



## PSED & RELIGIOUS EDUCATION

### Making relationships 0-5

- Plays alongside others.
- Uses a familiar adult as a secure base from which to explore independently in new environments, e.g. ventures away to play and interact with others, but returns for a cuddle or reassurance if becomes anxious.
- 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.
- Explains own knowledge and understanding, and asks appropriate questions of others.
- Takes steps to resolve conflicts with other children, e.g. finding a compromise.

### 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.
- Can describe self in positive terms and talk about abilities.

### 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.
- Aware of the boundaries set, and of behavioural expectations in the setting.
- Begins to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.

### Managing feelings and behaviour 0-5

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

### Managing feelings and behaviour 0-5

- Anticipates repeated sounds, sights and actions

PSED - continuous provision this term will include:  
Helping children understand the feelings of others by labelling emotions e.g happiness, sadness, feeling scared or worried. Sharing and taking turns in play with support if needed. Talking about the choices they have made. Model and involve children in finding solutions to problems and conflicts.  
Home visits first 2 days.  
WEEK 1 - 3-days Dinosaurs - Talk about how you would feel if you met a real dinosaur. Wear dinosaur masks and walk and talk like one.  
WEEK 2 - 4-days Dinosaurs - Discuss the eating habits of the dinosaurs.  
WEEK 3 - Dinosaurs - Use the dinosaurs in the soil to tell stories.  
WEEK 4 - Mini-beasts - Watching the lifecycle of the caterpillar  
WEEK 5 - Mini-beasts - Discuss caring for creatures and their habitats.  
Replenishing homes for the mini-beasts.

CL - continuous provision this term will include:  
Prompting children's thinking and discussion through involvement in their play.  
Helping children to expand on what they say, introducing and reinforcing more complex sentences.  
Playing games which involves listening for a signal such as Simon says. Modelling being a listener by listening to children and taking account of what they say in our response to them. Telling own stories.  
Home visits first two days.  
WEEK 1 - 3-days Dinosaurs - Talk about the dinosaur bones and the different sizes.  
WEEK 2 - 4-days Dinosaurs - Use different voices to talk like the dinosaurs.  
WEEK 3 - Dinosaurs - Use dinosaurs to retell or create stories.  
WEEK 4 - Mini-beasts - small world play with mini-beasts, soil etc. Listen to stories about mini-beasts.  
WEEK 5 - Mini-beasts - Listen to non-fiction texts on mini-beasts.

UTW - continuous provision this half term will include:  
Encouraging children to talk about their own home and community life, and to find out about other children's experiences. Introducing vocabulary to enable children to talk about their observations and to ask questions. Supporting and extending the skills children develop as they become familiar with simple equipment.  
Home visits first 2 days.  
WEEK 1 - 3-days Dinosaurs - Explore the dinosaur bones.  
WEEK 2 - 4-days Dinosaurs - Find out what dinosaurs like to eat.  
WEEK 3 - Dinosaurs - Go on a dinosaur hunt in the nursery garden and name the dinosaurs you can find.  
WEEK 4 - Mini-beasts - Watching the growth of the caterpillars into butterflies.  
WEEK 5 - Mini-beasts - Go on a mini-beast hunt.

MD - continuous provision to include:  
number rhymes, rote counting, counting using 1:1, matching numeral to quantity, taking about shapes, identifying shapes. Supporting children with mathematical and shape problems when working in the areas, both indoors and outdoors.  
Home visits first two days  
WEEK 1 - 3-days Dinosaurs - comparing and ordering dinosaur bones  
WEEK 2 - 4-days Dinosaurs - counting how many dinosaurs and finding numeral to match  
WEEK 3 - Dinosaurs - create a pictogram from the dinosaur hunt  
WEEK 4 - Mini-beasts - measuring quantities in making biscuits  
WEEK 5 - Mini-beasts - sorting mini-beasts with spots, wings, legs

PD - continuous provision this half term will include:  
Developing fine motor skills by threading beads, manipulating dough, using tweezers to pick up items and fixing together pieces of construction equipment. Using whiteboards to make marks, write letters. Using tools in the creative areas. Developing gross motor skills by being involved in activities where children can practise moving in different ways and at different speeds; balancing, target throwing, rolling, kicking and catching.  
Home visits first 2 days  
WEEK 1 - 3-days Dinosaurs - Move like a dinosaur. Use dough to make parts of the dinosaurs on the mats.  
WEEK 2 - 4-days Dinosaurs - Use a variety of utensils to make dinosaur eggs.  
WEEK 3 - Dinosaurs - Do the Dinosaur stomp. Dig the cookies out of the cookies with a small stick just like being on a dinosaur dig  
WEEK 4 - Mini-beasts - Move like a mini-beast  
WEEK 5 - Mini-beasts - Dance to the ugly bug ball song.

EAD - continuous provision this half term will include:  
Opportunities for children to be creative through, 2D and 3D projects that they initiate themselves, dance, role play, small world play, music and group play.  
Home visits first 2 days  
WEEK 1 - 3-days Dinosaurs - Use macaroni to create dinosaur skeletons  
WEEK 2 - 4-days Dinosaurs - Use cocktail sticks to dig out the chocolate of the cookies just like digging for bones  
WEEK 3 - Dinosaurs - use paper plates to make dinosaurs  
WEEK 4 - Mini-beasts - make mini-beast biscuits  
WEEK 5 - Mini-beasts - Create bug sounds with instruments.

L - continuous provision this half term will include:  
Daily phonic session. Daily stories, rhymes etc.  
Encouraging children to predict outcomes, to think of alternative endings and to compare plots and the feelings of characters with their own experiences. Encouraging children to hold writing implements correctly. Looking at non-fiction texts.  
Home visits first two days  
WEEK 1 - 3-days Dinosaurs - make marks or write words in 'My dinosaur word book'  
WEEK 2 - 4-days Dinosaurs - follow patterns spirals, stripes and wiggly lines  
WEEK 3 - Dinosaurs - Write names for the dinosaurs  
WEEK 4 - Mini-beasts - repeating rhymes about mini-beasts.  
WEEK 5 - Mini-beasts - what do mini-beasts eat, make marks, write a list

Nursery Summer 1  
Animals Large and Small

## 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.
- Begins 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

- 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.

### The world 0-5

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

### Technology 0-5

- Anticipates repeated sounds, sights and actions

LAW

Behaviour rewards: apple badges  
Class circle times

DEMOCRACY  
Taking responsibility for our

environment-outdoor area,  
Planting in nursery garden  
Speaking and listening  
Learning about turn taking and sharing though  
PSED  
Caring for the garden area

## 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 - continuing to respect each other's differences.  
Talking about similarities and differences in things they are good at - LJs.  
Development of listening and responding

INDIVIDUAL LIBERTIES

Taking responsibility for equipment, the environment. Taking part at tidy up time.  
Taking responsibility for routine jobs around nursery and further afield.

## PHYSICAL EDUCATION

### 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.

### Moving and Handling 0-5

- 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.

### 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.
- Begins 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.
- Begins 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

- 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.

## 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

- 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.
- Begins to be interested in and describe the texture of things.
- Uses various construction materials.

- Selects appropriate resources and adapts work where necessary.
- Selects tools and techniques needed to shape, assemble and join materials they are using.

### 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.
- 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.

# Nursery Summer 1

## UNDERSTANDING THE WORLD

### People and communities 0-5

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- 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.

### People and communities 0-5

- Enjoys joining in with family customs and routines.

### 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.

### The world 0-5

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

### 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.

## 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.
- 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.
- 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.
- Records, using marks that they can interpret and explain.

### 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.

## PHYSICAL EDUCATION

### 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.
- 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.

### 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.

## 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

- 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.

### 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.
- 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.

### 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.
- Plays cooperatively as part of a group to develop and act out a narrative.

## 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

- 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.

### Writing 0-5

- Early mark-making is not the same as writing.It is a sensory and physical experience for babies and toddlers, which they do not yet connect to forming symbols which can communicate meaning.(See roots of mark-making and handwriting in Playing and exploring and Physical Development).

### 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.

## 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.
- Two-channelled attention – can listen and do for short span.

### 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.
- 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.

### 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.

## PSED & RELIGIOUS EDUCATION

### Making relationships 0-5

- Plays alongside others.
- Uses a familiar adult as a secure base from which to explore independently in new environments, e.g. ventures away to play and interact with others, but returns for a cuddle or reassurance if becomes anxious.
- 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.
- Explains own knowledge and understanding, and asks appropriate questions of others.
- Takes steps to resolve conflicts with other children, e.g. finding a compromise.

### 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.
- Can describe self in positive terms and talk about abilities.

### 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.

CHARACTERISTICS OF EFFECTIVE LEARNING

Playing and exploring – engagement	Active learning - motivation	Creating and thinking critically - thinking
<ol style="list-style-type: none"><li>1. Finding out and exploring</li><li>2. Playing with what they know</li><li>3. Being willing to 'have a go'</li></ol>	<ol style="list-style-type: none"><li>1. Being involved and concentration</li><li>2. Keep trying</li><li>3. Enjoying achieving what they set out to do</li></ol>	<ol style="list-style-type: none"><li>1. Having their own ideas</li><li>2. Making links</li><li>3. Choosing ways to do things</li></ol>