

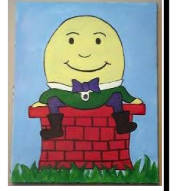
## Personal, Social and Emotional Development

- Shows an interest in others' play and starts to join in.
- Separates from main carer with support and encouragement from a familiar adult.
- Expresses own preferences and interests.
- Seeks comfort from familiar adults when needed.
- Can inhibit own actions/behaviors, e.g. stop themselves from doing something they shouldn't do.
- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.
- Is 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.



## Physical Development

- Draws line and circles using gross motor movements.
- Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt.
- Beginning to be independent in self-care.
- Moves freely and with pleasure and confidence in a range of ways, such as lithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
- Can stand momentarily on one foot when shown.
- Can copy some letters, e.g. letters from their name.
- Uses one handed tools and equipment.



## Mathematics

- Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'.
- 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.
- Uses some language of quantities, such as 'more' and 'a lot'.
- Begins to make comparisons between quantities. Shows an interest in shape and space by playing with shapes or making arrangements with objects.
- Beginning to categorise objects according to properties such as shape or size.
- Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.
- Understands some talk about immediate past and future.



## Nursery Rhymes



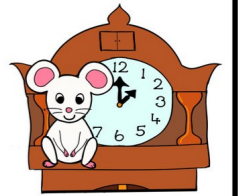
## Literacy

- Distinguishes between the different marks they make.
- Sometimes gives meaning to marks as they draw and paint.
- Repeats words or phrases from familiar stories.
- Fills in the missing word or phrase in a known rhyme, story or game.



## Communication and Language

- Listens with interest to the noises adults make when they read stories.
- Shows interest in play with sounds, songs and rhymes.
- Identifies action words by pointing to the right picture, e.g., "Who's jumping?"
- Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.'
- Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is.?).
- Holds a conversation, jumping from topic to topic.
- Learns new words very rapidly and is able to use them in communicating. 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).



## Understand the World

- In pretend play, imitate everyday actions and events from own family.
- Enjoys playing with small-world models such as a farm, a garage, or a train track.
- Seeks to acquire basic skills in turning on and operating some ICT equipment.
- Knows how to operate simple equipment.
- Knows some of the things that makes them unique.
- Remembers and talks about significant events in their own experience.
- Talks about why things happen and how things work.



## Preston Curriculum

- Teamwork
- Being a leader
- Being a team player
- Using please and thank you.
- Beginning to have a sense of belonging to the school community.



## Expressive Art and Design

- 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.
- Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'
- Beginning to make-believe by pretending.
- Joins a variety of construction pieces together to build and balance.
- Realises tools can be used for a purpose.
- Imitates movement in response to music.
- Beginning to be interested in and describe the texture of things.
- Creates movement in response to music.

