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| **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 9. I can speak in a full sentence 10. I am beginning to use ‘and’ to connect two sentences orally. | 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 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. |

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| 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. |

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| **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 skill fully 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 |

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| 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. |

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| **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) |

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| **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) |

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| 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.  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. | 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.  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. | 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. |
| 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. |

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| 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. 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. |

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| 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. |