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| Literacy |
| Reading | Writing |
| Continues a rhyming string. | Gives meaning to marks they make as they draw, write and paint. |
| Hears and says the initial sound in words. | Begins to break the flow of speech into words. |
| Can segment the sounds in simple words and blend them together and knows which letters represent some of them. | Continues a rhyming string. |
| Links sounds to letters, naming and sounding the letters of the alphabet. | Hears and says the initial sound in words. |
| Begins to read words and simple sentences. | Can segment the sounds in simple words and blend them together. |
| Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. | Links sounds to letters, naming and sounding the letters of the alphabet. |
| Enjoys an increasing range of books. | Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. |
| Knows that information can be retrieved from books and computers. | Writes own name and other things such as labels, captions. |
|  | Attempts to write short sentences in meaningful contexts. |

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| Mathematics |
| Number | Shape, Space & Measure |
| Recognises some numerals of personal significance. | Beginning to use mathematical names for solid 3D shapes and flat 2D shapes, and mathematical terms to describe shapes. |
| Recognises numerals 1 to 5. | Selects a particular named shape. |
| Counts up to three or four objects by saying one number name for each item. | Can describe their relative position such as behind or next to. |
| Counts actions or objects which cannot be moved. | Orders two or three items by length or height. |
| Counts objects to 10, and beginning to count beyond 10. | Orders tow items by weight or capacity. |
| Counts out up to six objects from a larger group. | Uses familiar objects and common shapes to create and recreate patterns and build models. |
| Selects the correct numeral to represent 1 to 5 then 1 to 10 objects. | Uses everyday language related to time. |
| Counts an irregular arrangement of up to 10 objects. | Beginning to use everyday language related to money. |
| Estimates how many objects they can see and checks by counting them. | Orders and sequences familiar events. |
| Uses the language of ‘more’ and ‘fewer’ to compare two sets of objects. | Measure short periods of time in simple ways. |
| Finds the total number of items in two groups by counting all of them. |  |
| Says the number that is one more than a given number. |  |
| Finds one more or one less from a group of up to five objects, then ten objects. |  |
| In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. |  |
| Records, using marks that they can interpret and explain. |  |
| Begins to identify own mathematical problems based on own interests and fascinations. |  |

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| Physical Development |
| Moving & Handling | Health & Self-Care |
| Experiments with different ways of moving. | Eats a healthy range of foodstuffs and understands need for variety in food. |
| Jumps off an object and lands appropriately. | Usually dry and clean during the day. |
| Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. | Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. |
| Travels with confidence and skill around, under, over and through balancing and climbing equipment. | Shows understanding of the need for safety when tackling new challenges and considers and manages some risks. |
| Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. | Shows understanding of how to transport and store equipment safely. |
| Uses simple tools to effect changes to materials. | Practices some appropriate safety measures without direct supervision. |
| Handles tools, objects, construction and malleable materials safely and with increasing control. |  |
| Shows a preference for a dominant hand. |  |
| Begins to use anticlockwise movement and retrace vertical lines. |  |
| Begins to form recognisable letters. |  |
| Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. |  |

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| Communication & Language |
| Listening & Attention | Understanding | Speaking  |
| Maintains attention, concentrates and sits quietly during appropriate activity. | Responds to instructions involving a two-part sequence. | Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. |
| Two-channelled attention, can listen and do for short span. | Understands humour, e.g. nonsense rhymes, jokes. | Uses language to imagine and recreate roles and experiences in play situations. |
|  | Able to follow a story without pictures or props. | Links statements and sticks to a main theme or intention. |
|  | Listens and responds to ideas expressed by others in conversation and discussion. | Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. |
|  |  | Introduces a storyline or narrative into their play. |

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| Personal, Social, Emotional Development |
| Self-Confidence & Self-Awareness | Managing Feelings & Behaviour | Making Relationships |
| Confident to speak to others about own needs, wants, interests and opinions. | Understands that own actions affect other people, e.g. becomes upset or tries to comfort another child when they realise they have upset them. | Initiates conversations, attends to and takes account of what others say. |
| Can describe self in positive terms and talk about abilities. | Aware of the boundaries set and of behavioural expectations in the setting. | Explains own knowledge and understanding, and asks appropriate questions of others. |
|  | Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. | Takes steps to resolve conflicts with other children, e.g. finding a compromise. |

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| Expressive Art & Design |
| Exploring & Using Media & Materials | Being Imaginative |
| Begins to build a repertoire of songs and dances. | Create simple representations of events, people and objects. |
| Explores the different sounds of instruments. | Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. |
| Explores what happens when they mix colours. | Chooses particular colours to use for a purpose. |
| Experiments to create different textures. | Introduces a storyline or narrative into their play. |
| Understands that different media can be combined to create new effects. | Plays alongside other children who are engaged in the same theme. |
| Manipulates materials to achieve a planned effect. | Plays cooperatively as part of a group to develop and act out a narrative. |
| Constructs with a purpose in mind, using a variety of resources. |  |
| Uses simple tools and techniques competently and appropriately. |  |
| Selects appropriate resources and adapts work where necessary. |  |
| Selects tools and techniques needed to shape, assemble and join materials they are using. |  |

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| Understanding the World |
| People & Communities | The World | Technology |
| Enjoys joining in with family customs and routines. | Looks closely at similarities, difference, patterns and change. | Completes a simple program on a computer. |
|  |  | Uses ICT hardware to interact with age-appropriate computer software. |