

Brunswick House Primary School Early Learning Goals Tracker

Aspect	Emerging 30 – 50 months	40 – 60+ months	Expected (ELGs)	Exceeding
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**PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

Self Confidence and self-awareness	<i>Can select and use activities and resources with help. Welcomes and values praise for what they have done. Enjoys responsibility of carrying out small tasks. Is more confident to talk to other children when playing.</i>	<i>Shows confidence in asking adults for help. Confident to speak to others about own needs, wants, interests and opinions and will communicate freely about own home and community. Can describe self in positive terms and talk about abilities.</i>	Child is confident to try out new activities and can say why they prefer some. They are confident to speak in a familiar group and will talk about their ideas, choose the resources they need to plan and carry out activities they have decided to do. They can say when they do or don't need help.	<i>Child is confident to speak to a class group. They can talk about the things they enjoy and are good at, and about the things they don't find easy. They are resourceful in finding support when they need help or information. They can talk about the plans they have made to carry out activities and what they might change if they were to repeat them.</i>
Managing feelings and behaviour	<i>Aware of own feelings, and knows that some actions and words can hurt others' feelings. Beginning to accept the needs of others and can take turns and share resources, sometimes with support from others. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</i>	<i>Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Aware of the boundaries set, and of behavioural expectations in the setting. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. Can usually adapt behaviour to different events, social situations and changes in routine.</i>	Child can 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.	<i>Child knows some ways to manage their feelings and is beginning to use these to maintain control. They can listen to each other's suggestions and plan how to achieve an outcome without adult help. They know when and how to stand up for themselves appropriately. They can stop and think before acting and they can wait for things they want.</i>
Making relationships	<i>Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Initiates play, offering cues to peers to join them. Responds to what others are saying or doing. Demonstrates friendly behaviour.</i>	<i>Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others.</i>	Child can play co-operatively, taking turns when playing. They can take account of one another's ideas about how to organise their activity. They can show sensitivity to the needs and feelings of others and form positive relationships with adults and other children.	<i>Child plays group games with rules. They understand someone else's point of view can be different from theirs. They resolve minor disagreements through listening to each other to come up with a fair solution. They understand what bullying is and that this is unacceptable behaviour.</i>

**PHYSICAL DEVELOPMENT**

Moving and handling	<i>Moves freely and with pleasure and confidence in a range of ways. Mounts stairs, steps or climbing equipment using alternate feet. Walks downstairs, two feet to each step while carrying a small object. Runs and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can stand momentarily on one foot when shown. Can catch a large ball. Draws lines and circles using gross motor movements. Uses one-handed tools and equipment, e.g. snips in paper with scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Can copy some letters,</i>	<i>Experiments with different ways of moving. Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Uses simple tools to effect changes to materials, safely and with increasing control. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters.</i>	Child shows good control and coordination in large and small movements such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.	<i>Child can hop confidently and skip in time to music. They hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to be able to write on lines and control letter size.</i>
Health and self-care	<i>Can tell adults when hungry or tired or when they want to rest or play. Observes the effects of activity on their bodies. Understands that equipment and tools have to be used safely. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Can usually manage washing and drying hands. Dresses with help.</i>	<i>Eats a healthy range of foodstuffs. Usually dry and clean 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. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision.</i>	Child knows the importance for good health of physical exercise and a healthy diet and can talk about ways to keep healthy and safe. They can manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.	<i>Child knows about and can make healthy choices in relation to healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.</i>

**COMMUNICATION AND LANGUAGE**

Listening and attention	<i>Listens to others one to one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Focus attention – still listen or do, but can shift own attention.</i>	<i>Is able to follow directions (if not intently focused on own choice of activity). Maintains attention, concentrates and sits quietly during appropriate activity.</i>	Child listens 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 can give their attention to what is being said to them and respond appropriately, whilst still being involved in an activity.	<i>Child listens to instructions and follows them accurately, asking for clarification if necessary. They listen attentively with sustained concentration to follow a story without pictures or props and can listen in a larger group, for example, at assembly.</i>
Understanding	<i>Understands use of some objects (e.g. "What do we use to cut things?") Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. Responds to simple instructions, e.g. to get or put away an object.</i>	<i>Beginning to understand 'why' and 'how' questions. Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props.</i>	Child can follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.	<i>After listening to stories Child can express views about the events or characters in the story and answer questions about why things happened. They can carry out instructions which contain several parts in a sequence. Listens and responds to ideas expressed by others in conversation or discussion.</i>
Speaking	<i>Beginning to use more complex sentences to link thoughts (e.g. using and, because). Can retell a simple past event in correct order (e.g. went down slide, hurt finger). Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives explanations. Asks e.g. who, what, when, how. Uses vocabulary focused on objects and people that are of particular importance to them.</i>	<i>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses a range of tenses (e.g. play, playing, will play, played). Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Uses language to imagine and recreate roles and experiences in play situations. Introduces a storyline or narrative into their play.</i>	Child expresses themselves effectively shows 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.	<i>Child shows some awareness of the listener by making changes to language and non-verbal features. They recount experiences and imagine possibilities, often connecting ideas. They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.</i>

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**LITERACY**

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Reading	<i>Enjoys rhyming and rhythmic activities. Recognises rhythm and alliteration in spoken words. Listens to and joins in with stories and poems. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Listens to stories with increasing attention and recall. Suggests how the story might end. Shows interest in illustrations and print in books and print in the environment. Recognises familiar words and signs such as own name and advertising logos. Looks at books independently. Holds books the correct way up and turns pages. Knows that print carries meaning and, in English, is read from left to right and top to bottom.</i>	<i>Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. They can describe the main event and principal characters in the stories they have read. Knows that information can be retrieved from books and computers.</i>	<i>Child read and understands simple sentences in stories and information books, using phonic knowledge to decode regular words and read them aloud accurately. They demonstrate understanding when talking with others about what they have read, or what has been read to them.</i>	<i>Child can read phonically regular words of more than one syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.</i>
Writing	<i>Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places.</i>	<i>Gives meaning to marks and uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Continues a rhyming string. Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet. Writes own name. Attempts to write short sentences and other things such as labels, captions in meaningful contexts.</i>	<i>Child uses 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.</i>	<i>Child writes their own labels, captions, messages and simple stories which can be read by themselves and others. Child can spell phonetically regular words of more than one syllable as well as many irregular but high frequency words. They use key features of narrative in their own writing.</i>

### MATHEMATICS

Numbers	<i>Uses some number names and number language Spontaneously in play. Recites numbers in order to 10. Knows that numbers identify how many objects are in a set. Beginning to represent numbers using fingers, marks on paper or pictures. Sometimes matches numeral and quantity correctly. Shows curiosity about numbers by offering comments or asking questions. Compares two groups of objects, saying when they have the same number. Shows an interest in numerals in the environment. Shows an interest in representing numbers.</i>	<i>Recognise some numerals of personal significance. Recognises numerals 1 to 5. Counts actions or objects which cannot be moved. Counts objects to 10, and beginning to count beyond 10. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Estimates how many objects they can see and checks by counting them. Uses the language of 'more' and 'fewer' to compare two sets of objects. Finds one more or one less from a group of up to five objects, then ten objects. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</i>	<i>Child counts aloud reliably with numbers from 1 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</i>	<i>Child estimates a number of objects and check quantities by counting up to 20. They solve practical problems that involve combining groups of 2, 5, 10 or sharing into equal groups. Begins to identify own mathematical problems based on own interests and fascinations.</i>
Shape, space and measures	<i>Shows an interest in shape and space by playing with shapes or making arrangements with objects. Shows interest and awareness of similarities of shapes in the environment. Uses positional language. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Uses shapes appropriately for tasks. Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</i>	<i>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes. Selects a particular named shape. Can describe their relative position such as 'behind' or 'next to'. Orders two or three items by length, weight or capacity. Uses familiar objects and common shapes to create and recreate patterns and build models. Beginning to use everyday language related to money and time. Orders and sequences familiar events.</i>	<i>Child use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities, objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and correctly use mathematical language to describe them.</i>	<i>Child estimate, measure, weigh and compare and order objects and talk about the properties, position and time.</i>

### UNDERSTANDING THE WORLD

People and communities	<i>Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life.</i>	<i>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. Enjoys joining in with family customs and routines.</i>	<i>Child talks about past and present events in their own lives and in those 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 amongst families, communities and traditions.</i>	<i>Child knows the difference between past and present events in their own lives and some reasons why people's lives were different in the past. They know that other children have different dis/likes and that they may be good at different things. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.</i>
The world	<i>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed. Talks about why things happen and how they think things work.</i>	<i>Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment.</i>	<i>Child knows about similarities and differences in relation to places, objects, materials and living things. They can talk about the features of their own immediate environment and how environments might vary from one another. They can make observations of animals and plants and explain why some things occur, and talk about changes including in simple experiments.</i>	<i>Child knows that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in. They know the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts.</i>
Technology	<i>Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</i>	<i>Knows how to operate simple equipment e.g. turns on CD player and uses remote control. Knows that information can be retrieved from computers Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software.</i>	<i>Child recognises that a range of technology is used in places such as home and schools. They select and use technology for particular purposes.</i>	<i>Child finds out about and uses a range of everyday technology. They select appropriate applications that support a need, for example in deciding how best to make a record of a special event.</i>

### EXPRESSIVE ARTS AND DESIGN

Exploring and using media and materials	<i>Enjoys joining in with dancing and ring games. Sings a few familiar songs. Beginning to move rhythmically. Imitates movement in response to music. Taps out simple repeated rhythms. Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Beginning to be interested in and describe the texture of things. Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance.</i>	<i>Begins to build a repertoire of songs and dances. Explores what happens when they mix colours. Experiments with and understands that different media can be combined to create new effects. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently. Selects tools and techniques needed to shape, assemble and join materials they are using.</i>	<i>Child sings songs, makes music and dance, and experiments with ways of changing them. They use and explore a variety of materials, experimenting with colour, design, texture, shape and form.</i>	<i>Child develops their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decisions about how media and materials can be combined and changed. Selects appropriate resources and adapts work where necessary.</i>
Being imaginative	<i>Developing preferences for forms of expression. Uses movement to express feelings. Creates movement in response to music. Sings to self and makes up simple songs. Makes up rhythms. Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. Engages in imaginative role-play based on own first-hand experiences. Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. Uses available resources to create props to support role-play.</i>	<i>Create simple representations of events, people and objects. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Chooses particular colours to use for a purpose. Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative.</i>	<i>Child use what they have learned about media and materials in purposeful and original ways. They represent their own ideas, thoughts and feelings through art and design, music, dance, role play and stories.</i>	<i>Child talks about the ideas and processes which have led them to make music, designs, images or products. They can talk about features of their own and others' work, recognising the differences between them and the strengths of each.</i>