

	<p>Listens with interest to the noises adults make when they read stories Shows interest in play with sounds, songs and Rhymes Single channelled attention; can shift to a different task if attention fully obtained – using child’s name helps focus Identifies action words by following simple instructions,</p> <p>SPEAKING Uses language to share feelings, experiences and Thoughts Continues to make some errors in language (e.g. runned) and will absorb and use language they hear around them in their community and culture Holds a conversation, jumping from topic to topic Learns new words very rapidly</p>	<p>Understands who, what where in simple questions</p> <p>Developing understanding of simple concepts (e.g. fast/slow, good/bad)</p> <p>Understands use of objects (e.g. Which one do we cut with?)</p> <p>SPEAKING Can retell a simple past event in correct order (e.g. went down slide, hurt finger)</p> <p>Uses a variety of questions (e.g. what, where, who)</p> <p>Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle</p>	<p>Beginning to understand more complex sentences, e.g. Put your toys away and then sit on the carpet</p> <p>Listens to others in one-to-one or small groups, when conversation interests them</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</p> <p>Is able to follow directions (if not intently focused)</p> <p>SPEAKING Able to use language in recalling past</p>	<p>Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box</p> <p>Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture</p> <p>SPEAKING Uses talk to explain what is happening and anticipate what might happen next</p> <p>Uses language to imagine and recreate roles and experiences in play situations</p>	<p>Listens to familiar stories with increasing attention and recall</p> <p>Focusing attention – can still listen or do, but can change their own focus of attention</p> <p>Beginning to understand why and how questions</p> <p>SPEAKING Beginning to use a range of tenses (e.g. play, playing, will play, played)</p>	<p>Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity</p> <p>Beginning to understand humour, e.g. nonsense rhymes, jokes</p> <p>SPEAKING Beginning to use more complex sentences to link thoughts (e.g. using and, because)</p>
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			<p>experiences</p> <p>Builds up vocabulary that reflects the breadth of their experiences</p>			
<p>Personal, Social and Emotional</p>	<p>Understanding rules and expectations</p> <p>Seeks comfort from familiar adults when needed and distracts themselves with a comfort object</p> <p>Develops some independence in self care and shows an awareness of routines such as handwashing or teeth cleaning but still often needs adult support</p> <p>Develops increasing</p>	<p>Understanding rules and expectations</p> <p>Is gradually learning that actions have consequences but not always the consequences the child hopes for</p> <p>Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots</p> <p>Begins to recognise danger</p>	<p>Is more able to recognise the impact of their her choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings</p> <p>Shows their confidence and self esteem through being outgoing towards people, taking risks and trying new things or new</p>	<p>Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants</p> <p>Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely</p> <p>Is aware of being evaluated by others and begin to develop ideas about themselves according to the</p>	<ul style="list-style-type: none"> • Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions <p>Has a clear idea about what they want to do in their play and how they want to go about it</p> <p>Shows empathy and concern for people who are special to them</p>	<p>.Understands their own and other people's feelings, offering empathy and comfort</p> <p>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</p> <p>Shows increasing consideration of other people's needs and gradually more</p>

	<p>understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet</p>	<p>and seeks the support and comfort of significant adults</p> <p>Expresses a wide range of feelings in their interactions with others and through their behaviour and play,</p> <p>Seeks out companionship with adults and other children, sharing experiences and play ideas</p>	<p>social situations and being able to express their needs and ask adults for help</p> <p>Can name and identify different parts of the body</p> <p>Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play</p>	<p>messages they hear from others</p> <p>Usually dry and clean during the day</p> <p>Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest</p>	<p>by partially matching others' feelings with their own, e.g. may offer a child a toy they know they like</p> <p>Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest</p>	<p>impulse control in favourable conditions, e.g. giving up a toy to another who wants it</p> <p>Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it</p>
<p>Gross Motor</p>	<p>Sits comfortably on a chair with both feet on the ground</p> <p>Runs safely on whole foot</p> <p>Moves in response to music, or rhythms played on instruments</p>	<p>Climbs up and down stairs by placing both feet on each step while holding a handrail for support</p> <p>Uses wheeled toys with increasing skill</p>	<p>Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise</p> <p>Jumps up into the air with</p>	<p>Can balance on one foot or in a squat momentarily, shifting body weight to improve Stability</p> <p>Can grasp and release with two hands to throw</p>	<p>Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such</p>	<p>Continues to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such</p>

	<p>such as drums or shakers</p> <p>Begins to walk, run and climb on different levels and surfaces</p>	<p>such as pedalling, balancing, holding handlebars and sitting astride</p>	<p>both feet leaving the floor and can jump forward a small distance</p> <p>Begins to understand and choose different ways of moving</p> <p>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</p>	<p>and catch a large ball, beanbag or an object</p> <p>May be beginning to show preference for dominant hand and/or leg/foot fingers</p>	<p>as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping</p>	<p>as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping</p>
Fine Motor	<p>Turns pages in a book, sometimes several at once</p> <p>Shows increasing control in holding, using and manipulating a range of tools</p>	<p>Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons</p>	<p>Holds mark-making tools with thumb and all fingers</p>	<p>May be beginning to show preference for dominant hand and/or leg/foot Fingers</p>	<p>Begins to use anticlockwise movement and retrace vertical lines</p> <p>Begins to form familiar recognisable letters from their name</p>	<p>Choose a dominant hand to hold a tool Anticlockwise movements and vertical retracing Recognisable letters in their name Start to use a knife and fork.</p>

	and objects such as tambourines, jugs, hammers, and mark making tools					
Literacy - Reading	<p>Comprehension</p> <p>Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes</p> <p>Word reading</p> <p>Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps</p> <p>Shows interest</p>	<p>Comprehension</p> <p>. Has some favourite stories, rhymes, songs, poems or jingles</p> <p>Repeats and uses actions, words or phrases from familiar stories</p> <p>Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a</p> <p>Word reading</p> <p>Looks at and enjoys print and digital books Independently</p> <p>Handles books and touch screen</p>	<p>Comprehension</p> <p>Listens to and joins in with stories and poems, when reading one-to-one and in small groups</p> <p>Word reading</p> <p>Looks at and enjoys print and digital books Independently</p> <p>Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps</p>	<p>Comprehension</p> <p>Begins to be aware of the way stories are structured, and to tell own stories</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</p> <p>Word reading</p> <p>Recognises familiar words and signs such as own name, advertising logos and screen icons</p>	<p>Comprehension</p> <p>Talks about events and principal characters in stories and suggests how the story might end</p> <p>Word reading</p> <p>Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print)</p>	<p>Comprehension</p> <p>Enjoys an increasing range of print and digital books, both fiction and non-fiction</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading</p> <p>Word reading</p> <p>Begins to have phonological and phonemic awareness. Knows that print carries meaning and read left to write in English. Awareness of rhyme, alliteration, rhythm, syllables I words. Begins to say initial</p>

	in illustrations and words in print and digital books and words in the environment	technology carefully and the correct way up with growing competence				sounds in words. Orally blend and segment.
Literacy - Writing	<p>Distinguishes between the different marks they make</p> <p>Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.</p>	<p>Makes up stories, play scenarios, and drawings in response to experiences, such as outings</p> <p>Sometimes gives meaning to their drawings and Paintings</p>	<p>Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves</p> <p>Includes mark making and early writing in their play</p>	<p>Begins to make letter-type shapes to represent the initial sound of their name and other familiar words</p> <p>Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right</p>	<p>.Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes</p>	<p>Attempts to write their name.</p> <p>Gives meaning to marks they make. Pretends to wrte words using letter like shapes; circles / lines / zig-ziaqs.</p> <p>Starting to record the initial sounds in words.</p>
Literacy - Phonics	PHASE 1 - Listening games	PHASE 1 - Listening games	PHASE 1 - Listening games	PHASE 1 - Listening games	PHASE 1 - Listening games	PHASE 1 - Listening games
Maths	Beginning to compare and recognise changes in numbers of	Joins in and anticipates repeated sound and action	Compares two small groups of up to five objects, saying when there are	Uses some number names and number	May enjoy counting verbally as far as they can go	Subatising up to 5 Estimating WPM up to 3 and 4 Number bonds 3 and 4

	<p>things, using words like more, lots or 'same'</p> <p>In everyday situations, takes or gives two or three objects from a group</p> <p>Beginning to count on their fingers. Is interested in what happens next using the pattern of everyday routines</p> <p>Begins to say numbers in order, some of which are in the right order</p>	<p>Beginning to recognise that each counting number is one more than the one before</p> <p>Remembers and talks about significant events in their own experience</p>	<p>the same number of objects in each group, e.g. You've got two, I've got two. Same!</p> <p>Begins to recognise and describes special times or events for family or friends</p>	<p>language within play, and may show fascination with large numbers</p> <p>Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers</p>	<p>Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle)</p> <p>Begins to talk about past and present events in their own life and in the lives of family members</p>	<p>Verbally counting up and down numbers 0-20</p> <p>1:1 counting (number conservation – remembering how many they have counted)</p> <p>Recognising 2d/3d shapes</p> <p>Repeating pattern / rotating and manipulating shapes / tessellating / turning and flipping shapes</p>
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<p>Understanding the World</p>	<p>In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird</p> <p>Has a sense of own immediate family and relations and pets</p> <p>Notices detailed features of objects in their environment</p> <p>Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake</p>	<p>Remembers and talks about significant events in their own Experience</p> <p>Shows interest in the lives of people who are familiar to them</p> <p>Beginning to have their own friends</p> <p>Learns that they have similarities and differences that connect them to, and distinguish them from, others</p> <p>Shows care and concern for living things and the environment</p> <p>Can talk about some of the things they have observed such as plants,</p>	<p>Begins to recognises and describes special times or events for family or friends</p> <p>Shows interest in different occupations and ways of life indoors and outdoors</p> <p>Talks about why things happen and how things work</p>	<p>Recognises and describes special times or events for family or friends</p> <p>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</p> <p>Begin to understand the effect their behaviour can have on the environment</p>	<p>Begins to talks about past and present events in their own life and in the lives of family members</p> <p>Enjoys joining in with family customs and routines</p> <p>Developing an understanding of growth, decay and changes over time</p>	<p>Families and customs: Knowing the similarities and differences between us</p> <p>Knows that other children do not always enjoy the same things, and is sensitive to this</p>
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	Harvest festival	animals, natural and found objects				
Expressive Arts and Design	<p>Joins in singing songs</p> <p>Creates sounds by rubbing, shaking, tapping, striking or blowing</p> <p>Shows an interest in the way sound makers and instruments</p> <p>Enjoys and responds to playing with colour in a variety of ways,</p>	<p>Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns</p> <p>Enjoys joining in with moving, dancing and ring games</p> <p>Sings to self and makes up simple songs</p> <p>Notices what other children and adults do, mirroring what is observed, adding</p>	<p>Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces</p> <p>Uses tools for a purpose</p> <p>Engages in imaginative play based on own ideas or first-hand or</p>	<p>Explores and learns how sounds and movements can be changed</p> <p>Experiments and creates movement in response to music, stories and ideas</p>	<p>Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience</p> <p>Creates rhythmic sounds and movements</p> <p>Uses available resources to create props or creates</p>	<p>Begins to build a collection of songs and dances</p> <p>Taps out simple repeated rhythms</p> <p>Begins to introduce a storyline or narrative into their play</p>

	Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations	variations and then doing it spontaneously	peer experiences.		imaginary ones to support play	
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