

	Personal, Social and Emotional Development: Making relationships	Personal, Social and Emotional Development: Self-confidence and self-awareness	Personal, Social and Emotional Development: Managing feelings and behaviour	Communication and Language: Listening and attention	Communication and Language: Understanding	Communication and Language: Speaking	Physical Development: Moving and Handling	Physical Development: Health and self-care	Literacy: Reading	Literacy: Writing	Mathematics: Numbers	Mathematics: Shape, space and measure	Understanding the world: People and communities	Understanding the world: The world	Understanding the world: Technology	Expressive arts and design: Exploring and using media and materials	Expressive Arts and Design: Being imaginative
Early Learning Goal (2)	<ul style="list-style-type: none"> • Children play cooperatively, taking turns with others. • They take account of one another's ideas about how to organise their activity. • They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. 	<ul style="list-style-type: none"> • Children are confident to try new activities, and say why they like some activities more than others. • They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. • They say when they do or don't need help. 	<ul style="list-style-type: none"> • Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. • They work as part of a group or class, and understand and follow the rules. • They adjust their behaviour to different situations, and take changes of routine in their stride. 	<ul style="list-style-type: none"> • Children listen attentively in a range of situations. • They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. • They give their attention to what others say and respond appropriately, while engaged in another activity. 	<ul style="list-style-type: none"> • Children follow instructions involving several ideas or actions. • They answer 'how' and 'why' questions about their experiences and in response to stories or events. 	<ul style="list-style-type: none"> • Children 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. 	<ul style="list-style-type: none"> • Children show good control and co-ordination 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. 	<ul style="list-style-type: none"> • Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. • They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. 	<ul style="list-style-type: none"> • 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 understanding when talking with others about what they have read. 	<ul style="list-style-type: none"> • Children use their phonic knowledge to write words in ways which match their spoken sounds. • They also write some irregular common words. • They write simple sentences which can be read by themselves and others. • Some words are spelt correctly and others are phonetically plausible. 	<ul style="list-style-type: none"> • Children count reliably with numbers from one to 20, place them in order and say which number is one more or one 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Children recognise that a range of technology is used in places such as homes and schools. • They select and use technology for particular purposes. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.