

EARLY LEARNING GOALS

PRIME AREAS OF LEARNING			SPECIFIC AREAS OF LEARNING			
<u>Communication and Language</u>	<u>Physical Development</u>	<u>Personal, Social and Emotional Development</u>	<u>Literacy</u>	<u>Numeracy</u>	<u>Understanding the World</u>	<u>Expressive Arts and Design</u>
<p>Listening, Attention and Understanding: Listen attentively and respond to what he/she hears with relevant questions, comments and actions whilst being read to and during whole class discussions and small group interactions Make comments about what he/she has heard and ask questions to clarify understanding Hold conversation when engaged in back and forth exchanges with teachers and peers</p> <p>Speaking: Participate in small group, class and one to one discussions, offering own ideas, using recently introduced vocabulary Offer explanations for why things may</p>	<p>Gross Motor Skills: Negotiate space and obstacles safely, with consideration for self and others Demonstrate strength, balance and co-ordination when playing Move energetically – running, jumping, dancing, hopping, skipping and climbing</p> <p>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, paintbrushes and cutlery Begin to show accuracy and care when drawing</p>	<p>Self-Regulation Show understanding of own feelings and those of others, and begin to regulate behaviour accordingly Set and work towards simple goals being able to wait for what he/she wants and control immediate impulses where appropriate Give focussed attention to what the teacher is saying, responding appropriately even when engaged in an activity and show an ability to follow an instruction involving several ideas or actions.</p> <p>Managing Self: 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</p>	<p>Word-Reading Say a sound for each letter of the alphabet and at least 10 digraphs Read words consistent with phonic knowledge by sounding/blending Read aloud simple sentences and books that are consistent with phonic knowledge, including some common exception words</p> <p>Writing: Write recognisable letters most of which are correctly formed Spell words by identifying sounds and representing them with letter/s Write simple phrases and sentences that can be read by others</p>	<p>Number and numerical patterns Have a deep understanding of numbers 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) 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 another quantity Explore and represent patterns within numbers up to 10, including evens and odds, double facts</p>	<p>Past and Present Talk about people around them and their role in society Know some similarities and differences between things in the past and now, drawing on experience and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p>People, Cultures and Communities Describe 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 experiences and what has been read in class</p>	<p>Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Share creations explaining processes used Make use of props and materials when role playing characters in narratives and stories</p> <p>Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and teachers 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</p>

<p>happen, using recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express ideas and feelings about experiences using full sentences, including use of past, present and future tenses, conjunctions with modelling and support.</p>		<p>Manage own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p> <p>Building relationships: Work and play co-operatively and take turns with others Form positive attachments to adults and friendships with peers Show sensitivity to own and others' needs</p>		<p>and how quantities can be distributed equally</p>	<p>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</p> <p>The Natural World Explore the natural world 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 experiences and what has been read in class Understand some important processes and changes in the natural world around them, including seasons and changing states of matter</p>	
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Characteristics of Effective Learning:

- **playing and exploring** - children investigate and experience things, and 'have a go'; - tenacious turtle – has a go, even if it is very tricky
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; - resilient rabbit – tries and tries again, doesn't give up if he/she makes a mistake
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things – creative crocodile – thinks of own ways to do things

