

## PSED (30-50)

- Interested in others' play and starting to join in (22-36).
- Responds to the feelings and wishes of others (22-36).
- Aware that some actions can hurt or harm others (22-36)
- Beginning 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.
- Enjoys responsibility of carrying out small tasks.
- Display high levels of involvement in activities
- Confident to speak to others about own needs, wants interests and opinions (40-60).
- Understand own actions affect other people (40-60).
- Initiates conversation, attends to and takes into account what others say (40-60).

## Physical Education -Movement & Real PE (30-50)

- Runs skilfully and negotiates space successfully
- Moves freely and with pleasure and confidence in a range of ways.
- Draws lines and circles using gross motor movements
- Holds a pencil in a comfortable grip.
- Can copy some letters, e.g. letters from their name.
- Observes the effects of activity on their bodies
- Begins to handle tools with increasing control (40-60).
- Begins to form recognisable letters (40-60).

## Understanding the World (30-50)

- Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras.
- Recognises and describes special times or events for family or friends
- Describe and talk about what they see.
- Talks about why things happen and how things work.
- Knows some of the things that make them unique, and can talk about some of the similarities and difference in relation to friends and family.
- Construct with a purpose in mind (40-60).
- Use a mouse with increasing control (40-60).

## Communication & Language (30-50)

- Responds to simple instructions, e.g. to get or put away an object.
- Listens to stories with increasing attention and recall.
- Shows confidence in asking adults for help
- 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
- Is able to follow directions (if not intently focused on own choice of activity).
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Responds to ideas involving two part sequence (40-60)
- Maintains attention, concentrates & sits quietly during appropriate activity (40-60).
- Uses language to imagine and recreate roles and experiences (40-60).

## Superheroes



## Expressive Arts (30-50)

- Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces
- Beginning to move rhythmically
- Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.
- Creates movement in response to music. Sings to self and makes up simple songs.
- Makes up rhythms, noticing what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.
- Taps out simple repeated rhythms
- Uses various construction materials
- Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects
- Joins construction pieces together to build and balance.
- Chooses a particular colour for a purpose (40-60).
- Explores what happens when they mix colours (40-60).

## Mathematical Development (30-50)

- Recognise some numerals of personal significance.
- Shows curiosity about numbers by offering comments or asking questions.
- Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Uses shapes appropriately for tasks. Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.
- Counts actions or objects which cannot be moved.
- Recognises numerals 1 to 5 (then 1-10)
- Says a number that is one more or one less than a number (40-60).
- Use everyday language related to time (40-60).
- Finds the total number of items in two groups by counting all of them. (40-60)
- Begin to create and recreate patterns (40-60)

## Literacy (30-50)

- Enjoys rhyming and rhythmic activities
- Recognises rhythm and alliteration in spoken words
- Listens to stories with increasing attention and recall.
- Listens to and joins in with stories and poems
- Suggests how the story might end
- Ascribes meanings to marks that they see in different places.
- Shows a preference for a dominant hand.
- Begin to blend and read simple words (40-60).
- Hears and says initial sounds in words. (40-60).
- Begins to form recognisable letters (40-60).