

Communication and Language		Physical Development		PSED		
Listening, Attention, Understanding	Speaking	Fine Motor	Gross Motor	Self-Regulation	Managing Self	Building Relationships
<p>Social rules of listening Follows the routine of the setting with some support.</p> <p>Listening to what is read with understanding Focuses on the person who is talking in a calm environment, e.g., small group activity.</p> <p>Listening, retelling, recounting and performing Responds to others pretending to be characters in books.</p> <p>Listening and learning Understands very simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’).</p> <p>Listening to following instructions Responds to their name and will change activity when encouraged by adults.</p> <p>Responds to simple questions and attempts to answer by speaking, pointing or gesturing.</p>	<p>Phonology - Rules about the structure and sequence of speech sounds Uses final consonants most of the time</p> <ul style="list-style-type: none">- Diminutisation - adding 'i' to the end of nouns e.g., 'doggy'.• Prevocalic voicing - voiceless consonant in the beginning of a word like 'k' or 'f' is substituted with a voiced consonant like 'g' or 'v'.• Reduplication - when a complete or incomplete syllable is repeated 'baba' for 'bottle'.• Unstressed syllable deletion - unstressed or weak syllables omitted 'nana' for banana 'ocpus' for octopus <p>Fronting - Velar or palatal sounds like 'k', 'g' and 'sh' are substituted with alveolar sounds like 't' and 's' - 'tootie' for cookie.</p> <p>Pragmatics - Rule for appropriate and effective communication Requests permission.</p> <ul style="list-style-type: none">- Begins using language for fantasies, jokes, teasing. <p>Semantics - Vocabulary and how concepts are expressed through words Comprehends 1,500 – 2,000 Understands concept of the number three (give me just three).</p> <p>More adverbs of time/manner are being used.</p> <ul style="list-style-type: none">- Conjunction 'because' emerging. Uses 'got' (I got it). <p>Pupils are more confident when using fantasy language in play.</p>	<p>Control: Begins to apply meaning to marks they make with prompts from adults.</p> <p>Dexterity: Digital Grasp - Pupils begin to use a digital grasp when making marks. This might involve using all five fingers.</p> <p>Flexibility: Manipulates, rolls and changes materials. For example – using playdough.</p> <p>Starts to recognise the changes they can make using tools and equipment.</p>	<p>Flexibility: Begins to use large-muscle movements in their play, e.g., waving a flag. Begins to understand how directions like 'over' and 'under' affect their movement.</p> <p>Hand-eye co-ordination: Uses hand–eye coordination to be increasingly independent in meeting their own needs, e.g. putting on their own coat.</p> <p>Balance: Can start to walk over obstacles with balance and control, sometimes with support.</p> <p>Strength: Lifts larger equipment, not always successfully.</p> <p>Shows increasing development of control over trickier tools, e.g. a flag, a spade..</p>	<p>Behaviour: Follows the routine of the setting with some support.</p> <p>Awareness of own feelings: Finds ways to calm themselves, through being calmed and comforted by a familiar adult.</p> <p>Other’s feelings (empathy): Is able to show comfort towards others e.g. gives a hug or passes them a toy.</p> <p>Challenge: Selects and uses resources with support.</p> <p>Engagement: Joins in a range of activities that interest them for a longer period of time.</p> <p>Finds what they want to play with and stays with the activity for longer periods of time. Accepts help from adults when they need it.</p>	<p>Confidence Shows confidence in social situations.</p> <p>Resilience Has a growing ability to distract oneself when upset within the environment, e.g., by engaging in new play activity.</p> <p>Following rules Shows a simple understanding as to why we have rules, e.g., only three people are allowed in the water tray</p> <p>Making Choices Shows an awareness of how their choices may effect and involve others around them.</p> <p>Personal Health Models self-care routines within their play more independently, for example caring for babies, feeding them, putting clothes on.</p> <p>Starts to comply with the boundaries of school knowing there are rules. Shows an awareness of how their choices may effect and involve others around them</p>	<p>Relationships/co-operation Play may be led by others to another activity of their choice</p> <p>Play Plays with peers at an activity of their choice.</p> <p>Attachments Awareness of their basic own emotions e.g. being happy.</p> <p>Aware of own needs Becomes aware of simple emotions following the process below: Adult recognises the emotion. Adult names the emotion for the child. Adult provides some comfort. Adult offers solution.</p> <p>Sensitivity to other’s needs Responds to the emotions of adults in the setting.</p> <p>Starts to ‘dip’ into others’ play.</p> <p>Jigsaw Link: Dreams and Goals</p>

Literacy			Maths		
Word Reading	Comprehension	Writing	Number	Numerical Patterns	Shape Space and Measures
<p>Phonics:</p> <p>Listening and making sounds: I join in with clapping, tapping or stamping a steady beat when I join in with stories, songs and rhymes</p> <p>Recalling and sequencing sounds: I continue, repeat and make up a rhythm by clapping or using an instrument</p> <p>Talking about sounds: I clap the beats in my name and other familiar words</p> <p>Word reading Identifies signs and symbols in the environment and recalls what they mean.</p> <p>Phonological Awareness Explores different ways of making sounds with their bodies and repeats patterns. Count or clap syllables in a word.</p> <p><i>Explores different ways of making sounds with their bodies, continues and repeats rhythms. Claps beat in name in familiar words</i></p> <p><i>Identifies environmental sounds and can copy/repeat some.</i></p>	<p>Understands the names of the different parts of a book, e.g., pictures, words cover. Understands that print has meaning.</p> <p><i>Knows where to find the story on the page.</i></p>	<p>Handwriting Begins to represent letters. Uses Quadruped grasp (4 fingers).</p> <p>Spelling Scribbles but makes marks moving from left to right on the page.</p> <p>Composition Tells an adult about what they have drawn or painted.</p> <p><i>Shows consideration when mark making. Starts to take their time changing their tool as the marks progress.</i></p>	<p>Number Mark make and ascribe some concept of number to the marks (attempts at digits from the environment, making dots, lines etc).</p> <p>Place value/cardinality Subitises one, two and three objects (without counting).</p> <p>Calculation Knows the total of two groups is bigger than the individual group.</p> <p><i>Subitises and counts to 3.</i></p>	<p>Counting (including pattern) May enjoy counting verbally as far as they can go.</p> <p>Comparison Compares amounts using words, e.g., 'lots' or 'same'.</p> <p>Pattern Sorts objects using one simple criteria.</p> <p><i>Enjoys counting as far as they can and uses numbers in their play.</i></p>	<p>Shape Shows awareness of shape similarities and differences between objects.</p> <p>Measures Investigates different measures and notices differences.</p> <p>Sorts using simple criteria.</p>

			Expressive Arts and Design	
Past and Present	People Culture and Communities	The Natural World	Creating with Materials	Being Imaginative and Expressive
<p>Chronology and Sequencing Talks about their immediate family. Enjoys joining in with family customs and routines.</p> <p>Historical Enquiry Recognises pictures in non-fiction books applying new knowledge and vocabulary.</p> <p>Similarities and Differences Makes connections between the features of their family and other families.</p> <p><i>Children show an interest in the people in their family and can tell some simple facts about their family. They recognise some families have similar features.</i></p>	<p>Religious Education Understands that not everyone celebrates the same festival.</p> <p>Locational Geography</p> <p>Knows some landmark buildings (including places of worship) in their local environment and discusses their importance.</p> <p>Geographical Knowledge Knows that there are different countries in the world and talks about the differences they have experienced or seen in photos.</p> <p>Similarities and Differences Looks closely at similarities, differences, patterns and change.</p> <p><i>Makes connections between the features of their family and other families.</i></p>	<p>Working Scientifically Explores how things work. Plants seeds and cares for growing plants.</p> <p>Understands the key features of the life cycle of a plant and an animal.</p> <p>Makes simple predictions with support.</p> <p>Similarities and Differences Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Talks about why things happen and how things work.</p> <p>Developing an understanding of growth, decay and changes over time.</p> <p>Shows care and concern for living things and the environment.</p> <p>Understands that some animals have similar features.</p> <p><i>Children start to notice when things have changes with support from an adult.</i></p>	<p>Art- Drawing Drawings are symbolic and created with purpose and intent. Marks recognisably represent an object for example people with a head, arms and legs. Drawings include squares, rectangles and circles. Restricts the use of a page to produce “an image”.</p> <p>Painting Experiments with applying paint with a brush using different movements, e.g., dabs, splodges, sweeps. Follows adult modelling to make different kinds of marks.</p> <p>Colour Begins to name and collect objects by colour. The use of colour is more emotional than logical.</p> <p>Multimedia Enjoys experiencing different textures and sensory activities. Shows interest in and describes (simple vocabulary) the texture of objects.</p> <p>Uses finger, hand or foot to create a print.</p> <p>DT- Design Uses a variety of construction materials. Will sometimes create a drawing/a design of personal interest often with support.</p> <p>Make Knows the name of different tools, knows their purpose and understands they need to be used safely. Eg. Scissors- cutting. Sellotape/ masking tape/ glue- sticking. To begin to construct stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p>Technical Knowledge Relates tools to a specific purpose.</p> <p>Evaluate Makes a choice relating to what they want to create e.g. a tool, colour etc.</p> <p>Food and Nutrition Knows that different foods have different tastes. Begins to use a range of utensils and tools through play.</p>	<p>Imagination and Creativity Begins to develop stories using small-world equipment like animal sets and dolls’ houses. Likes to sing and play with friends. Will perform in front of peers. Imitates peers’ imaginative play. Play is based on associate play (not much interaction between children but activity similar to that of others).</p> <p>Musical development Hearing & listening Responds to what they have heard, expressing their thoughts and feelings. Describes the sound of instruments, for example, scratchy sound, soft sound, loud sound.</p> <p>Musical development vocalising & singing Remembers and sings an entire song or nursery rhyme from school or home. Has strong preferences for songs he or she likes to sing and/or listen to.</p> <p>Musical development moving & dancing Moves body rhythmically. Imitates movements in response to music.</p> <p>Musical development Exploring & playing Explores and is beginning to understand that adjusting our movements adjusts the sounds we produce with instruments. Experiments with ways of playing instruments, e.g., loud/quiet (dynamics), fast/slow (tempo).</p> <p><i>Imaginatively plays with small world and in the role play developing ideas and scenarios. Listens to music and moves in a way that starts to show interpretation. E.g. this is like a mouse.</i></p>