



# The Creative Learning Journey

# Summer at the seaside Dragonflies Summer 2 2017

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School: Windy Nook Primary School



## PSED & RELIGIOUS EDUCATION

- Making relationships 0-5**
- Interested in others play and starting to join in.
  - Seeks out others to share experiences.
  - Shows affection and concern for people who are special to them.
  - May form a special friendship with another child.
- Making relationships 0-5**
- Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.
  - Initiates play, offering cues to peers to join them.
  - Keeps play going by responding to what others are saying or doing.
  - Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.
- Making relationships 0-5**
- Initiates conversations, attends to and takes account of what others say.
  - Explains own knowledge and understanding, and asks appropriate questions of others.
  - Takes steps to resolve conflicts with other children, e.g. finding a compromise.
- Making relationships 0-5**
- Children play co-operatively, taking turns with others.
  - They take account of one another's ideas about how to organise their activity.
  - They show sensitivity to others needs and feelings.
  - They form positive relationships with adults and other children.
- Self-confidence and self-awareness 0-5**
- Separates from main carer with support and encouragement from a familiar adult.
  - Expresses own preferences and interests.
- Self-confidence and self-awareness 0-5**
- Can select and use activities and resources with help.
  - Welcomes and values praise for what they have done.
  - Enjoys responsibility of carrying out small tasks.
  - Is more outgoing towards unfamiliar people and more confident in new social situations.
  - Confident to talk to other children when playing, and will communicate freely about own home and community.
  - Shows confidence in asking adults for help.
- Self-confidence and self-awareness 0-5**
- Confident to speak to others about own needs, wants, interests and opinions.
  - Can describe self in positive terms and talk about abilities.
- Self-confidence and self-awareness 0-5**
- Children are confident to try new activities.
  - They say why they like some activities more than others.
  - They are confident to speak in a familiar group, will talk about their ideas.
  - They will choose the resources they need for their chosen activities.
  - They say when they do or don't need help.
- Managing feelings and behaviour 0-5**
- Seeks comfort from familiar adults when needed.
  - Can express their own feelings such as sad, happy, cross, scared, worried.
  - Responds to the feelings and wishes of others.
  - Aware that some actions can hurt or harm others.
  - Tries to help or give comfort when others are distressed.
  - Shows understanding and cooperates with some boundaries and routines.
  - Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do.
  - Growing ability to distract self when upset, e.g. by engaging in a new play activity.
- Managing feelings and behaviour 0-5**
- Aware of own feelings, and knows that some actions and words can hurt others feelings.
  - Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.
  - Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.
  - Can usually adapt behaviour to different events, social situations and changes in routine.
- Managing feelings and behaviour 0-5**
- Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.
  - Aware of the boundaries set, and of behavioural expectations in the setting.
  - Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.
- Managing feelings and behaviour 0-5**
- Children talk about how they and others show feelings.
  - They talk about their own and others behaviour, and its consequences.
  - They know that some behaviour is unacceptable.
  - They work as part of a group or class, and understand and follow the rules.
  - They adjust their behaviour to different situations, and take changes of routine in their stride.

## UNDERSTANDING THE WORLD

- People and communities 0-5**
- Has a sense of own immediate family and relations.
  - In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.
  - Beginning to have their own friends.
  - Learns that they have similarities and differences that connect them to, and distinguish them from, others.
- People and communities 0-5**
- Shows interest in the lives of people who are familiar to them.
  - Remembers and talks about significant events in their own experience.
  - Recognises and describes special times or events for family or friends.
  - Shows interest in different occupations and ways of life.
  - Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.
- People and communities 0-5**
- Talks about why things happen and how things work.
  - Developing an understanding of growth, decay and changes over time.
  - Shows care and concern for living things and the environment.
- The world 0-5**
- Looks closely at similarities, differences, patterns and change.
- The world 0-5**
- Children know about similarities and differences in relation to places, objects, materials and living things.
  - They talk about the features of their own immediate environment and how environments might vary from one another.
  - They make observations of animals and plants and explain why some things occur, and talk about changes.
- Technology 0-5**
- Seeks to acquire basic skills in turning on and



- LAW**
- Learning about new classes
  - finding out about life in the past and understanding that it was different.
  - Behaviour rewards: apple badges
  - Class circle times
- DEMOCRACY**
- Taking responsibility for our environment.
  - Talking about voting as a way of choosing things that are important to the children, e.g. what to have as a snack, choosing the special person.
  - Speaking and listening
  - Learning about turn taking and sharing through PSED.
- OUTDOOR LEARNING**
- Outdoor learning activities in Nursery and Reception classes are embedded in their curriculum.
  - They can be found in the specific curriculum areas on this document.
  - The children access the outdoors every day and it forms part of our continuous and topic based provision.
- MUTUAL RESPECT AND TOLERANCE**
- RE Curriculum
  - RRSA activities
  - Celebrating Eid.
  - Talking about different lifestyles and showing respect through homework diaries and learning journals.
  - PSED curriculum
- INDIVIDUAL LIBERTIES**
- Taking responsibility for equipment, the environment.
  - Taking part at tidy up time.
  - Taking responsibility for routine jobs around the classroom and further afield.

## PHYSICAL EDUCATION

- Moving and Handling 0-5**
- Runs safely on whole foot.
  - Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.
  - Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.
  - Can kick a large ball.
  - Turns pages in a book, sometimes several at once.
  - Shows control in holding and using jugs to pour, hammers, books and mark-making tools.
  - Beginning to use three fingers (tripod grip) to hold writing tools
  - Imitates drawing simple shapes such as circles and lines.
  - Walks upstairs or downstairs holding onto a rail two feet to a step.
  - May be beginning to show preference for dominant hand.
- Moving and Handling 0-5**
- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
  - Mounts stairs, steps or climbing equipment using alternate feet.
  - Walks downstairs, two feet to each step while carrying a small object.
  - Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.
  - Can stand momentarily on one foot when shown.
  - Can catch a large ball.
  - Draws lines and circles using gross motor movements.
  - Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.
  - 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.
  - Can copy some letters, e.g. letters from their name.
- Moving and Handling 0-5**
- Experiments with different ways of moving.
  - Jumps off an object and lands appropriately.
  - Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
  - Travels with confidence and skill around, under, over and through balancing and climbing equipment.
  - Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
- Uses simple tools to effect changes to materials.**
- Handles tools, objects, construction and malleable materials safely and with increasing control.
  - Shows a preference for a dominant hand.
  - Begins to use anticlockwise movement and retrace vertical lines.
  - Begins to form recognisable letters.
  - Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.
- Moving and Handling 0-5**
- Children show good control and co-ordination in large and small movements.
  - They move confidently in a range of ways, safely negotiating space.
  - They handle equipment and tools effectively, including pencils for writing.
- Health and self-care 0-5**
- Can tell adults when hungry or tired or when they want to rest or play.
  - Observes the effects of activity on their bodies.
  - Understands that equipment and tools have to be used safely.
  - Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.
  - Can usually manage washing and drying hands.
  - Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.
- Health and self-care 0-5**
- Eats a healthy range of foodstuffs and understands need for variety in food.
  - Usually dry and clean during the day.
  - 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.
  - Shows understanding of how to transport and store equipment safely.
  - Practices some appropriate safety measures without direct supervision.
- Health and self-care 0-5**
- Children know the importance for good health of physical exercise, and a healthy diet.
  - They talk about ways to keep healthy and safe.
  - They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

## EXPRESSIVE ARTS AND DESIGN

- Exploring and using media and materials 0-5**
- Joins in singing favourite songs.
  - Creates sounds by banging, shaking, tapping or blowing.
  - Shows an interest in the way musical instruments sound.
  - Experiments with blocks, colours and marks.
- Children sing songs, make music and dance, and experiment with ways of changing them.**
- They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Being imaginative 0-5**
- Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'
  - Beginning to make-believe by pretending.
- Exploring and using media and materials 0-5**
- Enjoys joining in with dancing and ring games.
  - Sings a few familiar songs.
  - Beginning to move rhythmically.
  - Imitates movement in response to music.
  - Taps out simple repeated rhythms.
  - Explores and learns how sounds can be changed.
  - Explores colour and how colours can be changed.
  - Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.
  - Beginning to be interested in and describe the texture of things.
  - Uses various construction materials.
  - Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.
  - Joins construction pieces together to build and balance.
  - Realises tools can be used for a purpose.
- Being imaginative 0-5**
- Developing preferences for forms of expression.
  - Uses movement to express feelings.
  - Creates movement in response to music.
  - Sings to self and makes up simple songs.
  - Makes up rhythms.
  - Notifies what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.
  - Engages in imaginative role-play based on own first-hand experiences.
  - Builds stories around toys, e.g. farm animals needing rescue from an armchair cliff.
  - Uses available resources to create props to support role-play.
  - Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.



# Summer at the seaside

## UNDERSTANDING THE WORLD

### People and communities 0-5

- Has a sense of own immediate family and relations.
- In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.
- Beginning to have their own friends.
- Learns that they have similarities and differences that connect them to, and distinguish them from, others.

### People and communities 0-5

- Shows interest in the lives of people who are familiar to them.
- Remembers and talks about significant events in their own experience.
- Recognises and describes special times or events for family or friends.
- Shows interest in different occupations and ways of life.
- Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.

### People and communities 0-5

- Enjoys joining in with family customs and routines.

### People and communities 0-5

- Children talk about past and present events in their own lives and in the lives of family members.
- They know that other children dont always enjoy the same things, and are sensitive to this.
- They know about similarities and differences between themselves and others, and among families, communities and traditions.

### The world 0-5

- Enjoys playing with small-world models such as a farm, a garage, or a train track.
- Notices detailed features of objects in their environment.

### The world 0-5

- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- Can talk about some of the things they have observed such as plants, animals, natural and found objects.
- Talks about why things happen and how things work.
- Developing an understanding of growth, decay and changes over time.
- Shows care and concern for living things and the environment.

### The world 0-5

- Looks closely at similarities, differences, patterns and change.

### The world 0-5

- Children know about similarities and differences in relation to places, objects, materials and living things.
- They talk about the features of their own immediate environment and how environments might vary from one another.
- They make observations of animals and plants and explain why some things occur, and talk about changes.

### Technology 0-5

- Seeks to acquire basic skills in turning on and operating some ICT equipment.
- Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.

### Technology 0-5

- Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.
- 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.
- Knows that information can be retrieved from computers

## MATHEMATICS AND COMPUTING

### Numbers 0-5

- Selects a small number of objects from a group when asked, for example, please give me one, please give me two.
- Recites some number names in sequence.
- Creates and experiments with symbols and marks representing ideas of number.
- Begins to make comparisons between quantities.
- Uses some language of quantities, such as more and a lot.
- Knows that a group of things changes in quantity when something is added or taken away.

### Numbers 0-5

- Uses some number names and number language spontaneously.
- Uses some number names accurately in play.
- Recites numbers in order to 10.
- Knows that numbers identify how many objects are in a set.
- Beginning to represent numbers using fingers, marks on paper or pictures.
- Sometimes matches numeral and quantity correctly.
- Shows curiosity about numbers by offering comments or asking questions.
- Compares two groups of objects, saying when they have the same number.
- Shows an interest in number problems.
- Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.
- Shows an interest in numerals in the environment.
- Shows an interest in representing numbers.
- Realises not only objects, but anything can be counted, including steps, claps or jumps.

### Numbers 0-5

- Recognise some numerals of personal significance.
- 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.
- Counts out up to six objects from a larger group.
- Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.
- Counts an irregular arrangement of up to ten objects.
- Estimates how many objects they can see and checks by counting them.
- Uses the language of more and fewer to compare two sets of objects.
- 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.

- In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
- Records, using marks that they can interpret and explain.
- Begins to identify own mathematical problems based on own interests and fascinations.

### Numbers 0-5

- Children count reliably with numbers from one to 20, place them in order.
- They can say which number is one more or one less than a given number.
- Using quantities and objects, they add and subtract two single-digit numbers.
- They count on or back to find the answer.
- They solve problems, including doubling, halving and sharing.

### Shape, space and measure 0-5

- Notices simple shapes and patterns in pictures.
- Beginning to categorise objects according to properties such as shape or size.
- Begins to use the language of size.
- Understands some talk about immediate past and future, e.g. before, later or soon.
- Anticipates specific time-based events such as mealtimes or home time.

## PHYSICAL EDUCATION

### Moving and Handling 0-5

- Runs safely on whole foot.
- Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.
- Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.
- Can kick a large ball.
- Turns pages in a book, sometimes several at once.
- Shows control in holding and using jugs to pour, hammers, books and mark-making tools.
- Beginning to use three fingers (tripod grip) to hold writing tools
- Imitates drawing simple shapes such as circles and lines.
- Walks upstairs or downstairs holding onto a rail two feet to a step.
- May be beginning to show preference for dominant hand.

### Moving and Handling 0-5

- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
- Mounts stairs, steps or climbing equipment using alternate feet.
- Walks downstairs, two feet to each step while carrying a small object.
- Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.
- Can stand momentarily on one foot when shown.
- Can catch a large ball.
- Draws lines and circles using gross motor movements.
- Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.
- 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.
- Can copy some letters, e.g. letters from their name.

### Moving and Handling 0-5

- Experiments with different ways of moving.
- Jumps off an object and lands appropriately.
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
- Travels with confidence and skill around, under, over and through balancing and climbing equipment.
- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
- Uses simple tools to effect changes to materials.
- Handles tools, objects, construction and malleable materials safely and with increasing control.
- Shows a preference for a dominant hand.
- Begins to use anticlockwise movement and retrace vertical lines.
- Begins to form recognisable letters.
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

### Moving and Handling 0-5

- Children show good control and co-ordination in large and small movements.
- They move confidently in a range of ways, safely negotiating space.
- They handle equipment and tools effectively, including pencils for writing.

### Health and self-care 0-5

- Can tell adults when hungry or tired or when they want to rest or play.
- Observes the effects of activity on their bodies.
- Understands that equipment and tools have to be used safely.
- Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.
- Can usually manage washing and drying hands.
- Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.

### Health and self-care 0-5

- Anticipates specific time-based events such as mealtimes or home time.

## EXPRESSIVE ARTS AND DESIGN

### Exploring and using media and materials 0-5

- Joins in singing favourite songs.
- Creates sounds by banging, shaking, tapping or blowing.
- Shows an interest in the way musical instruments sound.
- Experiments with blocks, colours and marks.

### Exploring and using media and materials 0-5

- Enjoys joining in with dancing and ring games.
- Sings a few familiar songs.
- Beginning to move rhythmically.
- Imitates movement in response to music.
- Taps out simple repeated rhythms.
- Explores and learns how sounds can be changed.
- Explores colour and how colours can be changed.
- Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.
- Beginning to be interested in and describe the texture of things.
- Uses various construction materials.
- Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.
- Joins construction pieces together to build and balance.
- Realises tools can be used for a purpose.

### Exploring and using media and materials 0-5

- Begins to build a repertoire of songs and dances.
- Explores the different sounds of instruments.
- Explores what happens when they mix colours.
- Experiments to create different textures.
- 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.
- Uses simple tools and techniques competently and appropriately.
- Selects appropriate resources and adapts work where necessary.
- Selects tools and techniques needed to shape, assemble and join materials they are using.

### Exploring and using media and materials 0-5

- Children sing songs, make music and dance, and experiment with ways of changing them.
- They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

### Being imaginative 0-5

- Beginning to use representation to communicate, e.g. drawing a line and saying Thats me.
- Beginning to make-believe by pretending.

### Being imaginative 0-5

- Developing preferences for forms of expression.
- Uses movement to express feelings.
- Creates movement in response to music.
- Sings to self and makes up simple songs.
- Makes up rhythms.
- Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.
- Engages in imaginative role-play based on own first-hand experiences.
- Builds stories around toys, e.g. farm animals needing rescue from an armchair cliff.
- Uses available resources to create props to support role-play.
- Can tell adults when hungry or tired or when they want to rest or play.
- Observes the effects of activity on their bodies.
- Understands that equipment and tools have to be used safely.
- Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.
- Can usually manage washing and drying hands.
- Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.

### Being imaginative 0-5

- Create simple representations of events, people and objects.
- Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.
- Chooses particular colours to use for a purpose.
- Introduces a storyline or narrative into their play.
- Plays alongside other children who are engaged in the same theme.

## LITERACY

### Reading 0-5

- Has some favourite stories, rhymes, songs, poems or jingles.
- Repeats words or phrases from familiar stories.
- Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a ....

### Reading 0-5

- Enjoys rhyming and rhythmic activities.
- Shows awareness of rhyme and alliteration.
- Recognises rhythm in spoken words.
- Listens to and joins in with stories and poems, one-to-one and also in small groups.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Beginning to be aware of the way stories are structured.
- Suggests how the story might end.
- Listens to stories with increasing attention and recall.
- Describes main story settings, events and principal characters.
- Shows interest in illustrations and print in books and print in the environment.
- Recognises familiar words and signs such as own name and advertising logos.
- Looks at books independently.
- Handles books carefully.
- Knows information can be relayed in the form of print.
- Holds books the correct way up and turns pages.
- Knows that print carries meaning and, in English, is read from left to right and top to bottom.

### Reading 0-5

- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Begins to read words and simple sentences.
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Enjoys an increasing range of books.
- Knows that information can be retrieved from books and computers.

### Reading 0-5

- Children read and understand simple sentences.
- They use phonic knowledge to decode regular words and read them aloud accurately.
- They also read some common irregular words.
- They demonstrate understanding when talking with others about what they have read.

### Writing 0-5

- Distinguishes between the different marks they make.
- Writing 0-5**
- Sometimes gives meaning to marks as they draw and paint.
  - Ascribes meanings to marks that they see in different places.

### Writing 0-5

- Gives meaning to marks they make as they draw, write and paint.
- Begins to break the flow of speech into words.
- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- Writes own name and other things such as labels,captions.
- Attempts to write short sentences in meaningful contexts.

### Writing 0-5

## COMMUNICATION AND LANGUAGE

### Listening and attention 0-5

- Listens to others one to one or in small groups, when conversation interests them.
- Listens to stories with increasing attention and recall.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Focusing attention – still listen or do, but can shift own attention.
- Is able to follow directions (if not intently focused on own choice of activity).

### Listening and attention 0-5

- Maintains attention, concentrates and sits quietly during appropriate activity.
- Two-channelled attention – can listen and do for short span.

### Listening and attention 0-5

- Children listen attentively in a range of situations.
- They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.
- They give their attention to what others say and respond appropriately, while engaged in another activity.

### Understanding 0-5

- Understands use of objects (e.g. "What do we use to cut things?")
- Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture.
- Responds to simple instructions, e.g. to get or put away an object.
- Beginning to understand why and how questions.

### Understanding 0-5

- Responds to instructions involving a two-part sequence.
- Understands humour, e.g. nonsense rhymes, jokes.
- Able to follow a story without pictures or props.
- Listens and responds to ideas expressed by others in conversation or discussion.

### Understanding 0-5

- Children follow instructions involving several ideas or actions.
- They answer how and why questions about their experiences and in response to stories or events.

### Speaking 0-5

- Beginning to use more complex sentences to link thoughts (e.g. using and, because).
- Can retell a simple past event in correct order (e.g. went down slide, hurt finger).
- 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).
- Uses intonation, rhythm and phrasing to make the meaning clear to others.
- Uses vocabulary focused on objects and people that are of particular importance to them.
- Builds up vocabulary that reflects the breadth of their experiences.
- Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle.

### Speaking 0-5

- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
- Uses language to imagine and recreate roles and experiences in play situations.
- Links statements and sticks to a main theme or intention.
- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Introduces a storyline or narrative into their play.

### Speaking 0-5

- Children express themselves effectively, showing awareness of listeners needs.

## PSED & RELIGIOUS EDUCATION

### Making relationships 0-5

- Interested in others play and starting to join in.
- Seeks out others to share experiences.
- Shows affection and concern for people who are special to them.
- May form a special friendship with another child.

### Making relationships 0-5

- Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.
- Initiates play, offering cues to peers to join them
- Keeps play going by responding to what others are saying or doing.
- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.

### Making relationships 0-5

- Initiates conversations, attends to and takes account of what others say.
- Explains own knowledge and understanding, and asks appropriate questions of others.
- Takes steps to resolve conflicts with other children, e.g. finding a compromise.

### Making relationships 0-5

- Children play co-operatively, taking turns with others.
- They take account of one anothers ideas about how to organise their activity.
- They show sensitivity to others needs and feelings.
- They form positive relationships with adults and other children.

### Self-confidence and self-awareness 0-5

- Separates from main carer with support and encouragement from a familiar adult.
- Expresses own preferences and interests.

### Self-confidence and self-awareness 0-5

- Can select and use activities and resources with help.
- Welcomes and values praise for what they have done.
- Enjoys responsibility of carrying out small tasks.
- Is more outgoing towards unfamiliar people and more confident in new social situations.
- Confident to talk to other children when playing, and will communicate freely about own home and community.
- Shows confidence in asking adults for help.

### Self-confidence and self-awareness 0-5

- Confident to speak to others about own needs, wants, interests and opinions.
- Can describe self in positive terms and talk about abilities.

### Self-confidence and self-awareness 0-5

- Children are confident to try new activities.
- They say why they like some activities more than others.
- They are confident to speak in a familiar group, will talk about their ideas.
- They will choose the resources they need for their chosen activities.
- They say when they do or dont need help.

### Managing feelings and behaviour 0-5

- Seeks comfort from familiar adults when needed.
- Can express their own feelings such as sad, happy, cross, scared, worried.
- Responds to the feelings and wishes of others.
- Aware that some actions can hurt or harm others.
- Tries to help or give comfort when others are distressed.
- Shows understanding and cooperates with some boundaries and routines.
- Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldnt do.
- Growing ability to distract self when upset, e.g. by engaging in a new play activity.

### Managing feelings and behaviour 0-5

- Aware of own feelings, and knows that some actions and words can hurt others feelings.

CHARACTERISTICS OF EFFECTIVE LEARNING

Playing and exploring – engagement

Active learning - motivation

Creating and thinking critically - thinking

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