

## COMMUNICATION, LANGUAGE AND LITERACY

Listens with interest to the noises adults make when they read stories.  
Identifies action words by pointing to the right picture, e.g. Who's jumping?  
Uses simple sentences e.g. Mummy gonna work.  
Fills in missing word or phrase in rhyme, story or game e.g. Humpty Dumpty sat on a .....  
Distinguishes between the different marks they make.  
Understands who, what, where, in simple questions  
Developing understanding of simple concepts e.g. big/little.

## PHYSICAL DEVELOPMENT

Climbs confidently on nursery play climbing equipment.  
Runs safely on whole foot.  
Can kick a large ball.  
Shows control in holding and using jugs to pour, hammers, books and mark-making tools.  
Walks upstairs and downstairs holding onto a rail, two feet to a step.  
Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.  
Helps with clothing e.g puts on hat.  
Clearly communicates their need for toilet.  
Drinks well without spilling.

## EXPRESSIVE ARTS AND DESIGN

Shows an interest in the way musical instruments sound.  
Experiments with blocks, colours and marks.  
Creates sounds by banging, shaking, tapping and blowing.  
Beginning to use representations to communicate e.g. drawing a line and saying 'That's me'.  
Beginning to make-believe by pretending.  
Joins in singing favourite songs.

## MARVELLOUS ME 2015 (F1) 8 weeks Autumn 1

## MATHEMATICS

Selects a small number of objects from a group when asked, (e.g. please give me one, two)  
Recites some number names in sequence.  
Understands some talk about immediate past and future eg. Before, later, soon.  
Beginning to categorise objects according to properties, such as shape or size.  
Knows that a group of things changes in quantity when something is added or taken away.  
Begins to use the language of size.

## PERSONAL SOCIAL AND EMOTIONAL

Uses a familiar adult as a secure base from which to explore independently in new environments.  
Explores new toys and environments.  
Gradually able to engaged in pretend play with toys.  
Separates from main carer with support and encouragement from a familiar adult.  
Responds to a few boundaries, with encouragement and support.  
Begins to learn that some things are theirs, some things are shared, and some things belong to other people.  
Seeks out others to share experiences.

## UNDERSTANDING THE WORLD

Has a sense of own immediate family and relations.  
In pretend play, imitates everyday actions and events from own family and cultural background.  
Enjoys playing with small world models, such as a farm, a garage or train track.  
Operates mechanical toys, eg. Turns the knob on a wind-up toy or pulls back on a friction car.  
Enjoys pictures and stories about themselves, their families and other people