



## Contents

[Communication and Language](#)

[Personal, Social and Emotional Development](#)

[Physical development—Nursery](#)

[Physical development—Reception](#)

[Literacy—Word reading](#)

[Literacy—Comprehension](#)

[Literacy—Writing](#)

[Mathematics](#)

[Understanding the world](#)

[Expressive arts and design](#)

Click on the Learning Journey titles to be taken directly to each page

## Communication and Language



ELG Met



I am developing new knowledge and vocabulary to deepen my understanding of some non-fiction

I can engage with non-fiction books

I can listen to rhymes and songs, paying attention to how they sound

I can listen to and talk about some non-fiction

I can learn rhymes, poems and songs

I can use new vocabulary in different contexts



I can make connections using conjunctions in my sentences

I am developing my social phrases for greetings and everyday conversations

I enjoy and engage in story times, listening to and talking about them



I can describe some events in detail

I can use talk to organise my thinking, problem solve and work out why/how things happen

I can retell some familiar stories using repetition and my own words

I can articulate my ideas using thoughtful sentences

I can ask questions to find out more

I am learning how to listen carefully and why listening is important

I can ask questions to check I understand

I can use new vocabulary throughout the day

I am learning new vocabulary



### 3 years OBS CHECKPOINT

I can understand action words, e.g. 'Who's jumping?'

I am using linking words: because, or, and in my sentences

I can answer simple 'why?' questions



I am linking up to 6 words together

I can use future and past tense

I can ask questions about something I am interested in

I can answer simple questions of who, what, when, where

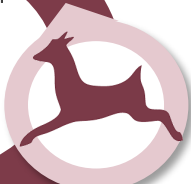
I am linking up to 5 words together

I can use around 300 words including descriptive words, time words and function words

I can follow instructions with 3 key words

I can use pronouns

3 years OBS CHECKPOINT: I can change from one task to another when I am called by name



N



## Personal, Social and Emotional Development



ELG Met



I can travel safely in my local environment.

I am developing understanding the importance of a healthy lifestyle, e.g., sensible amounts of 'screen time'.

I can talk about the importance of brushing teeth.

I am developing and learning pedestrian safety skills.

I am developing understanding that having a good sleeping routine can contribute to good health.

I can understand the importance of regular physical activity.

I am developing problem solving skills by talking about how I can resolve a difficulty.

I am developing ways to understand why it is important to respect the class rules and behave correctly towards others.

I am developing good personal hygiene and understand the importance of handwashing and toileting.



I can identify and moderate my own feelings socially and emotionally.

I can think about the perspectives of others.

I can make healthy choices about food and understand the importance of eating fruits and vegetables.

I can show resilience and perseverance in the face of challenge.

I can show kindness to my peers by listening and supporting others.

I can build constructive and respectful relationships.

I can express my feelings and consider the feelings of others.

I can play games involving sharing and cooperating with friends and other peers.

I can see myself as a valuable individual.

R

I can increasingly follow rules, understanding why they are important.

I am developing appropriate ways of being assertive.

I can talk about my feelings using words like 'happy', 'sad', 'angry', 'worried'.

I can remember rules without needing an adult to remind me.

I can talk with others to solve conflicts.

I can understand gradually how others might be feeling.



I can find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game.

I can show more confidence in social situations.

I am developing my sense of responsibility and membership of a community.

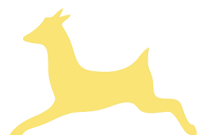
I can play with one or more other children, extending and elaborating play ideas.

I can become more outgoing with unfamiliar people, in the safe context of my school.

**3 years OBS CHECKPOINT:**  
I can select and use activities, with help when needed.



N



## Physical development—Nursery



R



I am more independent when dressing and undressing

I can use a comfortable grip with good control when using pens and pencils

I can work with others to carry large items

I am showing preference for a dominant hand

I can use one-handed tools or equipment (e.g. scissors to make a snip in paper)

I can select the right resource/ tool to carry out something I have thought about or would like to do

I can skip, hop or stand on one leg, maintaining balance for a short time

I am starting to make up my own games for myself or with a group

I can match my physical ability to tasks and activities



I can use large movements to wave, paint or make marks

I am starting to remember sequences and patterns of movement related to music and rhythm

I can make decisions about how to move in my environment

I can climb up steps/ stairs or apparatus using alternate feet

I am developing my movement skills of riding scooters, bikes and trikes

**Observation checkpoint:** I can sit comfortably on chairs

I am developing my ball skills

I am developing my movement skills of balancing

I am exploring different materials and tools



I can take my shoes off and put them on again

I can throw a large ball towards a target

**3 year checkpoint:** I can pedal a tricycle

**3 year checkpoint:** I can climb up and down confidently

**3 year checkpoint:** I can catch a large ball

I am developing my manipulation and control of different objects/ tools



I am learning how to do up and undo a zip

I am learning how to put my coat on by myself

I can pour water/ liquid from one container to another, without spilling it

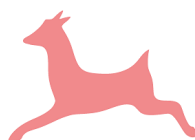
I am learning how to do up and undo a button

I am learning how to use a knife and fork

**Entry Checkpoint:** I can fit myself into spaces such as tunnels, dens and large boxes; I enjoy throwing, kicking and catching balls; I can build independently with a range of resources



N



## Physical development—Reception



ELG Met



I can eat, taking turns, showing good manners to others and being considerate of others

I am developing patience when turn-taking

I am developing a handwriting style that is fast, accurate and efficient

I am developing self-control when lining up or waiting

I can manage transitions smoothly by lining up and queuing at the appropriate times, giving others personal space

I can copy the correct letter formation for the alphabet

I am developing my overall body strength, co-ordination, balance and agility

I am developing confidence and competence when engaged in ball games or activities

I am developing my understanding of games involving teams and rules



I am further developing my ball skills: throwing, catching, kicking, batting, passing, aiming with a variety of ball sizes

I am developing precision and accuracy when engaged in ball games or activities

I am developing my ability to aim at targets in team games

I can confidently and safely use small and large apparatus both indoors and outdoors/ alone and in a group

I can use my core muscles to sit upright on the floor or at a table

I can use scissors to cut along a straight or curved line

I can combine different movements with ease and fluency

I can use cutlery with appropriate grip: knife, fork and spoon

I can use pencils and pens for drawing and writing; I can use paintbrushes for painting



I am developing my body strength, co-ordination, balance and agility in dance

I am developing my body strength, co-ordination, balance and agility in gymnastics

I am developing my body strength, co-ordination, balance and agility in swimming



I can perform movements such as: spin, rock, tilt, fall, slide, bounce

I can be still and quiet for a period of time

I am developing fluency in my movements— climbing higher, running faster, jumping further

I am developing my body strength, co-ordination, balance and agility in sport

I am developing my fine motor skills to use a range of tools competently, confidently and safely

I can balance on, ride on, sit on, push or pull wheeled bikes, carts, prams etc

I can end my movements with balance or by being still

I can perform the following movements: roll, crawl, walk, jump, run, hop, skip, climb



R



## Literacy—Word reading



ELG Met



I can read a short paragraph fluently

I use my knowledge of phonics to decode unfamiliar words

I can read more than one sentence

I can spell words by identifying the sounds

I read some words from memory that cannot be segmented

I can read a simple sentence



I can read individual letters, saying the sound for each

I know that a sentence is finished with a full stop

I can segment all the sounds in a word

I know that a sentence begins with a capital letter.

I can read two words one after the other.

I can blend all the sounds in a word.



I can read or blend a word that has been segmented for me

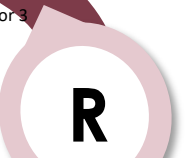
I know that a list is written down the page

I can read some common or repeated words

I know that print can be written big or small

I know that print can have different purposes

I can segment and blend 2 or 3 letter words



I notice print in my environment e.g. signs and logos

I know that we read from left to right

I can read some sounds in my name

I know that print carries meaning

I can spot some letters in a book

I can repeat words or phrases from familiar stories



I like to look at books independently

I can name some pictures in a book

I like to join in with reading, repeating familiar words

I can point to the title in a book

I can point to the words in a book

I enjoy reading books with an adult



N



## Literacy—Comprehension



ELG Met



I can retell a familiar story from start to finish

I can sequence some events in a story correctly

I know some books are story books and others are information books

I know that a book is written by an author

I can answer a 'where' question

I can name the characters in the story



I listen to a story attentively

I can answer simple questions about a book

I can answer a 'what is 'X' doing' question

I can spot two words that rhyme

I can answer a 'who' question

I know that I can find out new information from a book



I can name different parts of a book

I can hold a book the correct way up and like to look at the pictures

I can say the title of a familiar book

I understand that print carries meaning

I can turn the pages in a book from the start

I know that we read from left to right



R

I enjoy sharing books with an adult

I pay attention to or respond to the words/pictures

I can repeat words or phrases from familiar stories

I like to look at books independently

I have a favourite books that I like to seek out

I enjoy listening to stories being read to me



I can say rhymes and sing some songs independently

I can say some of the words in songs and rhymes

I like to join in with singing, copying sounds

I can listen to and recognise familiar songs and rhymes

I can hear and join in with a rhythm

I enjoy listening to songs and rhymes



N



## Literacy—Writing



ELG Met



I am able to write a narrative

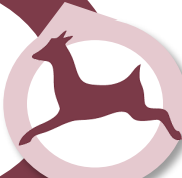
I can write a sentence beginning with a capital letter finishing with a full stop

I can spell words, identifying the sounds

I can recognise and write some tricky words from memory

I can consistently write a simple sentence e.g. 'I can run.'

I can write most of the words in my spoken sentence



I understand that words are written from left to right

I can say the sentence I want to write

I can recognise and write some tricky words

I can write 2 and 3 letter words

I can use my phonic knowledge to write longer words

I can write a label and I am beginning to write a list



I know that we read from left to right

I can form some lower case and capital letters correctly

I can write more than one sound in a word

I can segment some sounds I see printed

I can write most of the letters in my name if not all

I can write the initial sound in a word



I know that print carries meaning

I can write some recognisable letters

I can segment some letter sounds

I can say what I have written

I can write some of the letters in my name

I can say the initial sound in a word



I make marks that stand for my name

I can draw lines

I can draw and mark make using a range of different tools

I can draw curves

I add marks to my drawing

I enjoy drawing freely



N





## Mathematics



ELG Met



I can compare length, weight and capacity

I can continue, copy and create repeating patterns

I can select, rotate and manipulate shapes to develop spatial reasoning skills

I can spot and correct errors in patterns

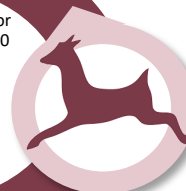
I can investigate how shapes can be combined to make new shapes

I can recall number bonds for numbers 0-5 and some to 10

I can count beyond ten

I understand the 'one more than/ one less than' relationships between consecutive numbers

I can partition a number of things into two groups and recognise that those groups can be recombined to make the same total



I can compare collections and talk about which group has more things

I understand that one number can be made up from two or more smaller numbers

I can make predictions about what outcome will be in stories, rhymes and songs if one is added, or if one is taken away



I know that the number does not change if things are rearranged

I can recognise small quantities without needing to count them all

I can play games which involve counting

I can match a number symbol with a number of things

I can sing counting songs and number rhymes and read stories that involve counting

I can count objects, actions and sounds

R

I can talk about and explore 2D and 3D shapes (circles, rectangles, triangles, cuboids)

I can describe a familiar route, using words like 'in front of' and 'behind'

I can select and combine shapes appropriately: flat surfaces for buildings



I can understand position through words alone- 'The bag is under the table' with no pointing

I can make comparisons between objects relating to size, length, weight and capacity

I can talk about and identify the patterns around me: stripes on clothes

I can compare quantities using language: 'more than', 'fewer than'

I can show the right number of objects to match the numeral up to 5

I can recite numbers past 5

I can solve real world mathematical problems up to 5 and I can use my own symbols and marks

I can say one number for each item in order: 1,2,3,4,5 and show finger numbers up to 5

3 years OBS CHECKPOINT:  
I can recognise up to 3 objects without having to count them



N



## Understanding the World



ELG Met



I explore outside and make comments on what I hear, see and feel

I can talk about the change in seasons and weather

I am aware of what maps are used for and can draw a simple representation of somewhere familiar

I notice how the environment changes

I can name different countries around the world

I am aware of different parts of the world



I can talk positively about my physical features

I can order and/or sequence a familiar event

I can talk about past experiences personal to me



I explore different forces

I can say things that I like about other people

I can talk about other traditions and celebrations outside of my own

I can talk about my own celebrations and traditions

I can talk about the changes I notice with materials.

I notice how materials can change from one state to another

I show an interest in different occupations

I explore how things work with cause and effect

I can talk about what I see around me



I understand the difference between living and not living things

I understand how seeds grow into plants

I am aware of how things grow and change



I can describe how materials feel.

I can say how materials are different

I can name different materials

I notice how materials are similar

I can notice differences between my family and others

I can say how people are different from each other

I use my senses to explore

I can notice similarities between my family and others

I can talk about my family



N



[Back to Contents](#)

## Expressive arts and design



ELG Met



I can explore and engage in music-making and dance, performing solo or in groups

I can sing in a group or on my own, matching the pitch and following the melody

I can watch and talk about performance art

I can develop stories in my pretend play

I can express my feelings about performance art

I can respond to music by expressing my feelings about it



I can explore and use a variety of artistic effects to express my ideas and feelings

I create with others, developing ideas and sharing resources

I can move to music



I can build on my previous learning by refining ideas and how I represent them

I can listen attentively to music

I can talk about respond to music by expressing my feelings about it

I can play instruments with increased control to represent my ideas

I can sing the melodies to different songs

I remember and sing entire songs

I can create my own songs based on melodies I know

I can match someone else's tone when they sing (pitch match)

I can respond to what I've heard, expressing my thoughts and feelings

R

I can create closed shapes with continuous lines

I can represent loud noises or movement in my drawings

I am exploring colour and colour mixing



I can draw a face with a circle and some details

I can show different emotions in my drawings and paintings

I can listen with increased attention to sounds

I can join different materials and explore different textures

I am using different materials, deciding how to use them and what to make

I can use objects to represent something else in my play

I am developing my own ideas about which materials to use to express my ideas

My imaginary play can be quite complex with the stories I make up when I am playing

3 years OBS CHECKPOINT: I can take part in pretend play



N

