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| Understanding the World |
| People & Communities | The World | Technology |
| Shows interest in the lives of people who are familiar to them. | Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. | Knows how to operate simple equipment e.g. turns on a CD player and uses remote control. |
| Remembers and talks about significant events in their own experience. | things they have observed such as plants, animals, natural and found objects. | Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. |
| Recognises and describes special times or events for family and friends. | Talk about why things happen and how things work. | Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. |
| Shows interest in different occupations and ways of life. | Developing an understanding of growth, decay and changes over time. | Knows that information can be retrieved from computers. |
| Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. | Shows care and concern for living things and the environment. |  |

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| Personal, Social, Emotional Development |
| Self-Confidence & Self-Awareness | Managing Feelings & Behaviour | Making Relationships |
| Can select and use activities and resources with help. | Aware of own feelings, and knows that some actions and words can hurt others feelings | Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. |
| Welcomes and values praise for what they have done. | Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. | Initiates play, offering cues to peers to join them. |
| Enjoys responsibility of carrying out small tasks. | Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. | Keeps play going by responding to what others are saying or doing. |
| Is more outgoing towards unfamiliar people and more confident in new social situations. | Can usually adapt behaviour to different events, social situations and changes in routine. | Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. |
| Confident to talk to other children when playing, and will communicate freely about own home and community. |  |  |
| Shows confidence in asking adults for help. |  |  |

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| Communication & Language |
| Listening & Attention | Understanding | Speaking  |
| Listen to others one to one or in small groups, when conversation interests them. | Understands use of objects (e.g. “What do we use to cut things?”) | Beginning to use more complex sentences to link thoughts (e.g. using ‘and’, ‘because’). |
| Listen to stories with increasing attention and recall. | Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture. | Can retell a simple past event in correct order (e.g. went downslide, hurt finger). |
| Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. | Responds to simple instruction, e.g. to get or put away an object. | Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. |
| Focusing attention – still listen or do, but can shift own attention. | Beginning to understand ‘why’ and ‘how’ questions. | Questions why things happen and gives explanations. Asks e.g. who, what, when and how. |
| Is able to follow directions (if not intently focused on own choice of activity). |  | Uses a range of tenses (e.g. play, playing, will play and played). |
|  |  | Uses intonation, rhythm and phrasing to make meaning clear to others. |
|  |  | Uses vocabulary focused on objects and people 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, e.g. ‘This box is my castle’. |

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| Physical Development |
| Moving & Handling | Health & Self-Care |
| Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. | Can tell adults when hungry or tired or when they want to rest or play. |
| Mount stairs, steps or climbing equipment using alternate feet.Walks downstairs, two feet to each step while carrying a small object. | Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. |
| Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. | 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 stand momentarily on one foot when shown. | Understands that equipment and tools have to be used safely. |
| Can catch a large ball. | Can usually manage washing and drying hands. |
| Draws lines and circles using gross motor movements. | Observes the effects of activity on their bodies. |
| Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. |  |
| Holds pencil between thumb and two fingers, no longer using whole-hand grasp. |  |
| Holds pencil near point between first two fingers and thumb and uses it with good control. |   |
| Can copy some letters, e.g. letters from their name. |  |

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| Literacy |
| Reading | Writing |
| Enjoys rhyming and rhythmic activities. | Sometimes gives meaning to marks as they draw and paint. |
| Shows awareness of rhyme and alliteration. | Ascribes meanings to marks that they see in different places. |
| Recognises rhythm in spoken words. |  |
| Listens to and joins in with stories and poems, one-to-one and also in small groups. |  |
| Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. |  |
| Beginning to be aware of the way stories are structured. |  |
| Suggests how the story might end. |  |
| Listens to stories with increasing attention and recall. |  |
| Describes main story settings, events and principal characters. |  |
| Shows interest in illustrations and print in books and print in the environment. |  |
| Recognises familiar words and signs such as own name and advertising logos. |  |
| Looks at books independently. |  |
| Handles books carefully. |  |
| Knows information can be relayed in the form of print. |  |
| Holds books the correct way up and turns pages. |  |
| Knows that print carries meaning and, in English, is read from left to right and top to bottom. |  |

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| Mathematics |
| Number | Shape, Space & Measure |
| Uses some number names and number language spontaneously. | Show an interest in shape and space by playing with shapes or making arrangements with objects. |
| Uses some number names accurately in play. | Show awareness of similarities of shapes in the environment. |
| Recites numbers in order to 10. | Use positional language. |
| Knows that numbers identify how many objects are in a set. | Show interest in shape by sustained construction activity or by talking about shapes or arrangements. |
| Beginning to represent numbers using fingers, marks on paper or pictures. | Shows interest in shapes in the environment. |
| Sometimes match numeral and quantity correctly. | Use shapes appropriately for tasks. |
| Shows curiosity about numbers by offering comments or asking questions. | Beginning to talk about the shapes of everyday objects, e.g. ‘round’ and ‘tall’. |
| Compare two groups of objects, saying when they have the same number. |  |
| Show an interest in number problems. |  |
| Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. |  |
| Shows an interest in numerals in the environment. |  |
| Shows an interest in representing numbers. |  |
| Realises not only objects, but anything can be counted, including steps, claps or jumps. |  |

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| Expressive Art & Design |
| Exploring & Using Media & Materials | Being Imaginative |
| Enjoys joining in with dancing and ring games. | Developing preferences for forms of expression. |
| Sings a few familiar songs. | Uses movement to express feelings. |
| Beginning to move rhythmically. | Creates movement in response to music. |
| Imitates movement in response to music. | Sings to self and makes up simple songs. |
| Taps out simple repeated rhythms. | Makes up rhythms. |
| Explores and learns how sounds can be changed. | Notices what adults to, imitating what is observed and then doing it spontaneously when the adult is not there. |
| Explores colour and how colours can be changed. | Engages in imaginative role-play based on own first-hand experiences. |
| Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. | Builds stories around toys, e.g. farm animals needing rescue from an armchair ‘cliff’. |
| Beginning to be interested in and describe the texture of things. | Uses available resources to create props to support role-play. |
| Uses various construction materials. | Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. |
| Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. |  |
| Joins construction pieces together to build and balance. |  |
| Realises tools can be used for a purpose. |  |