with others to continue the play or narrative
- Makes sensible contributions during group work and circle time

Communication and Language

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
- Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.

What to Look for:

Children who can:

- Use new vocabulary from stories and discussion
- Offer explanations
- Express their feelings or ideas using sentences
- Build on conversation in play

Early Learning Goals- Personal, Social and Emotional Development

What to look for

Personal, Social and Emotional Development

Self- Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

What to Look for:

Children who can:

- Take turns
- Demonstrate resilience in the face of challenge
- Express feelings of frustration or their needs with words or through other methods
- Redirect their behaviour with prompts from adults

Personal, Social and Emotional Development

Self- Regulation

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
- Explain the reasons for rules, know right from wrong and try to behave accordingly
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

What to Look for:

Children who can:

- Initiate activities and tasks independently
- Demonstrate resilience
- Show pride in both directed tasks e.g. swimming badges, but also self directed goals e.g. building a tall tower
- Follow rules and offer explanations for rules
- Manage basic needs e.g. hand washing, toileting

Personal, Social and Emotional Development

Self- Regulation

- Work and play cooperatively and take turns with others
- Form positive attachments to adults and friendships with peers
- Show sensitivity to their own and to others' needs.

What to Look for:

Children who can:

- Take Turns
- Work alongside others in play
- Start to resolve conflict
- Show empathy to others

Early Learning Goals- Physical Development

What to look for

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others
- Demonstrate strength, balance and coordination when playing
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

What to Look for:

Children who can:

- Move in a variety of ways confidently in play and physical sessions e.g. PE
- Move confidently and in a co-ordinated way
- Move around space without knocking into objects or others
- Use outdoor toys e.g bikes, push along toys, etc.

NB- Consider children with specific disabilities and include adaptations they usually use

Physical Development

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases
- Use a range of small tools, including scissors, paint brushes and cutlery
- Begin to show accuracy and care when drawing.

What to Look for:

Children who can:

- Comfortable pencil grip that allows for fluid pencil use
- Clear drawings and accuracy
- Using tools confidently for example look at children when they are in the creative area, using playdough, etc.

Early Learning Goals- Literacy

What to look for

Literacy

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
- Anticipate – where appropriate – key events in stories
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

What to Look for:

Children who can:

- Retell stories in their own words
- Ask and answer relevant questions from their own reading and about stories that have been read to them
- Use stories in their play
- Make predictions about what might happen next based on what they know from other stories

Literacy

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs
- Read words consistent with their phonic knowledge by sound-blending
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

What to Look for:

Children who can:

- Matching letters and sounds
- Read words with digraphs linked to their phonics knowledge (only 10)
- In guided or individual reading children read accurately using segmenting and blending skills

Literacy

Writing

- Write recognisable letters, most of which are correctly formed
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others.

What to Look for:

Children who can:

- Form letters correctly (most letters, most of the time- link to fine motor skills)
- Use phonics knowledge for grapheme/ phoneme correspondence- spellings may not be conventional e.g. jellee
- Write a simple sentence or phrase
- No need for punctuation or finger spaces- just needs to be read by others

NB- Huge breadth of writing will look like ELG level from those just starting to write single simple sentences to those secure with punctuation and starting to use conjunctions and more conventional spelling patterns

Early Learning Goals- Maths

What to look for

Maths

Number

- Have a deep understanding of number to 10, including the composition of each number
- Subitise (recognise quantities without counting) up to 5
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

What to Look for:

Children who can:

- Sing number rhymes involving counting backwards and forwards
- Play simple track games e.g. snakes and ladders
- Use numberlines and number strings effectively
- Subitise
- Use number bonds and have good knowledge of them

Maths

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; 29
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

What to Look for:

Children who can:

- Sung number rhymes showing understanding of forwards and backwards patterns
- Make and use patterns e.g. colour patterns, size patterns
- Spot patterns in their environment
- Make comparisons e.g. "X has more raisins than me"
- Represent numbers with marks, loose parts, etc.
- Problem solve with doubling, sharing, etc.

Early Learning Goals- Understanding the World

What to look for

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- Understand the past through settings, characters and events encountered in books read in class and storytelling;

What to Look for:

Children who can:

- Engage in stories such as Dogger, Coming to England, My Great Grandpa, Once there were giants, Peepo
- Make comments about images
- Engage in special days about the past e.g. Remembrance Day, VE Day
- Engage with visitors

Understanding the World

People and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

What to Look for:

Children who can:

- Engage in stories such as Coming to England, The great big book of families, The proudest blue, books centred in other cultures
- Engage in special events e.g. Lunar New Year, Diwali
- Engage with visitors
- Start to explore and comment on geographical features they see or that is present on maps

Understanding the World

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

What to Look for:

Children who can:

- Show interest in surroundings
- Investigate the world using their senses
- Care for class plants, pets, minibeasts
- Explore and comment on changes of state e.g. ice melting in the sun

Early Learning Goals- Expressive Arts and Design

What to look for

Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function
- Share their creations, explaining the process they have used
- Make use of props and materials when role playing characters in narratives and stories.

What to Look for:

Children who can:

- Explore lots of different artistic methods e.g. drawing, colouring, painting, construction, junk modelling, clay modelling, etc.
- Use a range of tools e.g. pens, paintbrushes, modelling equipment, etc

Expressive Arts and Design

Being Imaginative

- Invent, adapt and recount narratives and stories with peers and their teacher
- Sing a range of well-known nursery rhymes and songs
- Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.

What to Look for:

Children who can:

- Create narratives through their play
- Join in with singing rhymes and songs
- Perform with others e.g. nativity, impromptu performances to friends, etc.