

Early Learning Goals

ASPECT	Specific Areas of Learning		
	Emerging	Expected	Exceeding
Literacy Reading ELG 9	Children know that print carries meaning. They show an interest in books and can suggest how a story might end. They can segment the sounds in simple words and blend them together, and join in with rhyming and rhythmic activities.	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 an understanding when talking with others about what they have read.	Children can read phonically regular words of more than one syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. They can describe the main events in the simple stories they have read.
Writing ELG 10	Children give meaning to the marks they make as they draw, write and paint. They can segment words and use some clearly identifiable letters to communicate meaning representing some sounds correctly and in sequence.	Children use their phonic knowledge to write words in ways, which match their spoken sounds. They also write some irregular common words. They write sentences, which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.	Children can spell phonically regular words of more than one syllable as well as many irregular but high frequency words. They use key features of narrative in their own writing.
Mathematics Numbers ELG 11	Children match and compare the numbers of objects in two groups of up to 10 objects recognising when the sets contain the same number of objects. They show curiosity about numbers by offering comments or asking questions. Find 1 more/less from a group up to 5/10.	Children count reliably with numbers from 1 to 20, place them in order and say which number is one more/less than a given number. Using quantities and objects they add and subtract two single digit numbers and count on/back to find the answer. They solve problems, including doubling, halving and sharing.	Children estimate a number of objects and check quantities by counting up to 20. They solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups. <i>(This descriptor has been amended to reflect the increased level of challenge applied to the expected descriptor)</i>
Shape, space and measures ELG 12	Children identify and describe shapes in simple models, pictures and patterns. They can compare properties of objects, which are big/small or their position in relation to one another such as whether one is behind/next to.	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.	Children estimate, measure, weigh and compare and order objects and talk about properties, position and time.
Understanding the world People and communities ELG 13	Children can recognise some special times or events in their lives and the lives of others. They know some of the things that make them unique, and can talk about some of the ways they are similar to, or different from their friends or family.	Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.	Children know the difference between past/present events in their own lives and some reasons why people's lives were different in the past. They know that other children have different likes and dislikes and that they may be good at different things. They understand that people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.
The World ELG 14	Children show an interest in aspects of their familiar world such as the [place where they live or the environment. They are curious and interested about why things happen and how things work. They can talk about some of the things they have observed such as plants, animals, natural and found objects.	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.	Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in. They know the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts EG: floating, sinking, experimentation.
Technology ELG 15	Children show an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. They show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	Children find out about and use a range of everyday technology. They select appropriate applications that support an identified need - for example in deciding how best to make a record of a special event in their lives, such as a journey on a steam train.
Expressive Arts & design Exploring and using media & materials ELG 16	Children imitate and create movement in response to music, join in dancing games and sing a few familiar songs. They explore and differentiate between colours, begin to describe the texture of things and create 3D structures.	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.	Children develop their own ideas through selecting and using materials and working on processes that interest them. Through their exploration they find out and make decisions about how media and materials can be combined and changed.
Being imaginative ELG 17	Children create simple representations of events, people and objects. They sing to themselves, explore sounds and tap out simple repeated rhythms. They engage in imaginative play and role-play based on their experiences.	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	Children talk about the ideas and processes, which have led them to make music, designs, images or products. They can talk about features of their own and others work, recognising the differences between them and the strengths of others.