



Birth to Five Prime Area Links to Plan, Do, Review



Including the process of Plan-Do-Review in a systematic way, into the daily routine provides children with the much-needed time and space to develop the characteristics of effective learning as well as access a broad range of learning opportunities.

Children's plans vary; the possible variety and detail of these potentially wide-ranging plans cannot be covered within the scope of this document. The document only covers possible learning outcomes that result from the general types of plans often made by children, and the opportunities that can arise from the types of strategies employed by adults in the planning and review aspects of the PDR cycle.

The process of PDR will inevitably build and deepen children's learning, some of the knowledge and skills acquired can be recognised within some of the prime area ELG's, and can therefore also support an evidence base, recorded or otherwise, when assessing against the Early Learning Goals at the end of the reception year.

<u>Prime Areas</u>			
<u>Personal, Social and Emotional Development</u>			
<u>Making Relationships</u>			
Range 4	Range 5	Range 6	ELG
- Builds relationships with special people - explore new situations with support and encouragement from another familiar adult. - Shows some understanding that other people have perspectives, ideas and needs that are different to theirs. - Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety. - Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest.	- Seeks out companionship with adults and other children, sharing experiences and play ideas. - Uses their experiences of adult behaviours to guide their social relationships and interactions. - Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions. - Practice skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers. - Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play.	- Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others. - Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking. - Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours. - Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and	Statutory ELG: 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. Statutory ELG: Managing Self Explain the reasons for rules, know right from wrong and try to behave accordingly.

		finding a compromise; sometimes by themselves, sometimes with support. - Is proactive in seeking adult support and able to articulate their wants and needs.	
<u>Sense of Self</u>			
- Knows their own name, their preferences and interests and is becoming aware of their unique abilities. - Is developing an understanding of and interest in differences of gender, ethnicity, and ability. - Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions. - Experiments with their own and other people's views of who they are through their play, through trying out different behaviours, and the way they talk about themselves.	- Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers. - Is sensitive to others' messages of appreciation or criticism. - Enjoys a sense of belonging through being involved in daily tasks. - Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others. - Shows their confidence self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being abler to express their needs and ask adults for help.	- Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group. - Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms. - Has a clear idea about what they want to do in their play and how they want to go about it. - Shows confidence in choosing resources and perseverance in carrying out a chosen activity.	Statutory ELG: Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
<u>Understanding Emotions</u>			
- Express the self-aware emotions of pride and embarrassment as well as a wide range of other feelings. - Responds to the feelings of others, showing concern and offering comfort. - Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows.	- Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt. - Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants. - Is more able to recognise the impact of their choices and behaviours/ actions on others and knows that some actions and words can hurt others' feelings.	- Understands their own and other people's feelings, offering empathy and comfort. - Talks about their own and others' feelings and behaviour and its consequences. - Is more able to manage their feelings and tolerate situations in which their wishes cannot be met	Statutory ELG: Self -Regulation - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Statutory ELG: Managing Self - Explain the reasons for rules, know right from wrong and try to behave Accordingly.

	- Understands that expectations vary depending on different events, social situations, and changes in routine, and become more able to adapt their behaviour in favourable conditions.	- Is aware of behavioural expectations and sensitive to ideas of justice and fairness. - Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise.	
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Communication and Language

Listening and Attention

Range 4	Range 5	Range 6	ELG
- Shows interest in play with sounds, songs and rhymes. - Single channelled attention; can shift to a different task if attention fully obtained.	- Listens to others in one-to-one or small groups, when conversation interests them. - Listens to familiar stories (<i>review narratives</i>) with increasing attention and recall. - Focusing attention – can still listen or do, but can change their own focus of attention. - Is able to follow directions (if not intently focused).	- Shows variability in listening behaviour. - May indicate two-channelled attention.	Statutory ELG: Listening, Attention and Understanding - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Statutory ELG: Self-Regulation Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Understanding

- Identifies action words by following simple instructions. - Beginning to understand more complex sentences. - Understands who, what, where in simple questions. - Developing understanding of simple concepts. -	- Understands use of objects. - Shows understanding of prepositions. - Responds to instructions with more elements. - Beginning to understand <i>why</i> and <i>how</i> questions. -	- Understands a range of complex sentence structures including negatives, plurals and tense markers. - Beginning to understand humour. - Able to follow a story without pictures or props. - Listens and responds to ideas expressed by others in conversation or discussion. - Understands questions such as <i>who</i>; <i>why</i>; <i>when</i>; <i>where</i> and <i>how</i> -	Statutory ELG: Listening, Attention and Understanding - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Statutory ELG: Comprehension (Literacy) Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play
Speaking			
- Uses language to share feelings, experiences, and thoughts. - Holds a conversation, jumping from topic to topic. - Learns new words very rapidly and is able to use them in communicating. - Uses a variety of questions. - Uses longer sentences. - Beginning to use word endings. -	- Beginning to use more complex sentences to link thoughts - Able to use language in recalling past experiences. - Can re-tell a simple past event in correct order. - Uses talk to explain what is happening and anticipate what might happen next. - Questions why things happen and gives explanations. - Beginning to use a range of tenses. - Uses intonation, rhythm and phrasing to make the meaning clear to others. - Talks more extensively about things that are of particular importance to them. - Builds up vocabulary that reflects the breadth of their experiences. - Uses talk in pretending that objects stand for something else in play. -	- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. - Uses language to imagine and recreate roles and experiences in play situations. - Links statements and sticks to a main theme or intention. - Uses talk to organise, sequence, and clarify thinking, ideas, feelings, and events. - Introduces a storyline or narrative into their play -	Statutory ELG: Listening, Attention and Understanding - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Statutory ELG: Comprehension (Literacy) - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and

			making use of conjunctions, with modelling and support from their teacher
<u>Physical Development</u> <u>Moving and Handling</u>			
Range 4	Range 5	Range 6	ELG
• Runs safely on whole foot. • Moves in response to music, or rhythms played on instruments such as drums or shakers. • Begins to walk, run and climb on different levels and surfaces. • Begins to understand and choose different ways of moving. • Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it. • Climbs up and down stairs by placing both feet on each step while holding a handrail for support. • Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride. • May be beginning to show preference for dominant hand and/or leg/foot • Turns pages in a book, sometimes several at once • Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools. • Holds mark-making tools with thumb and all fingers	• Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise. • Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles. • Can grasp and release with two hands to throw and catch a large ball, beanbag or an object. • Create lines and circle pivoting from the shoulder and elbow. • Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons.	• Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk. • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Travels with confidence and skill around, under, over and through balancing and climbing equipment. • Shows increasing control over an object in pushing, patting, throwing, catch or kicking it. • Uses simple tools to effect change to materials. • Handles tools, objects, construction, and malleable materials safely and with increasing control and intention. • Shows a preference for a dominant hand. • Begins to use anticlockwise movement and retrace vertical lines. • Begins to form recognisable letters independently.	Statutory ELG: Gross Motor Skills - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Statutory ELG: Fine Motor Skills - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing.

		Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.	
Health and Self-Care			
Range 4	Range 5	Range 6	ELG
• Develops some independence in self-care and shows an awareness of routines such as handwashing or teeth cleaning but still often needs adult support. • Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots. • Begins to recognise danger and seeks the support and comfort of significant adults. • Can increasingly express their thoughts and emotions through words as well as continuing to use facial expressions.	• Can tell adults when hungry, full up or tired or when they want to rest, sleep or play. • Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely. • Can wash and can dry hands effectively and understands why this is important. • Can mirror the playful actions or movements of another adult or child. • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. • Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.	• Can initiate and describe playful actions or movements for other children to mirror and follow. • Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health. • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others. • Shows understanding of how to transport and store equipment safely. • Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience.	Statutory ELG: Managing Self Manage their own basic hygiene and personal needs, including, dressing, going to the toilet and understanding the importance of healthy food choices.