

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 Notices other children making noises around them.</p> <p>Listening to what is read with understanding Can listen to something that interests them when on own terms.</p> <p>Listening, retelling, recounting and performing Understands and acts on longer sentences like ‘make teddy jump’ or ‘find your coat’. Shows some enjoyment in listening to rhymes.</p> <p>Listening and learning Makes eye contact for longer periods. Moves around the environment, on their own terms, spending minimum time at each activity.</p> <p>Listening to following instructions Responds with movement e.g. head turn, to an instruction.</p> <p>Responds to sounds around them.</p>	<p>Phonology - Rules about the structure and sequence of speech sounds Are usually still learning to pronounce: l/r/w/y/f/th/s/sh/ch/dz/j - multi-syllabic words such as ‘ banana’ and ‘computer’.</p> <p>Pragmatics - Rule for appropriate and effective communication Uses gestures, sometimes with limited talk (e.g. reaches toward toy, saying ‘I have it’). Words include descriptive language.</p> <p>Communicates through simple voice sounds.</p>	<p>Control: Develops manipulation and control.</p> <p>Dexterity: Shows more control when manipulating smaller objects.</p> <p>Flexibility: Scoops water or sand</p> <p>Uses equipment to move things like water.</p>	<p>Flexibility: Can squat and stand up.</p> <p>Hand-eye co-ordination: Can put things to parts of their own body - for example a toy telephone to their ear.</p> <p>Balance: I can squat with steadiness to rest or play with an object on the ground and rises to feet without using hands.</p> <p>Strength: Walks, runs, jumps and climbs – and starts to use the stairs independently.</p> <p>Controls equipment more capably by moving items to the right part of their body.</p>	<p>Behaviour: Plays with increasing confidence alongside other children, because they know their key person is nearby and available.</p> <p>Awareness of own feelings: Children are settled and confident to engage with adults and/or are beginning to engage with other children.</p> <p>Other’s feelings (empathy): Starts to mirror what other children are doing and enjoying.</p> <p>Challenge: Feels confident being around other children and enjoys exploring new experiences with their key person.</p> <p>Engagement: Engages with a particular area or resource which makes them feel comfortable in the setting.</p> <p>Gaining confidence in engaging with others.</p>	<p>Confidence Seeks help from a familiar adult verbally or non-verbally e.g. pulls an adult's sleeve or simply asks for help.</p> <p>Resilience: Becomes more settled in the environment showing less distress when coming into the setting.</p> <p>Following Rules: Responds to appropriate boundaries, with encouragement and support some of the time.</p> <p>Making Choices Selects resources and uses activities with adult support.</p> <p>Personal Health Begins to understand simple self-care routines such as washing hands, wiping their own nose, etc.</p> <p>Becomes more settled and responds to some boundaries.</p>	<p>Relationships/co-operation Shows interest in the activities of others and responds differently to children and adults (e.g. may be more interested in watching children than adults or may pay more attention when children talk to them).</p> <p>Play Will sometimes parallel play alongside others (perhaps with support from a familiar adult).</p> <p>Attachments Shows affection and concern for people who are special to me within the environment.</p> <p>Aware of own needs Finds an area they feel safe.</p> <p>Sensitivity to other’s needs Gets upset when things don’t go their way.</p> <p>Shows awareness of others in their chosen play areas. Some evidence of interaction.</p>
Literacy			Maths			
Word Reading	Comprehension	Writing	Number	Numerical Patterns	Shape Space and Measures	
<p>Phonics Begins to access stories more independently, using phrases and refrains they know during their play. Develop play around favourite stories using props.</p> <p>Phonological Awareness Follows the rhythm of songs they know and adds familiar expression and intonation.</p> <p>Pays close attention to stories and rhymes when prompted</p>	<p>Begins to link meaning to what they can see, for example pointing to a picture of Daddy Bear when the adult reads 'Daddy bear says who's been eating my porridge?'.</p> <p>Beginning to make links between what they can hear and what they can see.</p> <p>Makes marks inside and outside.</p>	<p>Handwriting Copies over circle and spirals with increasing accuracy. Uses modified tripod.</p> <p>Spelling Scribbles but might start at any point on the page.</p> <p>Composition Makes marks on a page.</p>	<p>Number Selects one item from a group.</p> <p>Place value/cardinality Recognises when something is a numeral.</p> <p>Calculation Can find one cube, pencil, shape etc when asked.</p> <p>Identifies when a group has 1 item.</p>	<p>Counting (including pattern) Counts as part of play.</p> <p>Comparison Compares amounts showing a preference for the amount they would like.</p> <p>Pattern Notices patterns and arranges things in patterns.</p> <p>Counts as part of play.</p>	<p>Shape Can use blocks to create own simple structures and arrangements.</p> <p>Measures Compares sizes, weights etc. using gesture and language - ‘tall’, ‘short’.</p> <p>Can find the bigger, smaller etc when asked.</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 Shows interest in stories about themselves and their family.</p> <p>Historical Enquiry Takes an interest in unknown objects, exploring their textures, mass, moving parts etc.</p> <p>Similarities and Differences Notices when they are wearing the same shoes (for example) as their friend.</p> <p><i>Children start to see when things are the same and show a curiosity when things are the same.</i></p>	<p>Religious Education Continues to develop positive attitudes about the differences between people.</p> <p>Locational Geography Children can participate in tidying up and know where things go in the classroom.</p> <p>Geographical Knowledge Children notice features about their immediate environment e.g. a tree.</p> <p>Similarities and Differences Curious about people and shows interest in stories about themselves and their family.</p> <p>Enjoys pictures and stories about themselves, their family and other people.</p> <p><i>Children talk about their own family.</i></p>	<p>Working Scientifically Explores and responds to different natural phenomena in their setting and on trips.</p> <p>Similarities and Differences Remembers where objects belong and can match parts of objects that fit together (e.g. puts lid on a teapot).</p> <p><i>Uses all their senses in hands-on exploration of natural materials.</i></p>	<p>Art- Drawing Shows an interest in the marks others make. Expresses ideas and feelings through making marks, and sometimes gives a meaning to the marks they make.</p> <p>Painting Shows an interest in the paintings of other children. Notices how marks can touch each other.</p> <p>Colour Begins to independently explore and experiment with blocks, colours and marks.</p> <p>Multimedia Explores and experiments with a range of media through sensory exploration using their whole body.</p> <p>DT- Design Notices other children's models.</p> <p>Technical Knowledge Explores different materials, using all their senses to investigate them. Manipulates and plays with different materials.</p> <p>Relates tools to a specific purpose.</p> <p>Evaluate Notices patterns with strong contrasts and be attracted by patterns resembling the human face.</p> <p><i>Begins to make deliberate lines and circles.</i></p>	<p>Imagination and Creativity Sometimes plays make believe by pretending. Begins to make-believe by pretending.</p> <p>Musical development: Hearing & listening Sings along with songs. Like to experiment with musical instruments.</p> <p>Musical development; vocalising & singing Begins to join in with favourite songs. Joins in singing favourite songs.</p> <p>Musical development moving & dancing Begins to take part in action songs. Enjoys and takes part in action songs, such as ‘Twinkle, Twinkle Little Star’.</p> <p>Musical development Exploring & playing Creates sounds by banging, shaking, tapping or blowing. Uses instruments with other children.</p> <p><i>Sings and makes sounds. Enjoys making sounds with musical instruments, moving to music.</i></p>