

Area	Aspect	Early Learning Goal
PSED	Self-Regulation (1)	Children will show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. They will set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Children will 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.
	Managing Self (2)	Children are confident to try new activities, and show independence, resilience and perseverance in the face of challenge. They are able to 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.
	Building Relationships (3)	Children work and play cooperatively and take turns with others. They form positive attachments to adults and friendships with peers. Children show sensitivity to their own and others' needs.
Communication & Language	Listening, Attention & Understanding (4)	Children 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. They make comments about what they have heard and ask questions to clarify their understanding. Children hold conversation when engaged in back and forth exchanges with their teacher and peers.
	Speaking (5)	Children participate in small group, class and one to one discussion, offering their own ideas, using recently introduced vocabulary. They offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Children 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.
Physical Development	Gross Motor Skills (6)	Children negotiate space and obstacles safely, with consideration for themselves and others. They demonstrate strength, balance and coordination when playing. Children move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
	Fine Motor Skills (7)	Children hold a pencil effectively in preparation for fluent writing-using the tripod grip in almost all cases. They use a range of small tools, including scissors, paint brushes and cutlery. Children begin to show accuracy and care when drawing.
Literacy	Comprehension (8)	Children demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. They anticipate where appropriate, key events in stories. Children use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role play.
	Word Reading (9)	Say a sound for each letter in the alphabet and at least 10 digraphs. Children read words consistent with their phonic knowledge by sound blending. Children read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
	Writing (10)	Children will write recognisable letters, most of which are correctly formed. They will spell words by identifying sounds in them and representing sounds with a letter or letters. Children write simple phrases and sentences that can be read by others.
Mathematics	Number (11)	Children have a deep understanding of number to 10, including the composition of each number. They subitise (recognise quantities without counting) up to 5 and automatically recall number bonds to 5 (including subtraction facts) without references to rhymes, counting or other aids. Children will know some number bonds to 10 including doubling facts.
	Numerical Patterns (12)	Children verbally count beyond 20, recognising the pattern of the counting system. They compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Children explore and represent patterns within numbers to 10, including evens and odds, double facts and how quantities can be distributed equally.
Understanding the World	Past & Present (13)	Children talk about the lives of the people around them and their roles in society. They know some similarities and difference between things in the past and now, drawing on their experiences and what has been read in class. Children understand the past through settings, characters and events encountered in books read in class and storytelling.
	People, Culture & Communities (14)	Children describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. They 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. Children 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 (15)	Children explore the natural world around them, making observations and drawing pictures of animals and plants. They 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. Children understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Expressive Art & Design	Creating with Materials (16)	Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They share their creations, explaining the process they have used. Children make use of props and materials when role playing characters in narratives and stories.
	Being Imaginative & Expressive (17)	Children invent, adapt and recount narratives and stories with peers and their teacher. They sing a range of well-known nursery rhymes and songs. Children sing a range of well-known nursery rhymes and songs. They also perform songs, rhymes, poems and stories with others and when appropriate, try to move in time with music.

PRIME AREAS

SPECIFIC AREAS