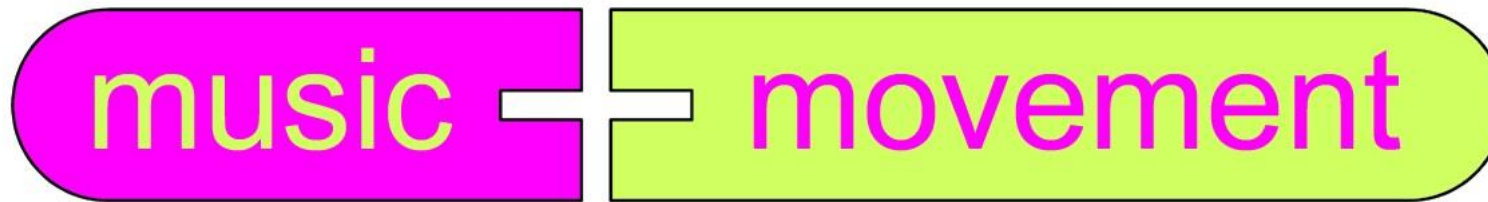


d a n c e - d r a m a - m u s i c

Name:	D.O.B.	Academic Year:
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Personal, Social and Emotional Development

ELGs	Making Relationships (MR)	Emerging	Expected	Exceeding	Self –confidence and self-awareness (SC SA)	Emerging	Expected	Exceeding	Managing feelings and behaviour (MFB)	Emerging	Expected	Exceeding
		<p>1. Children play co-operatively, taking turns with others.</p> <p>2. They take account of one another’s ideas about how to organise their activity.</p> <p>3. They show sensitivity to others’ needs and feelings.</p> <p>4. They form positive relationships with adults and other children</p>				<p>1. Children are confident to try new activities.</p> <p>2. They can say why they like some activities more than others.</p> <p>3. They are confident to speak in a familiar group.</p> <p>4. They will talk about their ideas.</p> <p>5. They will choose the resources they need for their chosen activities.</p> <p>6. They say when they do or don’t need help.</p>				<p>1. Children talk about how they and others show feelings.</p> <p>2. Children talk about their own and others’ behaviour and its consequences and know that some behaviour is unacceptable.</p> <p>3. They work as part of a group or class and understand and follow the rules.</p> <p>4. They adjust their behaviour to different situations.</p> <p>5. They take changes of routine in their stride.</p>		



dance - drama - music

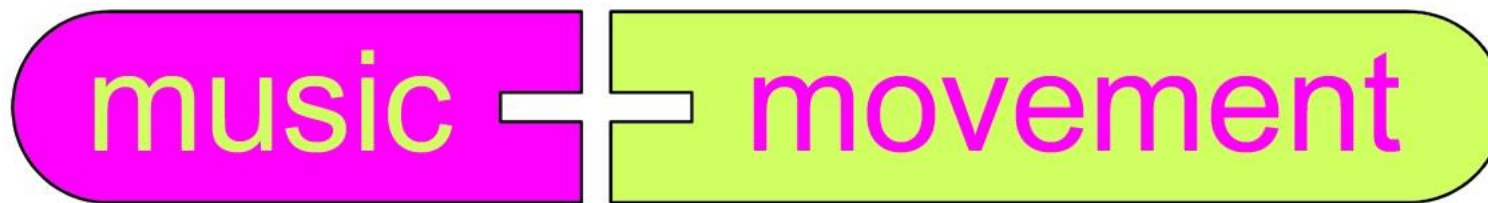
Communication and Language												
ELGs	Listening and attention (LA)	Emerging	Expected	Exceeding	Understanding (U)	Emerging	Expected	Exceeding	Speaking (S)	Emerging	Expected	Exceeding
	<p>1. Children listen attentively in a range of situations.</p> <p>2. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>3. They give their attention to what others say and respond appropriately, while engaged in another activity.</p>				<p>1. Children follow instructions involving several ideas or actions.</p> <p>2. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>				<p>1. Children express themselves effectively, showing awareness of listeners' needs.</p> <p>2. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>3. They develop their own narratives and explanations by connecting ideas or events.</p>			

music — movement

dance - drama - music

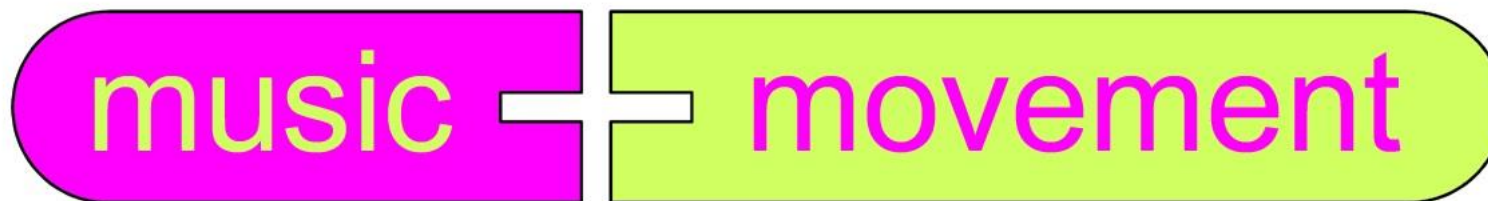
Physical Development								
ELGs	Moving and handling (MH)	Emerging	Expected	Exceeding	Health and self-care (HSc)	Emerging	Expected	Exceeding
		<p>1. Children show good control and co-ordination in large and small movements.</p> <p>2. Children move confidently in a range of ways, safely negotiating space.</p> <p>3. They handle equipment and tools effectively, including pencils for writing.</p>				<p>1. Children know the importance for good health of physical exercise, and a healthy diet and talk about ways to keep healthy and safe.</p> <p>2. They manage their own basic hygiene and person needs successfully, including dressing and going to the toilet independently.</p>		

Literacy								
ELGs	Reading (R)	Emerging	Expected	Exceeding	Writing (W)	Emerging	Expected	Exceeding
		<p>1. Children read and understand simple sentences.</p> <p>2. They use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>3. They read some common irregular words.</p> <p>4. They demonstrate understanding when talking with others about what they have read.</p>				<p>1. Children use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>2. They also write some irregular common words.</p> <p>3. They write simple sentences which can be read by themselves and others.</p> <p>4. Some words are spelt correctly and others are phonetically plausible.</p>		



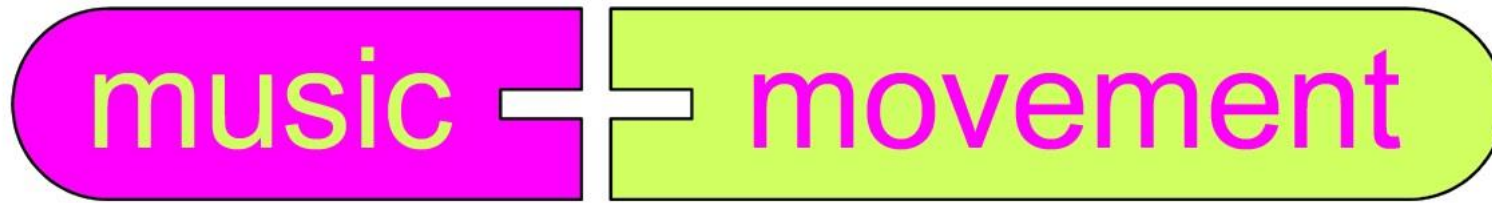
dance - drama - music

Mathematics								
ELGs	Numbers (N)	Emerging	Expected	Exceeding	Shape, space and measure (SMM)	Emerging	Expected	Exceeding
		<p>1. Children count reliably with numbers from 1 to 20.</p> <p>2. They place them in order.</p> <p>3. They say which number is one more or one less than a given number.</p> <p>4. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</p> <p>5. They solve problems, including doubling, halving and sharing.</p>					<p>1. Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p> <p>2. They recognise, create and describe patterns.</p> <p>3. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>	



d a n c e - d r a m a - m u s i c

Understanding the World												
ELGs	People and communities (PC)	Emerging	Expected	Exceeding	The world (W)	Emerging	Expected	Exceeding	Technology (T)	Emerging	Expected	Exceeding
		<p>1. Children talk about past and present events in their own lives and in the lives of family members.</p> <p>2. They know that other children don't always enjoy the same things, and are sensitive to this.</p> <p>3. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>					<p>1. Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p>2. They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>3. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>					<p>1. Children recognise that a range of technology is used in places such as homes and schools.</p> <p>2. They select and use technology for particular purposes.</p>



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Expressive arts and design								
ELGs	Exploring and using media and materials (EMM)	Emerging	Expected	Exceeding	Being imaginative (I)	Emerging	Expected	Exceeding
						<p>1. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>2. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>		

All objectives highlighted in red are met using our music + movement EYFS syllabus