



## Early Learning Goals Explained

What does 'working at the expected level' mean? To be working at **the expected level** for a child leaving the Early Years Foundation Stage for any area, they should have been observed displaying some, most or all of the criteria laid out in the Early Learning Goals taken from the Development Matters Document. These goals are laid out below:

<b>Personal, Social and Emotional Development:</b>	
<b>Self-confidence + self-awareness</b>	Confident to try new activities and say why they like some more than others. Confident to speak in familiar group, will talk about ideas and choose own resources. Say when they do or don't need help
<b>Managing feelings and behaviour</b>	Talk about how they and others show feelings, talk about own and others behaviour & its consequences & know that some behaviour is unacceptable. Work as part of group or class and understand and follow rules. Adjust behaviour to different situations and take changes of routine in their stride.
<b>Making relationships</b>	Children play cooperatively, taking turns with others. They can take account of one another's ideas about how to organise their activity. Show sensitivity to others needs and feelings & form positive relationships with adults and children.
<b>Communication, Language and Literacy:</b>	
<b>Listening and attention</b>	Listen attentively in range of situations. Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. Give attention to what others say and respond appropriately, while engaging in another activity.
<b>Understanding</b>	Follow instructions involving several ideas or actions. Answer how and why questions about experiences and in response to stories or events.
<b>Speaking</b>	Express themselves effectively showing awareness of listeners needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events
<b>Reading</b>	Read and understand simple sentences. Use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. Demonstrate understanding when talking with others about what they have read
<b>Writing</b>	Use phonic knowledge to write words in ways which match their spoken sounds. Also write some irregular common words. Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.
<b>Mathematics:</b>	
<b>Numbers</b>	Children count reliably with numbers from 1-20, place them in order and say which is 1 more/less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.
<b>Shape, space and measure</b>	Use everyday language to talk about size, weight, capacity, position, distance, time & money to compare quantities and objects and to solve problems. Recognise, create and describe patterns. Explore characteristics of everyday objects and shapes and use mathematical language to describe them.
<b>Physical Development:</b>	
<b>Moving and Handling</b>	Can show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.
<b>Health and self-care</b>	Eats a healthy range of foodstuffs and understands the need for variety in food. Usually dry during the day. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision.
<b>Understanding the World:</b>	
<b>People and communities</b>	Talk about past and present events in their own lives and the lives of family members. Know that other children don't always enjoy the same things and are sensitive to this. Know about similarities and differences between themselves and others, and among families, communities and traditions.
<b>The world</b>	Know about similarities and differences in relation to places, objects, materials and living things. Can talk about features of own immediate environment and how environments might vary from one another. Can make observations of animals, plants & explain why some things occur, and talk about changes.
<b>Technology</b>	Recognise that a range of technology is used in places such as homes and schools. Select and use technology for particular purposes.
<b>Expressive Arts and Design:</b>	
<b>Exploring and using media and materials</b>	Sing songs, make music and dance & experiment with ways of changing them. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, shape and form.
<b>Being imaginative</b>	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.