

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

Can play in a group, extending and elaborating play ideas, eg building up a role-play activity with other children.

Keeps play going by responding to what others are saying or doing.

Can describe self in positive terms and talk about abilities.

Are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.

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

Beginning to be able to negotiate and solve problems without aggression, eg when someone has taken their toy.

Understanding the world.

Children talk about past and present events in their own lives and in the lives of family members.

They know that other children don't always enjoy the same things, and are sensitive to this.

Looks closely at similarities, differences, patterns and change.

Completes a simple program on a computer.

Uses ICT hardware to interact with age-appropriate computer software.

Children recognise that a range of technology is used in places such as homes and schools.

Mathematics

Realises not only objects, but anything can be counted, including steps, claps or jumps.

Recites numbers in order to 10.

Knows that numbers identify how many objects are in a set.

Sometimes matches numeral and quantity correctly.

Recognises numerals 1 to 5.

Counts up to three or four objects by saying one number name for each item.

Counts actions or objects which cannot be moved.

Counts objects to 10, and beginning to count beyond 10.

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 two items by weight or capacity.

Use everyday language related to time.

Measures short periods of time in simple ways.

Communication, Language and Literacy.

Listens to others one to one or in small groups, when conversation interests them.

Listens to stories with increasing attention and recall.

Continue a rhyming string.

Enjoy an increasing range of books .

Links sounds to letters, naming and sounding the letters of the alphabet.

Begins to read words and simple sentences.

To read the 'tricky' words – he, she, me, we, be, her, was, they, my, all, are, you.

Demonstrate understanding when talking with others about what they have read.

Begins to break the flow of speech into words – for writing.

Can segment the sounds in simple words and blend them together.

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

Physical Development

Holds pencil between thumb and two fingers, no longer using whole-hand grasp.

Holds pencil near point between first two fingers and thumb and uses it with good control.

Begins to form recognisable letters.

Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.

Handles tools, objects, construction and malleable materials safely and with increasing control.

They move confidently in a range of ways, safely negotiating space.

Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.

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



Expressive Arts and Design

Explores the different sounds of instruments.

Experiments to create different textures.

Selects appropriate resources and adapts work where necessary.

Selects tools and techniques needed to shape, assemble and join materials they are using.

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

Chooses particular colours to use for a purpose.