

PRIME AREAS

# EARLY LEARNING GOALS

**Managing Self**

- Be confident to try new activities and show independence.
- Explain the face of perseverance, 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.

**Building Relationships**

- 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.

**Literacy: Comprehension**

- Demonstrate understanding of what has been read to them by retelling stories 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.

**Literacy: Word Reading**

- Read a sound for each letter in the alphabet consistently with their phonics knowledge by segmenting and blending words consistently with their phonics knowledge, including some words with exception words.

**Literacy: Writing**

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying the sounds in letter or letters;
- Write simple phrases and sentences that can be read by others.

**Maths: Number**

- Have a deep understanding of number 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.

**Maths: Numerical Patterns**

- Verbally count beyond 20 recognising the pattern of the counting system;
- 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.

**Self-regulation**

- 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 when appropriate;
- Give focused attention to what the teacher says, responding appropriately and even an ability to follow instructions involving several actions

SPECIFIC AREAS