



## PSED & RELIGIOUS EDUCATION

- Making relationships 0-5**
- Plays cooperatively with a familiar adult, e.g. rolling a ball back and forth.
- 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.
- Self-confidence and self-awareness 0-5**
- Explores new toys and environments, but checks in regularly with familiar adult as and when needed.
  - Gradually able to engage in pretend play with toys (supports child to understand their own thinking may be different from others).
  - Demonstrates sense of self as an individual, e.g. wants to do things independently, says "No" to adult.
- 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.
- Managing feelings and behaviour 0-5**
- Is aware of others feelings, for example, looks concerned if hears crying or looks excited if hears a familiar happy voice.
  - Growing sense of will and determination may result in feelings of anger and frustration which are difficult to handle, e.g. may have tantrums.
  - Responds to a few appropriate boundaries, with encouragement and support.
  - Begins to learn that some things are theirs, some things are shared, and some things belong to other people.
- 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.

## UNDERSTANDING THE WORLD

- People and communities 0-5**
- The beginnings of understanding of People and communities lie in early attachment and other relationships. See Personal, Social and Emotional Development and Communication and Language.
- People and communities 0-5**
- Is curious about people and shows interest in stories about themselves and their family.
  - Enjoys pictures and stories about themselves, their families and other people.
- 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
- Enjoys playing with small-world models such as a farm, a garage, or a train track.**
- Notifies 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.
- Technology 0-5**
- Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times.
  - Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them.
- 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.

**PSED - continuous provision this term will include:**  
Promoting cooperation between each other.  
Sharing toys and taking turns.  
Developing positive relationships.  
Talking about their feelings.  
WEEK 1 - Author Week - Eric Carle. Pancake Day. Taking turns to run holding pancakes and pans.  
WEEK 2 - New Life - Life cycle of the butterfly. Sharing equipment to make a butterfly.  
WEEK 3 - New Life - Life cycle of the frog. Taking turns to be a frog when singing rhymes.  
WEEK 4 - Mother's Day - I Love You Day. - Talk about feelings.  
WEEK 5 - Growing - Taking care of plants. Taking turns to plant seeds.  
WEEK 6 - Easter - Discuss Easter story and their feelings.

**CL - continuous provision this term will include:**  
Listening to stories with increasing attention and recall.  
Using speaking and listening skills in the role-play area.  
Talking to children about what they have been doing and help them to explain events.  
Introducing new words in the context of play activities.  
WEEK 1 - Author Week - Eric Carle. Read stories and invite children to answer questions about events. Pancake Day.  
WEEK 2 - New Life - Life cycle of the butterfly. Read The Very Hungry Caterpillar. Discuss meaning of new vocabulary.  
WEEK 3 - New Life - Life cycle of the frog. Look at non-fiction text and discuss.  
WEEK 4 - Mother's Day - I Love You Day. Talking about people who are special in their lives.  
WEEK 5 - Growing - Taking care of plants. Talking about planting seeds.  
WEEK 6 - Easter - Discuss Easter story. Discuss new life.

**UW - continuous provision this half term will include:**  
Talking about signs of spring.  
Using the resources in the mud kitchen.  
Growing cress indoors.  
Planting carrots outdoors.  
Exploring and showing skill in using the Bee-Bots  
WEEK 1 - Author Week - Eric Carle. Discuss books written by the same author. Pancake Day. Discuss meaning of pancake day.  
WEEK 2 - New Life - Life cycle of the butterfly. Show care and concern for living things.  
WEEK 3 - New Life - Life cycle of the frog. Show a skill in making bee bots work by pressing the correct buttons.  
WEEK 4 - Mother's Day - I Love You Day. Talk about special events for family.  
WEEK 5 - Growing - Taking care of plants. Develop an understanding of growth over time.  
WEEK 6 - Easter - Awareness of Easter story. Talking about spring and new life.

## Nursery Spring Term 2 New Life

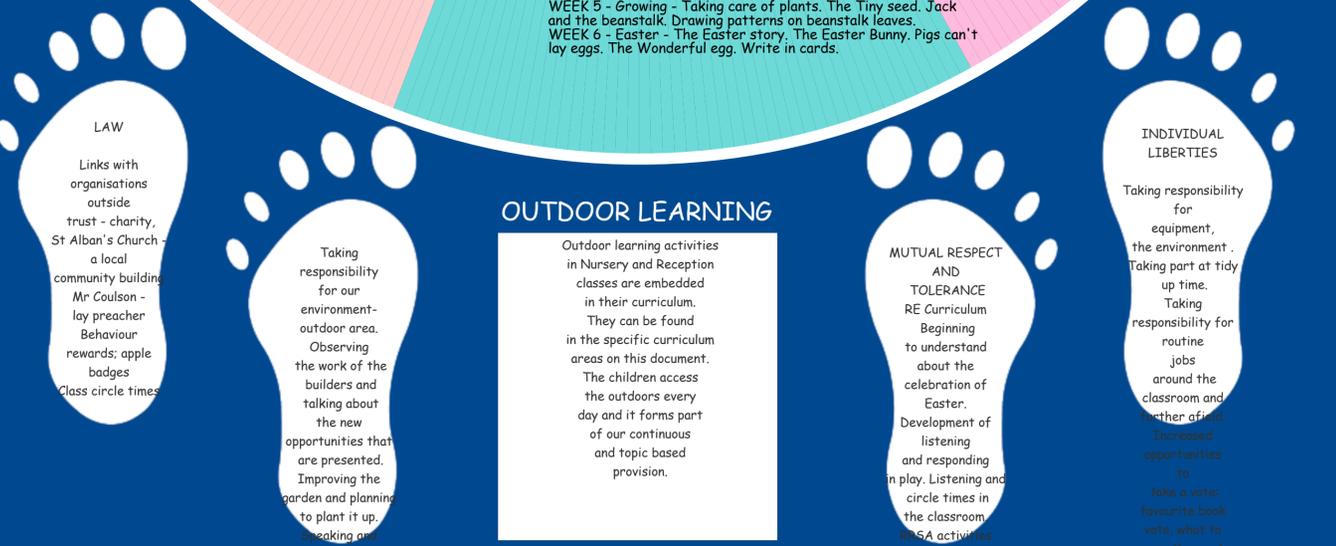
**PD - continuous provision this half term will include:**  
Developing fine motor skills by manipulating dough, threading beads and doing actions to rhymes and songs.  
WEEK 1 - Author Week - Eric Carle. Pancake Day. Have a race using pancakes (rubber spots) and pans.  
WEEK 2 - New Life - Life cycle of the butterfly. - Use scarves to make up butterfly dance.  
WEEK 3 - New Life - Life cycle of the frog. Move like a frog and jump over the lily pads (rubber spots).  
WEEK 4 - Mother's Day - I Love You Day. - Using fine motor skills to make a pasta necklace. Do actions to Mother's Day songs.  
WEEK 5 - Growing - Taking care of plants. Using fine motor skills to plant seeds.  
WEEK 6 - Easter - Move to music like the Easter bunny.

**EAD - continuous provision this half term will include:**  
Making models with construction equipment.  
Using musical instruments to create sounds.  
Singing familiar and new songs.  
Introducing vocabulary to enable children to talk about their observations and experiences.  
WEEK 1 - Author Week - Eric Carle. Pancake Day. Use tissue paper to make a colourful chameleon. Make pancakes. Recite rhyme.  
WEEK 2 - New Life - Life cycle of the butterfly. - Use paint and folded paper to create a butterfly.  
WEEK 3 - New Life - Life cycle of the frog. - Paint pictures of frogs to make display.  
WEEK 4 - Mother's Day - I Love You Day. - Learning songs for Mother's Day and performing these for parents. Making cards.  
WEEK 5 - Growing - Taking care of plants. Observational drawings of flowers.  
WEEK 6 - Easter - Making cards, Easter nests,

**MD - continuous provision to include:**  
Singing number rhymes. Using number language lots, fewer etc. Rote counting to 10 and beyond. Counting using 1:1. Identifying numerals to 5/10. Making marks to represent numbers. Writing numerals.  
Talking about shapes the children use and see.  
WEEK 1 - Author Week - Eric Carle. Pancake Day. Weighing ingredients to make pancakes.  
WEEK 2 - New Life - Life cycle of the butterfly. Read story of The Very Hungry Caterpillar - Recite days of the week and count the food eaten by the caterpillar on each day.  
WEEK 3 - New Life - Life cycle of the frog. - Look at non-fiction text - sing 5 little speckled frogs. Count the frog spawn.  
WEEK 4 - Mother's Day - I Love You Day. - Counting the pasta used to make a pasta necklace. Identify the shapes used to make a picture of mum.  
WEEK 5 - Growing - Taking care of plants. Matching numeral to quantity - seeds into numbered pots. Planting seeds, counting as they plant.  
WEEK 6 - Easter - Look at the patterns on Easter eggs and discuss. Go on an Easter egg hunt-count the eggs you find.

**L - continuous provision this half term will include:**  
Using a variety of materials to make marks, draw pictures and write letters.  
Talking about their marks and letters. Writing own name.  
Writing in cards. Listening for sounds and identifying letters.  
Listening for first sound of their name.  
WEEK 1 - Author Week - Eric Carle. Pancake Day. Reading a selection of stories written by Eric Carle eg. Polar Bear. Polar Bear what do you hear? The mixed up chameleon. The very busy spider. Pancakes, Pancakes. Writing name for Chameleon.  
WEEK 2 - New Life - Life cycle of the butterfly. Story of The Very Hungry Caterpillar. Making marks on template of butterfly.  
WEEK 3 - New Life - Life cycle of the frog. Non-fiction text on Life cycle of frog. Following lines from frogspawn to frog.  
WEEK 4 - Mother's Day - I Love You Day. Stories, I Love you Mum, Are you my mother? When Mum turned into a monster. Write in cards.  
WEEK 5 - Growing - Taking care of plants. The Tiny seed. Jack and the beanstalk. Drawing patterns on beanstalk leaves.  
WEEK 6 - Easter - The Easter story. The Easter Bunny. Pigs can't lay eggs. The Wonderful egg. Write in cards.

## OUTDOOR LEARNING



## PHYSICAL EDUCATION

- Moving and Handling 0-5**
- Turns head in response to sounds and sights.
- Moving and Handling 0-5**
- Walks upstairs holding hand of adult.
  - Comes downstairs backwards on knees (crawling).
  - Beginning to balance blocks to build a small tower.
  - Makes connections between their movement and the marks they make.
- 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.
- Health and self-care 0-5**
- Develops own likes and dislikes in food and drink.
  - Willing to try new food textures and tastes.
  - Holds cup with both hands and drinks without much spilling.
  - Clearly communicates wet or soiled nappy or pants.
  - Shows some awareness of bladder and bowel urges.
  - Shows awareness of what a potty or toilet is used for.
  - Shows a desire to help with dressing/undressing and hygiene routines.
- Health and self-care 0-5**
- Feeds self competently with spoon.
  - Drinks well without spilling.
  - Clearly communicates their need for potty or toilet.
  - Beginning to recognise danger and seeks support of significant adults for help.
  - Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt.
  - Beginning to be independent in self-care, but still often needs adult support.
- 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**
- Usually dry and clean during the day.

## 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.
- Being imaginative 0-5**
- Expresses self through physical action and sound.
  - Pretends that one object represents another, especially when objects have characteristics in common.
- 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**
- 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.
  - 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.
  - Buils 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.

# Nursery Spring Term 2

## UNDERSTANDING THE WORLD

### People and communities 0-5

- The beginnings of understanding of People and communities lie in early attachment and other relationships. See Personal, Social and Emotional Development and Communication and Language.

### People and communities 0-5

- Is curious about people and shows interest in stories about themselves and their family.
- Enjoys pictures and stories about themselves, their families and other people.

### 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.

### The world 0-5

- Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking.
- Remembers where objects belong.
- Matches parts of objects that fit together, e.g. puts lid on teapot.

### 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.

### Technology 0-5

- Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times.
- Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them.

### 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

## MATHEMATICS AND COMPUTING

### Numbers 0-5

- Notices changes in number of objects/images or sounds in group of up to 3.

### Numbers 0-5

- Knows that things exist, even when out of sight.
- Beginning to organise and categorise objects, e.g. putting all the teddy bears together or teddies and cars in separate piles.
- Says some counting words randomly.

### 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.

### Shape, space and measure 0-5

- Attempts, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles.
- Uses blocks to create their own simple structures and arrangements.
- Enjoys filling and emptying containers.
- Associates a sequence of actions with daily routines.
- Beginning to understand that things might happen now.

### 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.

### Shape, space and measure 0-5

- Shows an interest in shape and space by playing with shapes or making arrangements with objects.
- Shows awareness of similarities of shapes in the environment.
- Uses positional language.
- Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.
- Shows interest in shapes in the environment.
- Uses shapes appropriately for tasks.

## PHYSICAL EDUCATION

### Moving and Handling 0-5

- Turns head in response to sounds and sights.

### Moving and Handling 0-5

- Walks upstairs holding hand of adult.
- Comes downstairs backwards on knees (crawling).
- Beginning to balance blocks to build a small tower.
- Makes connections between their movement and the marks they make.

### 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.

### Health and self-care 0-5

- Develops own likes and dislikes in food and drink.
- Willing to try new food textures and tastes.
- Holds cup with both hands and drinks without much spilling.
- Clearly communicates wet or soiled nappy or pants.
- Shows some awareness of bladder and bowel urges.
- Shows awareness of what a potty or toilet is used for.
- Shows a desire to help with dressing/undressing and hygiene routines.

### Health and self-care 0-5

- Feeds self competently with spoon.
- Drinks well without spilling.
- Clearly communicates their need for potty or toilet.
- Beginning to recognise danger and seeks support of significant adults for help.
- Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt.
- Beginning to be independent in self-care, but still often needs adult support.

### 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

## 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.

### Being imaginative 0-5

- Expresses self through physical action and sound.
- Pretends that one object represents another, especially when objects have characteristics in common.

### 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.
- Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.

## LITERACY

### Reading 0-5

- Interested in books and rhymes and may have favourites.

### 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

- Hears and says the initial sound in words.

### 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.
- Hears and says the initial sound in words.

## COMMUNICATION AND LANGUAGE

### Listening and attention 0-5

- Listens to and enjoys rhythmic patterns in rhymes and stories.
- Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations.
- Rigid attention – may appear not to hear.

### Listening and attention 0-5

- Listens with interest to the noises adults make when they read stories.
- Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door.
- Shows interest in play with sounds, songs and rhymes.
- Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus.

### 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.

### Understanding 0-5

- Selects familiar objects by name and will go and find objects when asked, or identify objects from a group.
- Understands simple sentences (e.g. Throw the ball.)

### Understanding 0-5

- Identifies action words by pointing to the right picture, e.g., "Whos jumping?"
- Understands more complex sentences, e.g. Put your toys away and then well read a book.
- Understands who, what, where in simple questions (e.g. Whos that/can? Whats that? Where is.?).
- Developing understanding of simple concepts (e.g. big/little).

### 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.

### Speaking 0-5

- Copies familiar expressions, e.g. Oh dear, All gone.
- Beginning to put two words together (e.g. want ball, more juice).
- Uses different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot).
- Beginning to ask simple questions.
- Beginning to talk about people and things that are not present.

### Speaking 0-5

- Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.
- Holds a conversation, jumping from topic to topic.
- Learns new words very rapidly and is able to use them in communicating.
- Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying I have it.
- Uses a variety of questions (e.g. what, where, who).
- Uses simple sentences (e.g. Mummy gonna work.)
- Beginning to use word endings (e.g. going, cats).

## PSED & RELIGIOUS EDUCATION

### Making relationships 0-5

- Plays cooperatively with a familiar adult, e.g. rolling a ball back and forth.

### 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.

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

- Explores new toys and environments, but checks in regularly with familiar adult as and when needed.
- Gradually able to engage in pretend play with toys (supports child to understand their own thinking may be different from others).
- Demonstrates sense of self as an individual, e.g. wants to do things independently, says "No" to adult.

### 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.

### Managing feelings and behaviour 0-5

- Is aware of others feelings, for example, looks concerned if hears crying or looks excited if hears a familiar happy voice.
- Growing sense of will and determination may result in feelings of anger and frustration which are difficult to handle, e.g. may have tantrums.
- Responds to a few appropriate boundaries, with encouragement and support.
- Begins to learn that some things are theirs, some things are shared, and some things belong to other people.

### 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

CHARACTERISTICS OF EFFECTIVE LEARNING

Playing and exploring – engagement

Active learning - motivation

Creating and thinking critically - thinking

--

--

--