

Communication and Language ELG		
ELG	Emerging child	Expected child
Listening, attention and understanding:	1. I am beginning to listen 2. I am learning to listen and respond appropriately 3. I can tell you a little bit about what you said 4. I am beginning to ask questions 5. I am beginning to hold a conversation 6. I can talk to my teacher and my friends	1. I know when to listen 2. I can listen for an extended period of time (5-10 mins) 3. I can tell you about what you just said or what I just heard 4. I can respond with relevant questions 5. I can ask questions confidently to clarify my understanding 6. I can hold a conversation confidently 7. I can engage verbally back and forth 8. I can engage in conversation with my teacher, friends and other children
Speaking	1. I can participate in a one-to-one discussion 2. I can participate in a small group work 3. I am beginning to have and share my ideas 4. I am learning new vocabulary all the time 5. I am beginning to use new vocabulary in play 6. I am beginning to use vocabulary from rhymes 7. I am beginning to use story language when sharing a story 8. I am beginning to express ideas and feelings in a full sentence	1. I can participate in a range of situations one to one, small group and class discussions 2. I can share my own ideas. 3. I have an increasing vocabulary to draw on in conversation 4. I can offer explanations of 'why' 5. I can use new vocabulary from stories 6. I can use non-fiction vocabulary 7. I can use vocabulary from rhymes and poems 8. I can confidently express ideas and feelings about my experiences in full sentences.

	9. I can speak in a full sentence 10. I am beginning to use 'and' to connect two sentences orally.	9. I can tell you what 'I did' this morning or yesterday 10. I can tell you what 'I am doing' 11. I can tell you what 'I will' do in the future play session 12. I consistently use and to join a sentence.
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Personal, Social and Emotional Development		
ELG	Emerging child	Expecting child
Self-regulation	1. I am beginning to show understanding of my own feelings 2. I am beginning to show understanding of other people's feelings 3. I am learning ways to regulate my behaviour 4. I am beginning to set simple goals with an adult 5. I am learning to work towards achieving simple goals 6. I am beginning to know I have to sometimes wait for what I want. 7. I am learning to control my immediate impulses where appropriate. 8. I can focus sometimes. 9. I am learning to respond appropriately at different times of the day. 10. I can follow simple instructions.	1. I understand my own feelings. 2. I understand how other people are feeling. 3. I can successfully regulate my behaviour according to my feelings. 4. I can set simple goals with an adult. 5. I can work successfully toward simple goals 6. I can always wait for what I want. 7. I can control my immediate impulses where appropriate. 8. I am always focused and giving the leading adult my full attention. 9. I consistently respond appropriately even when engaged in an activity. 10. I can follow instructions with several points. 11. I can follow instructions with several actions.

2. Managing self ELG	1. I am growing in confidence to try new activities. 2. I am beginning to show increased independence. 3. I am beginning to show increased resilience. 4. I am beginning to show perseverance in my play. 5. I am beginning to model the right choice during times when the whole class are together. 6. I am beginning to gain more praise for my right choices. 7. I can manage my basic hygiene, personal needs and toileting with support. 8. I am beginning to understand the choices that are healthy for me.	1. I am a confident child within the classroom activities. 2. I am a confident child when a new activity is introduced. I will give it a go. 3. I am independent. 4. I am resilient when faced with a challenge. 5. I show perseverance in challenges. 6. I can explain 'the rules'. 7. I know right choices and I know wrong choices – clearly. 8. I can manage my personal hygiene, personal needs, dressing independently. 8. I can toilet myself. 9. I know what's healthy for me to eat.
3. Build relationships ELG	1. I am beginning to work cooperatively with others. 2. I am beginning to play cooperatively with others. 3. I am beginning to take turns with others. 4. I am beginning to have regular friends that are good for me. 5. I am beginning to make positive relationships with adults and peers.	1. I can work and play cooperatively. 2. I can take turns. 3. I can form positive attachments to adults. 4. I have regular friends that are good for me. 5. I form positive attachments to my peers. 6. I show sensitivity to my own needs and others.

Physical Development		
ELG	Emerging child	Expected child
- Gross Motor	1. I am beginning to negotiate space when running in the outdoor environment or hall. 2. I am beginning to negotiate obstacles safely. 3. I can watch for others whilst moving. 4. I am growing in full body strength. (DAP) 5. I can balance on one leg for 4 seconds. 6. I am beginning to move by... - rolling - jumping - running - hopping - skipping - climbing - dancing	1. I can successfully and skillfully negotiate space and obstacles safely. 2. I can consider others when I move and negotiate obstacles. 3. I am balanced and coordinated. 4. I full body strength (DAP) 5. I can energetically move by: - dancing - jumping - running - hopping - skipping - climbing
Fine Motor skills ELG	1. I can do a simple dough disco. 2. I am beginning to cut with knives. 3. I am beginning to mark make for squiggle. 4. I can hold a spoon to eat. 7. I can hold paint brush correctly. 6. I am beginning to use scissors with support. 7. I am beginning to draw things and you can clearly see what they represent.	1. I can dough disco with many moves. 2. I can hold a pencil to make controlled letters. 3. I can cut shapes with scissors. (not templates) 4. I can cut soft things with knife. 5. I can draw with a variety of apparatus. 6. I can make correctly formed letters within squiggle me into a writer. 7. I can use cutlery with confidence.

Literacy		
ELG	Emerging child	Expected child
Comprehension ELG	1. I can retell a simple fairy tale with support. 2. I am beginning to use vocabulary from a story. 3. I am beginning to anticipate what might happen next. 4. I am beginning to use new vocabulary from: Stories, non-fiction, rhymes and poems. Role-play.	1. I can retell a story I have been read. 2. I can retell a story using new vocabulary from the story. 3. I can anticipate what might happen next in a story. 4. I can use and understand recently introduced vocabulary during discussions about: Stories Non-fiction Rhymes and poems Role-play
Word reading ELG	1. I am beginning to know half my letter sounds. 2. I am using my sound knowledge to learn digraphs (sh,ch,th) 3. I am learning to read simple words with adult support. 4. I love sharing a story with an adult.	1. I know all 26 letter sounds. 2. I know 10 digraphs (two letter sounds, sh, ch,wh,th etc) 3. I can read words by sound blending. 4. I can read aloud simple sentences. 5. I can read some common exception words
Writing ELG	1. I am emergent writing with some letters formed correctly. 2. I am writing the initial sound of a word in my emergent writing of a simple sentence. 3. I can read you my writing, but you cannot decode it without me.	1. I can write letters that are recognisable, most are correctly formed. 2. I can make phonetically plausible attempts to spell words that are usually correct. 3. I can write a simple sentence that you can read. (ideally 3)

Mathematics		
Maths ELG:	Emerging	Expected
Number ELG	1. I can count out 10 objects when asked 2. I am beginning to say how many when counting with support 3. I can count 'how many' out loud with support 4. I can give you 4,5,6, objects when asked with support 5. I am learning doubles 6. I can count in my play-based learning 7. I can use a dice in games with support. 8. I can recognise numbers to 5 9. I am beginning to use doubles	1. I can count out objects to 10 2. I can match objects to number amounts 3. I can tell you how many to 5 by just looking. (subitise) 4. I can rapidly and accurately make number amount judgements. 5. I know number bonds to make 5 – 1+4, 2+3, 3+2, 4+1 6. I know the subtraction reversal to 5 5-1,5-2,5-3, 5-4,equals 7. I know several number bonds to ten 8. I can practically use number bonds with objects 9. I know part, part, whole process 10 I can recognise numbers to 10 and beyond (to 20)

Numerical pattern ELG	1.I am beginning to count above 10 number 2.I can begin to see number patterns like 5s and 10s 3. I am beginning to compare quantities and tell you how many up to 5 4. I am learning about comparing two quantities 5. I can compare to quantities with support and tell you which has more (greater than) 6. I can explore two quantities and tell you with support if they are the same.	1.I can count to 20 with ease and upward of 20 2.I can recognise and count using a simple number pattern 10'2, 5's and 2's 3. I can compare two quantities up to 10 4. when comparing two quantities I can tell you which is greater than 5. when comparing two quantities I can tell you which is less than 6. when comparing two quantities I can tell you when they are the same.
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	7. I am beginning to explore patterns within numbers to 10. 8. I am with support able to share out a number of items with my friends.	7. I can explore pattern in number by telling you the even and odd numbers. 8. I can divide up groups of objects equally (if possible) 9. I can show number patterns through doubling facts.
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Understanding the World		
Early learning goals:	Emerging	Expected
Past and present ELG:	1. I can talk about people who help me in my world. 2. I know who to ask for help in school. 3. I know the name of our school caretaker. 4. I am learning about the past through dinosaurs. 5. I know about crocodiles and alligators and how they are similar to dinosaurs. 6. I am beginning to learn about people from the past through stories.	1. I can tell you what jobs people in my community do and why. 2. I can tell you what jobs people in my school do. 3. I can tell you about dinosaurs and animals that exist now in our present time 4. I can know some facts about dinosaurs and facts about animals now. 5. I understand that people in history made a difference in the world. 6. I know a story about someone from the past and can retell it (or about it)

Compare and contrast characters from stories, including figures from the past.	1. I can tell you about the present. 2. I can tell you a story from the past. 3. I can tell you a fairy tale. 4. I can tell you the theme from the tale. 5. I can tell you about the characters. 6. I can tell you a traditional tale from another culture.	7. I can tell you about the present. 8. I can tell you a story from the past. 9. I can tell you a fairy tale. 10. I can tell you the theme from the tale. 11. I can tell you about the characters. 12. I can tell you a traditional tale from another culture.
Draw information from a simple map.	I can show you a map. I can explore a simple map. I can make a treasure map with X marking the treasure spot.	I can explore a google map of our school. I can show you features. I can look at a local street or railway map and explore our area.

People, culture and communities ELG:	1. I can tell you about my beliefs. 2. I can tell you what my family celebrate. 3. I can explore our schools collective worship time.	1. I Can use a map to navigate my school and its outdoor environment. 2. I can tell you about plants and trees in my school environment. 3. I can tell you about someone else and what they believe and celebrate from stories I've heard in class. 4. I celebrate differences with a positive attitude.
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		5. I know about my own country and can tell you the similarities and differences between it and country we have explored in class. 6. I can use non fictional text.
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The natural world ELG:	1. I can explore our outdoor classroom. 2. I can explore animals and plants. 3. I am beginning to learn about seasons. 4. I am beginning to make observational drawings of plants and animals. 5. I can tell you the difference between a plant and animal. 6. I am learning about melting ice.	1. I can tell you about the natural world in terms of seasons. 2. I can tell you about the countryside and why its different to where I live. (or vice versa) 3. I can tell you it's natural. 4. I can tell you it's manmade. 5. I can make observational drawings of plants and flowers. 6. I can make observational drawings of animals. 7. I can tell you about melting ice. 8. I can tell you about the rain, clouds and water cycle.
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Expressive Arts and Design		
Early Learning Goals:	Emerging	Expected
Creating with materials ELG:	1. I can mix colours and know the colour I want to create. 2. I can use tools with support in creation. 3. I am beginning to design before building a model. 4. I can collect resources with support. 5. I can talk about my creation when encouraged. 6. I can look and see your ideas to enhance my creation.	1. I can mix colours and add white or black correctly to get the colour I want. 2. I can use tools for creative work safely and correctly. 3. I know what I need to create my design. 4. I can tell you what my creation is and does. 5. I can tell you how I made my creation. 6. I can observe my creation and make changes. 7. I create quality role play using props and materials.
Being imaginative and expressive ELG:	1. I can choose a song I like to sing. 2. I can repeat a simple nursery rhyme. 3. I can with support recount a story in play with props. 4. I can sing a song with an adult and my friends. 5. I am beginning to stand on stage (Pallet in play) and be encouraged and supported to retell a story.	1. I can invent a story in my play. 2. I can recount a story in my play. 3. I can adapt a story in my play. 4. I can sing a well-known nursery rhyme or song. 5. I like to perform songs and rhymes with music. 6. I can resight a poem. 7. I can retell a story with a music map.