



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

Ladybirds - Seaside / Pirates Dragonflies -Pirates/ Seaside
 PSED - continuous provision this half term will include; play partners -develop ideas in play, talk about family experiences and complete home school diaries, celebrations at home and in school, weather and the seasons, increase independence and prepare for transition to Y1, engage in all areas of the classroom and learn about other zones in school, understand that independence is important when working indoors and out doors, continue to understand the needs of others.
 WEEK A 1 Seaside - fish and sea creatures
 Children learn new routine - preparing for Year 1.

WEEK A 2 Seaside (I love you day) - Holidays

WEEK A 3 X4 days -Seaside (Welcome meetings) - Light House Keeper's

WEEK B 4, 5, & 6 Pirates -Transition week X3 days

Week 7 Water fun day.

UW - theme relateds provision this half term will include (week titles)

WEEK 1 Seaside (Queen's Birthday) - fish and sea creatures
 Exploring frozen (real) fish, making observations of what they notice.
 Exploring different habitats of the sea creatures.
 WEEK 2 Seaside (I love you day) - holidays
 Talking about their own holidays. Looking at holiday brochures. Packing a suitcase to go on holiday. Understanding the similarities and difference between the type of holidays they and their friends go on.
 WEEK 3 X4 days -Seaside (Welcome meetings) - Light House Keeper's Lunch / Pirate Day
 Talking about lighthouses. Comparing the environment of where Mr Grinling lives to our local environment.
 WEEK 4, 5, & 6 Pirates -Transition week X3 days
 Exploring pirate islands, pictures of pirates. Exploring the differences between pirate boats and boats today.
 Week 7 Water fun day. No RWI X3 days

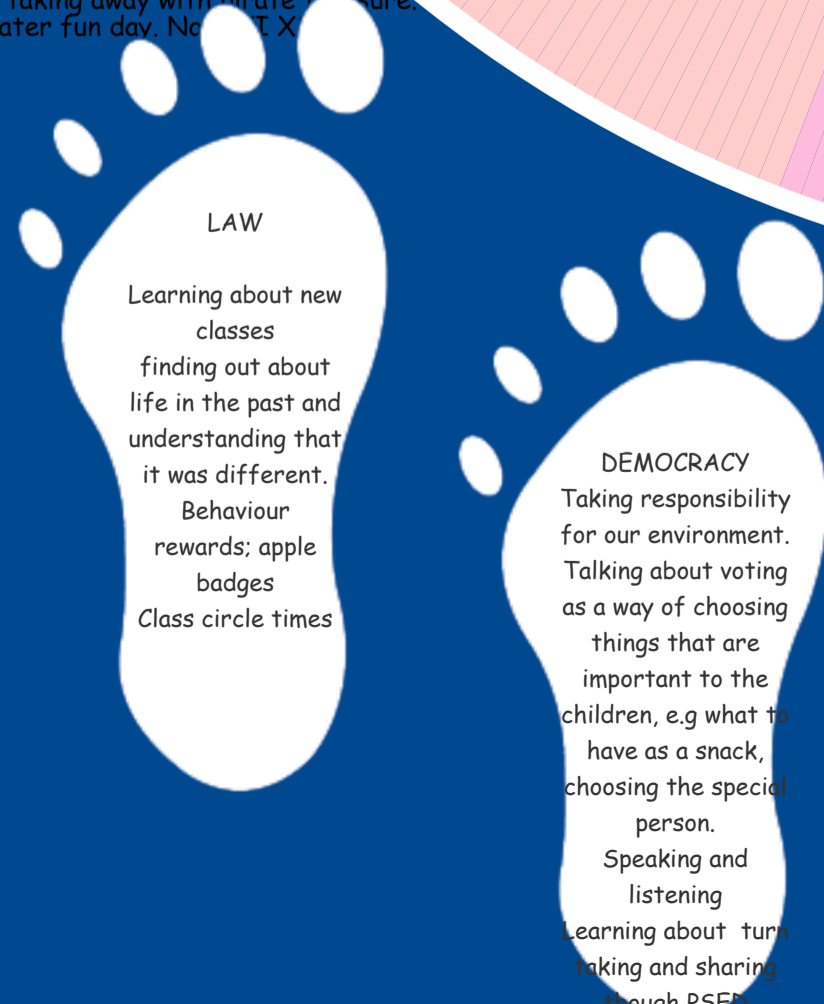
MD -theme related provision this half term will include;
 Maths groups will take place 3 days each week in both reception classes. They will follow the learning mapped in the new EY maths document and their planning is related to the needs of each group of pupils.

Continuous provision:
 WEEK 1 Seaside (Queen's Birthday) - fish and sea creatures
 Sea creature addition and takeaway using interactive whiteboard / teacher's computer.
 How many legs have I got? Counting animal legs, labelling the sea creature with the number of legs it has using a sticker then ordering sea creatures by this amount (numbers 1 - 20).
 WEEK 2 Seaside (I love you day) - Holidays
 Exploring the language around time, holiday pictures to stimulate children's conversations around time "yesterday..., soon I'm going..., years ago..." etc. Clock resources.
 WEEK 3 X4 days -Seaside (Welcome meetings) - Light House Keeper's
 Lighthouse theme. Ordering lighthouses by length. Measuring. Numerals 1 - 20. Labelling and recording numbers. Sequencing.
 WEEK 4, 5, & 6 Pirates -Transition week X3 days
 Weighing for a purpose. Pirates have sent real treasure, children weigh the different treasure boxes to find out which may have more/less gold in!
 Counting pirate treasure, putting numerals on pirate treasure, adding and taking away with pirate treasure.
 Week 7 Water fun day. No RWI X3 days

CL activities will continue to include adults and peers, joining in KS1 classes are...
 Developing open ended and imaginative play
 CL -theme related provision this half term will include;
 WEEK 1 Seaside (Queen's Birthday) - fish and sea creatures
 Use children's experiences as a starting point for explanations and imaginative play
 WEEK 2 Seaside (I love you day) - Holidays
 Use children's experiences as a starting point for explanations and imaginative play
 WEEK 3 X4 days -Seaside (Welcome meetings) - Light House Keeper's
 Use children's experiences as a starting point for explanations and imaginative play
 WEEK 4, 5, & 6 Pirates -Transition week X3 days
 Use children's experiences as a starting point for explanations and imaginative play
 WEEK 7 Water fun day. No RWI X3 days

OUTDOOR

Outdoor learning...
 in Nursery and Reception classes are...
 in their classrooms...
 They can...
 in the specific...
 areas on the...
 The children...
 the outdoor...
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...ude opportunities to speak with
...assembly, working in SGT and WCT.
...inative play outdoors and in.
...half term for outdoors will include;
...day) - fish and sea creatures
...starting point for descriptions,
...y (Seaside Shop).
...)- holidays
...starting point for descriptions,
...y (Suitcase packing).
...come meetings) - Light House
...starting point for descriptions,
...y. Using new vocabulary from the
...on week X3 days
...starting point for descriptions,
...y (Pirate role play). Using new
...X3 days

LEARNING

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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.

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.

- 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.

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.
- 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 don't 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

- Eats a healthy range of foodstuffs and understands need for variety in food.

EXPRESSIVE ARTS

Exploring and using media

- Joins in singing favourite songs.
- Creates sounds by banging, blowing, blowing.
- Shows an interest in the world around them and sound.
- Experiments with blocks, clay, etc.

Exploring and using media

- Enjoys joining in with dance.
- Sings a few familiar songs.
- Beginning to move rhythmically.
- Imitates movement in response to music.
- Taps out simple repeated patterns.
- Explores and learns how to use materials.
- Explores colour and how to mix.
- Understands that they can use space to represent objects.
- Beginning to be interested in the texture of things.
- Uses various construction materials.
- Beginning to construct, stack and horizontally, making enclosed spaces.
- Joins construction pieces together to maintain balance.
- Realises tools can be used for different purposes.

Exploring and using media

- Begins to build a repertoire of sounds.
- Explores the different sounds that can be made.
- Explores what happens when things are mixed together.
- Experiments to create different effects.
- Understands that different materials can be used to create new effects.
- Manipulates materials to achieve different effects.
- Constructs with a purpose, using a range of resources.
- Uses simple tools and techniques appropriately.
- Selects appropriate resources where necessary.
- Selects tools and techniques to assemble and join materials.

Exploring and using media

- Children sing songs, make sounds, experiment with ways of changing sounds.
- They safely use and explore materials, tools and techniques, experiment with design, texture, form and function.

Being imaginative 0-5

- Beginning to use representational materials, e.g. drawing a line and saying it's a car.
- Beginning to make-believe.

Being imaginative 0-5

- Developing preferences for different materials.
- Uses movement to express ideas.
- Creates movement in response to music.
- Sings to self and makes up simple stories.
- Makes up rhythms.
- Notices what adults do, imitates and then doing it spontaneously.
- Engages in imaginative role-play based on first-hand experiences.
- Builds stories around toys, using imagination, needing rescue from an arm.
- Uses available resources to create role-play.
- Captures experiences and feelings through use of media, such as music, drawing, materials or words.

Being imaginative 0-5

- Create simple representations of people and objects.
- Initiates new combinations of materials, gesture in order to express ideas and experiences.
- Chooses particular colours and textures.
- Introduces a storyline or narrative.
- Plays alongside other children, using the same theme.

ARTS AND DESIGN

Media and materials 0-5

• Songs, rhymes, stories, poems, plays, puppets, clay, paper, fabric, wood, metal, plastic, glass, etc.
 • Drawing, painting, collage, sculpture, printmaking, etc.
 • Using musical instruments, recorders, etc.
 • Using colours and marks.

Media and materials 0-5

• Playing and ring games.
 • Singing, dancing, etc.
 • Responding to music.
 • Recognising rhythms.
 • Exploring how sounds can be changed.
 • Exploring how colours can be changed.
 • Using lines to enclose a shape.
 • Exploring how these shapes to be used.

• Using words to describe the objects.

• Using materials.
 • Exploring how stacking blocks vertically, etc.
 • Exploring how closures and creating patterns.

• Putting things together to build and create.

• Using things for a purpose.

Media and materials 0-5

• Exploring how the lyrics of songs and dances, etc.
 • Exploring how different kinds of instruments, etc.
 • Exploring how they mix colours, etc.
 • Exploring how different textures, etc.
 • Exploring how different media can be combined.

• Exploring how to achieve a planned effect.
 • Exploring how to be in mind, using a variety of materials.

• Exploring how techniques competently and creatively.

• Exploring how to modify and adapts work.

• Exploring how materials needed to shape, etc.
 • Exploring how how they are using.

Media and materials 0-5

• Exploring how using music and dance, and etc.
 • Exploring how how changing them.
 • Exploring how using a variety of materials, etc.
 • Exploring how experimenting with colour, etc.
 • Exploring how how function.

• Exploring how using imitation to communicate, etc.
 • Exploring how using language like 'That's me.'
 • Exploring how using role-play by pretending.

• Exploring how using different forms of expression, etc.
 • Exploring how using how they express feelings.

• Exploring how using how to respond to music, etc.
 • Exploring how using how to play simple songs.

• Exploring how using how to imitating what is observed, etc.
 • Exploring how using how to play seriously when the adult is not.

• Exploring how using how to role-play based on own experiences.

• Exploring how using how to play with things, e.g. farm animals, etc.
 • Exploring how using how to make a perch, a chair, a cliff, etc.

• Exploring how using how to use things to create props to support their ideas.

• Exploring how using how to use a range of responses with a range of materials, etc.
 • Exploring how using how to use colour and paint and other materials.

• Exploring how using how to describe different kinds of events, people, etc.

• Exploring how using how to use a range of responses of movement and sound, etc.
 • Exploring how using how to use colour and respond to feelings, etc.

• Exploring how using how to use things to use for a purpose, etc.

• Exploring how using how to use a range of narrative into their play, etc.

• Exploring how using how to use a range of children who are engaged in the activity.

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 wall.
 • ...

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 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.

CHARACTERISTICS OF EFFECTIVE LEARNING

Playing and exploring – engagement

Active learning - motivation

Creating and thinking critically - thinking

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