

Areas of Learning	Little Owls Nursery	Eagle Owls Pre-school	Reception (Tawny/Barn/Snowy Owls)	ELGs
<p>Communication & Language</p>	<p>I can listen and respond to a simple instruction.</p>	<p>I can repeat familiar words and key phrases from a book.</p>	<p>I can explain why something has happened in an appropriate order.</p>	<p>Listening, Attention and Understanding (ELG):</p> <ul style="list-style-type: none"> • 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. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
	<p>I can understand simple words and instructions.</p>	<p>I can tell an adult my favourite story and/or rhyme.</p>	<p>I can take turns in speaking and listening in a small group.</p>	
	<p>I can use at least 2 words together with speaking.</p>	<p>I can initiate a conversation with a child and adult.</p>	<p>I can follow two-step instructions.</p>	<p>Speaking (ELG):</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-

				<p>fiction, rhymes and poems when appropriate.</p> <ul style="list-style-type: none"> • 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.
Personal, Social & Emotional Development	<p>I can transition between adult and keyperson and can be comforted when upset.</p>	<p>I can use equipment safely and correctly.</p>	<p>I can meet my basic personal needs without assistance or reminders.</p>	<p>Self-Regulation (ELG):</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • 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.
	<p>I can play by myself and can play alongside other children.</p>	<p>I can cope with small changes in our routine.</p>	<p>I can understand what someone is feeling by facial expressions and body language.</p>	<p>Managing Self (ELG):</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

				<ul style="list-style-type: none"> • 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.
	I am aware of feelings and emotions through familiar stories and interactions.	I can tell you how I'm feeling.	I can ask five safe adults for help in school.	<p>Building Relationships (ELG):</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.
Physical Development	I can independently use gross motor skills (e.g. kick a ball and climb stairs)	I can confidently and safely walk/run/ climb/jump.	I can have self-awareness in the space I am in.	<p>Gross Motor Skills (ELG):</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
	I am gaining independence in feeding and dressing myself.	I can use my good grip to use scissors to snip paper.	I can use fine motor skills to complete a range of activities.	
	I can use tools for basic fine motor activities with adult guidance.	I can use the toilet and wash my hands.	I can use a pencil with the appropriate grip.	<p>Fine Motor Skills (ELG):</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

				<ul style="list-style-type: none"> • Use a range of small tools, including scissors, paint brushes and cutlery. • Begin to show accuracy and care when drawing.
Literacy	I can sing along to my favourite rhymes and songs.	I can recognise my name and am aware of familiar print.	I can retell a familiar story.	<p>Comprehension (ELG):</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories 14 and narratives using their own words and recently introduced vocabulary. • Anticipate – where appropriate – key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
	I can show an adult a favourite book.	I can understand that books have words and pictures.	I can understand the steps of writing a simple sentence with appropriate punctuation.	<p>Word Reading (ELG):</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge,

				including some common exception words.
	I can mark make independently.	I can identify the initial sound of 3 words.	I can share what I have written with others.	Writing (ELG): <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.
Maths	I can build and stack objects.	I can effectively count objects and give you 3 objects.	I can count up to 20 and subitise to 10.	Number (ELG): <ul style="list-style-type: none"> • Have a deep understanding of numbers to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
	I can explore capacity of objects by filling/placing objects inside each other and out again.	I can count to 5 and beyond independently.	I can use appropriate mathematical vocabulary in context.	
	I am starting to count using fingers, jumps and claps.	I can recognise numerals 1-5.	I can name and recognise 2D & 3D shapes.	Numerical Patterns (ELG): <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system.

				<ul style="list-style-type: none"> • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
Understanding the World	I can identify familiar people around me.	I can use my senses to explore (taste, touch, smell, listen) and describe what I see.	I can discuss similarities and differences about people and the world around me.	<p>Past and Present (ELG):</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.
	I can explore what happens outside during different seasons.	I can tell you about someone with a helpful job (nurse, doctor, fire fighter, police Officer, farmer).	I can understand change, why and how it happens.	<p>People, Culture and Communities (ELG):</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

				<ul style="list-style-type: none"> • 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. • 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.
	I have an understanding of natural materials found both inside and outside.	I can explain different effects and basic life cycles.	I can create and tell my own story.	<p>The Natural World (ELG):</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • 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. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Expressive Arts & Design	I can move and dance to music and action songs.	I can recreate a story using small world.	I can perform songs and movements confidently.	<p>Creating with Materials (ELG):</p> <ul style="list-style-type: none"> • 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"> • Share their creations, explaining the process they have used. 16 • Make use of props and materials when role playing characters in narratives and stories.
	I can use objects in pretend play.	I can stick and create with glue.	I can use my imagination to be creative and express myself.	<p>Being Imaginative and Expressive (ELG):</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
	I can explore using paint and other media; and through messy play.	I can sing a simple song.	I can draw an object using different media.	