

P.S.E. – Personal, Social and Emotional Development

Takes steps to resolve conflicts with other children, e.g. finding a compromise.

Confident to speak to others about own needs, wants, interests and opinions.

Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.

Understanding the world.

Knows that information can be retrieved from computers

Completes a simple program on a computer.

Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.

• Developing an understanding of growth, decay and changes. • Looks closely at similarities, differences, patterns and change over time.

Mathematics

• Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.

Uses shapes appropriately for tasks.

Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.

Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.

Orders two or three items by length or height.

Orders two items by weight or capacity. • 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.

Orders and sequences familiar events.

Children use everyday language to talk about size to compare quantities and objects and to solve problems.

Communication, Language and Literacy.

Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.

Questions why things happen and gives explanations. Asks e.g. who, what, when, how.

Uses a range of tenses (e.g. play, playing, will play, played).

• Suggests how the story might end.

• Listens to stories with increasing attention and recall.

• Describes main story settings, events and principal characters.

• Continues a rhyming string.

• Knows that print carries meaning and, in English, is read from left to right and top to bottom.

• Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.

• Enjoys an increasing range of books.

They use phonic knowledge to decode regular words and read them aloud accurately.

Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.

Physical Development

• Can stand momentarily on one foot when shown.

• Can catch a large ball.

• Can copy some letters, e.g. letters from their name.

• Experiments with different ways of moving.

• Jumps off an object and lands appropriately.

Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.

• Shows understanding of how to transport and store equipment safely.

Expressive Arts and Design

Uses movement to express feelings.

Creates movement in response to music.

Makes up rhythms.

• Taps out simple repeated rhythms.

Begins to build a repertoire of songs and dances.

Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.

Plays cooperatively as part of a group to develop and act out a narrative.

Understands that different media can be combined to create new effects.

Manipulates materials to achieve a planned effect.

Constructs with a purpose in mind, using a variety of resources.

