

Early Learning Goal – Listening and Attention

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

- * Read stories with me regularly.
- * Ask me questions about what I'm doing.
 - * Talk to me about my day
- * Play alongside me and talk to me about what I'm doing

Early Learning Goal – Understanding

- Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
 - * Ask me why I'm doing something
 - * Talk to me about my favourite stories.
 - * Ask me how I could solve a problem.
 - * Give me choices when making decisions.

Early Learning Goal – Speaking

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.

- Ask me what's happening whilst I play
- Talk to me about things I've been doing
- Tell me about what you've done, what you're doing and what you are going to do

Early Learning Goal – Self-Confidence And Self-awareness

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.

- Encourage me to 'have a go'
- Give me time to talk about things that interest me
- Give me choices when completing an activity

Early Learning Goal – Moving and Handling

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.

- Fine motor activities with me; pegging washing, squeezing playdough, threading pasta, cotton bud painting, cutting activities, getting dressed with buttons and zips.
- Gross motor activities; throwing and catching balls, painting with water and brushes, climbing.

Early Learning Goal – Managing Feelings and Behaviour

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.

- * Ask me about how I could solve a problem or conflict.
- * Talk to me about expected behavior in different situations.
 - * Allow me to talk about how I'm feeling.

Early Learning Goal – Health and Self Care

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.

- Encourage me to get myself dressed.
- Talk to me about the food I'm eating and why.
- Talk to me about keeping safe when going out somewhere.

Early Learning Goal – Making Relationships

Children play co-operatively, 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.

- Let me have friends over to play with
- Play turn taking games with me

Early Learning Goal – Reading

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.

- * Say words to me using sound talk e.g. put on your h-a-t.
- * Read a range of texts with me and to me regularly.
- * Ask me questions about what I have read.
- * Use word cards to build sentences.

Early Learning Goal – Writing

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.

- * Let me help you write things; shopping lists, cards, signs, labels, letters.
- * Encourage me to use different writing tools.
- * Make a role play shop with me and label different foods.

Early Learning Goal – Numbers

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.

- Point out numbers on the doors as we walk along the street.
- Let me count out plates for dinner.
- Sing number songs with me.
- Let me spend some pennies in the shop.

Early Learning Goal – Shape, Space and Measure

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.

- Go on a shape hunt with me at home and around town
- Talk to me about the position of objects e.g. the bear is under the bed
- Let me order shoes by size

Early Learning Goal – People and Communities

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.

- * Show me old pictures and talk about the people in them.
- * Talk to me about your job and the jobs family members do.

Early Learning Goal – The World

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.

- * Take me outside and talk about what we can see
- * Talk about our home environment and the different materials objects are made of
- * Talk to me about how things change over time e.g. seasons

Early Learning Goal – Technology

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Use technology for a purpose e.g. finding out about an animal

Explore different technology in the home e.g. tv, laptop, iPad

Early Learning Goal – Exploring and Using Media and Materials

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.

- Sing songs with me.
- Encourage me to make models using junk materials.
- Encourage me to paint, draw and colour.

Early Learning Goal – Being Imaginative

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.

- * Create role play situations with me e.g. shop, hairdressers, doctor's surgery
- * Encourage me to sing and dance

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