

PSED	<u>Making Relationships</u> Initiates play, offering cues to peers to join them	<u>Making Relationships</u> Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults	<u>Making Relationships</u> Keeps play going by responding to what others are saying or doing	<u>Making Relationships</u> Can play in a group, extending and elaborating play ideas, e.g. building up a roleplay activity with other children	<u>Making Relationships</u> Keeps play going by responding to what others are saying or doing Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults	<u>Making Relationships</u> Can play in a group, extending and elaborating play ideas, e.g. building up a roleplay activity with other children
	<u>Self Confidence and Self Awareness</u> Can select and use activities and resources with help	<u>Self Confidence and Self Awareness</u> Welcomes and values praise for what they have done	<u>Self Confidence and Self Awareness</u> Confident to talk to other children when playing, and will communicate freely about own home and community	<u>Self Confidence and Self Awareness</u> Shows confidence in asking adults for help	<u>Self Confidence and Self Awareness</u> Enjoys responsibility of carrying out small tasks	<u>Self Confidence and Self Awareness</u> Is more outgoing towards unfamiliar people and more confident in new social situations
	<u>Managing Feelings and Behaviour</u> Begins to accept the needs of others and can take turns and share resources, sometimes with support from others	<u>Managing Feelings and Behaviour</u> Shows understanding and cooperates with some boundaries and routines.	<u>Managing Feelings and Behaviour</u> Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met	<u>Managing Feelings and Behaviour</u> Aware of own feelings, and knows that some actions and words can hurt others' feelings	<u>Managing Feelings and Behaviour</u> Can usually adapt behaviour to different events, social situations and changes in routine	<u>Managing Feelings and Behaviour</u> Aware of own feelings, and knows that some actions and words can hurt others' feelings
CL	<u>Listening and Attention</u> Listens to others one to one or in small groups, when conversation interests them Is able to follow directions (if not intently focused on own choice of activity)	<u>Listening and Attention</u> Focusing attention - still listen or do, but can shift own attention	<u>Listening and Attention</u> Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories	<u>Listening and Attention</u> Listens to stories with increasing attention and recall	<u>Listening and Attention</u> Listens to others one to one or in small groups, when conversation interests them Is able to follow directions (if not intently focused on own choice of activity)	<u>Listening and Attention</u> Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Listens to stories with increasing attention and recall
	<u>Understanding</u> Responds to simple	<u>Understanding</u> Understands use of objects (e.g. "What	<u>Understanding</u> Shows understanding of prepositions such as	<u>Understanding</u> Beginning to	<u>Understanding</u> Shows understanding of prepositions such as	<u>Understanding</u> Beginning to

	instructions, e.g. to get or put away an object	do we use to cut things?")	'under', 'on top', 'behind' by carrying out an action or selecting correct picture	understand 'why' and 'how' questions	'under', 'on top', 'behind' by carrying out an action or selecting correct picture	understand 'why' and 'how' questions
	<u>Speaking</u> Uses vocabulary focused on objects and people that are of particular importance to them	<u>Speaking</u> Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle' Can retell a simple past event in correct order (e.g. went down slide, hurt finger)	<u>Speaking</u> Beginning to use more complex sentences to link thoughts (e.g. using and, because) Uses a range of tenses (e.g. play, playing, will play, played)	<u>Speaking</u> Questions why things happen and gives explanations Asks e.g. who, what, when, how Beginning to use more complex sentences to link thoughts (e.g. using and, because)	<u>Speaking</u> Builds up vocabulary that reflects the breadth of their experiences	<u>Speaking</u> Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences
PD	<u>Moving and Handling</u> Multisensory mark making Finger Gym Jump start Johnny 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 Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors	<u>Moving and Handling</u> Multisensory mark making Finger Gym Jump start Johnny Mounts stairs, steps or climbing equipment using alternate feet Can stand momentarily on one foot when shown Draws lines and circles using gross motor movements	<u>Moving and Handling</u> Multisensory mark making Finger Gym Jump start Johnny Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles Holds pencil between thumb and two fingers, no longer using whole hand grasp	<u>Moving and Handling</u> Multisensory mark making Finger Gym Jump start Johnny Walks downstairs, two feet to each step while carrying a small object Holds pencil near point between first two fingers and thumb and uses it with good control	<u>Moving and Handling</u> Multisensory mark making Finger Gym Jump start Johnny Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles Can copy some letters, e.g. letters from their name	<u>Moving and Handling</u> Multisensory mark making Finger Gym Jump start Johnny Can catch a large ball Can copy some letters, e.g. letters from their name

	<u>Heath and Self Care</u> Can usually manage washing and drying hands	<u>Heath and Self Care</u> 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	<u>Heath and Self Care</u> Understands that equipment and tools have to be used safely	<u>Health and Self Care</u> Gains more bowel and bladder control and can attend to toileting needs most of the time themselves	<u>Heath and Self Care</u> Can tell adults when hungry or tired or when they want to rest or play	<u>Heath and Self Care</u> Observes the effects of activity on their bodies
LD	<u>Reading</u> Listens to and joins in with stories and poems, one-to-one and also in small groups Enjoys rhyming and rhythmic activities Shows interest in illustrations and print in books and print in the environment	<u>Reading</u> Looks at books independently Holds books the correct way up and turns pages Listens to stories with increasing attention and recall	<u>Reading</u> 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	<u>Reading</u> Knows information can be relayed in the form of print Knows that print carries meaning and, in English, is read from left to right and top to bottom Recognises familiar words and signs such as own name and advertising logos	<u>Reading</u> Recognises rhythm in spoken words Describes main story settings, events and principal characters	<u>Reading</u> Shows awareness of rhyme and alliteration Enjoys rhyming and rhythmic activities
MD	<u>Number</u> Uses some number names and number language spontaneously Uses some number names accurately in play	<u>Number</u> Knows that numbers identify how many objects are in a set	<u>Number</u> Compares two groups of objects, saying when they have the same number Shows an interest in numerals in the environment	<u>Number</u> Recites numbers in order to 10 Beginning to represent numbers using fingers, marks on paper or pictures	<u>Number</u> Sometimes matches numeral and quantity correctly Shows an interest in representing numbers Realises not only objects, but anything can be counted,	<u>Number</u> Shows 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
	<u>Shape, Space and Measures</u> Shows an interest in shape and space by	<u>Shape, Space and Measures</u>	<u>Shape, Space and Measures</u> Shows awareness of similarities of shapes in	<u>Shape, Space and Measures</u> Shows interest in shape by sustained	<u>Shape, Space and Measures</u> Beginning to talk about the shapes of everyday	<u>Shape, Space and Measures</u> Uses positional language

	playing with shapes or making arrangements with objects	Uses shapes appropriately for tasks	the environment Shows interest in shapes in the environment	construction activity or by talking about shapes or arrangements	objects, e.g. 'round' and 'tall'	
UW	<u>People and their Communities</u> Shows interest in different occupations and ways of life	<u>People and their Communities</u> Shows interest in the lives of people who are familiar to them	<u>People and their Communities</u> Recognises and describes special times or events for family or friends	<u>People and their Communities</u> Remembers and talks about significant events in their own experience	<u>People and their Communities</u> 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	<u>People and their Communities</u> Shows interest in different occupations and ways of life
	<u>The World</u> Talks about why things happen and how things work	<u>The World</u> Switched on Science - Light Magic Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world	<u>The World</u> Switched on Science - Dinosaurs Developing an understanding of growth, decay and changes over time	<u>The World</u> Can talk about some of the things they have observed such as plants, animals, natural and found objects Developing an understanding of growth, decay and changes over time	<u>The World</u> Can talk about some of the things they have observed such as plants, animals, natural and found objects Developing an understanding of growth, decay and changes over time	<u>The World</u> Shows care and concern for living things and the environment
	<u>Technology</u> Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones	<u>Technology</u> Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images	<u>Technology</u> Knows how to operate simple equipment, e.g. turns on CD player and uses remote control	<u>Technology</u> Knows that information can be retrieved from computers	<u>Technology</u> Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images	<u>Technology</u> Knows how to operate simple equipment, e.g. turns on CD player and uses remote control

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