

PSED	C&L	PD	English
<p>Find ways to calm themselves, through being calmed and comforted by their key person</p> <p>Engage with others through gestures, gaze and talk</p> <p>Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.</p> <p>Find ways of managing transitions, for example from their parent to their key person.</p> <p>Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting.</p> <p>Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.</p> <p>Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.</p> <p>Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</p> <p>Develop friendships with other children</p>	<p>Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent.</p> <p>Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods.</p> <p>Watch someone's face as they talk.</p> <p>Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements.</p> <p>Enjoy singing, music and toys that make sounds.</p> <p>Recognise and are calmed by a familiar and friendly voice.</p> <p>Listen and respond to a simple instruction.</p> <p>Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling).</p> <p>Babble, using sounds like 'ba- ba', 'mamama'.</p> <p>Use gestures like waving and pointing to communicate.</p> <p>Reach or point to something they want while making sounds.</p> <p>Copy your gestures and words.</p> <p>Constantly babble and use single words during play.</p> <p>Understand single words in context – 'cup', 'milk', 'daddy'.</p> <p>Understand frequently used words such as 'all gone', 'no' and 'bye-bye'.</p> <p>Understand simple instructions like "give to mummy" or "stop".</p> <p>Recognise and point to objects if asked about them.</p> <p>Listen to other people's talk with interest, but can easily be distracted by other things.</p>	<p>Lift their head while lying on their front.</p> <p>Push their chest up with straight arms.</p> <p>Roll over: from front to back, then back to front.</p> <p>Enjoy moving when outdoors and inside.</p> <p>Sit without support.</p> <p>Begin to crawl in different ways and directions.</p> <p>Pull themselves upright and bouncing in preparation for walking.</p> <p>Reach out for objects as co-ordination develops.</p> <p>Eat finger food and develop likes and dislikes.</p> <p>Try a wider range of foods with different tastes and textures.</p> <p>Lift objects up to suck them.</p> <p>Pass things from one hand to the other. Let go of things and hands them to another person, or drops them.</p> <p>Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.</p> <p>Clap and stamp to music.</p> <p>Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.</p> <p>Begin to walk independently – choosing appropriate props to support at first.</p> <p>Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</p>	<p>Enjoy songs and rhymes, tuning in and paying attention.</p> <p>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>Copy finger movements and other gestures</p> <p>Enjoy sharing books with an adult.</p> <p>Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.</p> <p>Repeat words and phrases from familiar stories.</p> <p>Develop play around favourite stories using props.</p> <p>Enjoy drawing freely</p>
CofEL	EAD	UTW	Mathematics
<p><b>Playing &amp; Exploring</b></p> <p>Realise that their actions have an effect on the world, so they want to keep repeating them.</p> <p>Reach for and accept objects. Make choices and explore different resources and materials.</p> <p>Plan and think ahead about how they will explore or play with objects.</p> <p>Guide their own thinking and actions by talking to themselves while playing.</p> <p>Make independent choices. Do things independently that they have been previously taught.</p> <p>Bring their own interests and fascinations into early years settings.</p> <p>Respond to new experiences that you bring to their attention.</p> <p><b>Active Learning</b></p> <p>Participate in routines and begin to predict sequences because they know routines.</p> <p>Show goal-directed behaviour.</p> <p>Use a range of strategies to reach a goal they have set themselves.</p> <p>Begin to correct their mistakes themselves.</p> <p>Keep on trying when things are difficult.</p> <p><b>Creating &amp; Thinking Critically</b></p> <p>Take part in simple pretend play.</p> <p>Sort materials.</p> <p>Review their progress as they try to achieve a goal. Check how well they are doing.</p> <p>Solve real problems.</p> <p>Use pretend play to think beyond the 'here and now' and to understand another perspective.</p> <p>Know more, so feel confident about coming up with their own ideas.</p> <p>Make more links between those ideas.</p> <p>Concentrate on achieving something that's important to them.</p> <p>Be increasingly able to control their attention and ignore distractions.</p>	<p>Show attention to sounds and music.</p> <p>Anticipate phrases and actions in rhymes and songs, like 'Peepo'.</p> <p>Explore their voices and enjoy making sounds.</p> <p>Explore a range of sound-makers and instruments and play them in different ways.</p> <p>Start to make marks intentionally.</p> <p>Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.</p>	<p>Repeat actions that have an effect.</p> <p>Explore materials with different properties.</p> <p>Explore natural materials, indoors and outside.</p>	<p>Combine objects like stacking blocks and cups. Put objects inside others and take them out again.</p> <p>Take part in finger rhymes with numbers.</p> <p>Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</p> <p>Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'</p> <p>Climb and squeezing selves into different types of spaces</p> <p>Complete inset puzzles.</p>

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<p>Establish their sense of self. Express preferences and decisions. They also try new things and start establishing their autonomy. Find ways of managing transitions, for example from their parent to their key person. Thrive as they develop self-assurance. Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person. Feel strong enough to express a range of emotions. Be increasingly able to talk about and manage their emotions Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. Safely explore emotions beyond their normal range through play and stories. Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".</p>	<p>Use intonation, pitch and changing volume when 'talking'. Generally, focus on an activity of their own choice and find it difficult to be directed by an adult. Can become frustrated when they can't make themselves understood. Start to say how they are feeling, using words as well as actions. Start to develop conversation, often jumping from topic to topic. Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'. Use the speech sounds p, b, m, w. Are usually still learning to pronounce: l/r/w/y, f/th, s/sh/ch/dz/j, multi-syllabic words such as 'banana' and 'computer' Listen to simple stories and understand what is happening, with the help of the pictures. Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'. Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. 12. Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</p>	<p>Enjoy starting to kick, throw and catch balls. Build independently with a range of appropriate resources. . Walk, run, jump and climb – and start to use the stairs independently Spin, roll and independently use ropes and swings (for example, tyre swings). Sit on a push-along wheeled toy, use a scooter or ride a tricycle. Develop manipulation and control. Explore different materials and tools. Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Learn to use the toilet with help, and then independently.</p>	<p>Say some of the words in songs and rhymes. Sing songs and say rhymes independently, for example, singing whilst playing. Pay attention and responds to the pictures or the words. Enjoy drawing freely. Ask questions about the book. Makes comments and shares their own ideas. Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name.</p>
CofEL	EAD	UTW	Mathematics
<p><b>Playing &amp; Exploring</b> Realise that their actions have an effect on the world, so they want to keep repeating them. Reach for and accept objects. Make choices and explore different resources and materials. Plan and think ahead about how they will explore or play with objects. Guide their own thinking and actions by talking to themselves while playing. Make independent choices. Do things independently that they have been previously taught. Bring their own interests and fascinations into early years settings. Respond to new experiences that you bring to their attention. <b>Active Learning</b> Participate in routines and begin to predict sequences because they know routines. Show goal-directed behaviour. Use a range of strategies to reach a goal they have set themselves. Begin to correct their mistakes themselves. Keep on trying when things are difficult. <b>Creating &amp; Thinking Critically</b> Take part in simple pretend play. Sort materials. Review their progress as they try to achieve a goal. Check how well they are doing. Solve real problems. Use pretend play to think beyond the 'here and now' and to understand another perspective. Know more, so feel confident about coming up with their own ideas. Make more links between those ideas. Concentrate on achieving something that's important to them. Be increasingly able to control their attention and ignore distractions.</p>	<p>Respond emotionally and physically to music when it changes. Move and dance to music. Make rhythmical and repetitive sounds. Notice patterns with strong contrasts and be attracted by patterns resembling the human face. Join in with songs and rhymes, making some sounds. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. Explore different materials, using all their senses to investigate them. Enjoy and take part in action songs, such as 'Twinkle, twinkle...' Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas.</p>	<p>Explore and respond to different natural phenomena in their setting and on trips. Make connections between the features of their family and other families. Notice differences between people.</p>	<p>React to changes of amount in a group of up to three items. Compare amounts, saying 'lots', 'more' or 'same'. Build with a range of resources. Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. Notice patterns and arrange things in patterns. Understand position through words alone, 'the bag is under the table.' With no pointing.</p>

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<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Increasingly follow rules, understanding why they are important</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Begin to understand how others might be feeling.</p>	<p>Can find it difficult to pay attention to more than one thing at a time.</p> <p>Use a wider range of vocabulary.</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Show a preference for a dominant hand.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>	<p>Understand the five key concepts about print: page sequencing</p> <p>Develop their phonological awareness, so that they can: spot and suggest rhymes</p> <p>Engage in extended conversations about stories, learning new vocabulary</p>
CofEL & Days of Interest	EAD	UTW	Mathematics
<p><b>Playing &amp; Exploring</b></p> <p>Realise that their actions have an effect on the world, so they want to keep repeating them.</p> <p>Reach for and accept objects. Make choices and explore different resources and materials.</p> <p>Plan and think ahead about how they will explore or play with objects.</p> <p>Guide their own thinking and actions by talking to themselves while playing.</p> <p>Make independent choices. Do things independently that they have been previously taught.</p> <p>Bring their own interests and fascinations into early years settings.</p> <p>Respond to new experiences that you bring to their attention.</p> <p><b>Active Learning</b></p> <p>Participate in routines and begin to predict sequences because they know routines.</p> <p>Show goal-directed behaviour.</p> <p>Use a range of strategies to reach a goal they have set themselves.</p> <p>Begin to correct their mistakes themselves.</p> <p>Keep on trying when things are difficult.</p> <p><b>Creating &amp; Thinking Critically</b></p> <p>Take part in simple pretend play.</p> <p>Sort materials.</p> <p>Review their progress as they try to achieve a goal. Check how well they are doing.</p> <p>Solve real problems.</p> <p>Use pretend play to think beyond the 'here and now' and to understand another perspective.</p> <p>Know more, so feel confident about coming up with their own ideas.</p> <p>Make more links between those ideas.</p> <p>Concentrate on achieving something that's important to them.</p> <p>Be increasingly able to control their attention and ignore distractions.</p>	<p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc</p> <p>Explore colour and colour-mixing</p> <p>Take part in simple pretend play, using objects to represent something else even though they are not similar.</p>	<p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Show interest in different occupations.</p> <p>Plant seeds and care for growing plants.</p>	<p>Fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Recite numbers past 5.</p> <p>Show 'finger numbers' up to 5</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle etc.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p>

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<p>Become more outgoing with unfamiliar people, in the safe context of their setting.            Show more confidence in new social situations            Do not always need an adult to remind them of a rule.</p>	<p>Enjoy listening to longer stories and can remember much of what happens.            Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p>	<p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.            Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.            Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p>	<p>Understand the five key concepts about print: print has meaning            Develop their phonological awareness, so that they can count or clap syllables in a word            Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p>
<b>CofEL &amp; Days of Interest</b>	<b>EAD</b>	<b>UTW</b>	<b>Mathematics</b>
<p><b>Playing &amp; Exploring</b>            Realise that their actions have an effect on the world, so they want to keep repeating them.            Reach for and accept objects. Make choices and explore different resources and materials.            Plan and think ahead about how they will explore or play with objects.            Guide their own thinking and actions by talking to themselves while playing.            Make independent choices. Do things independently that they have been previously taught.            Bring their own interests and fascinations into early years settings.            Respond to new experiences that you bring to their attention.</p> <p><b>Active Learning</b>            Participate in routines and begin to predict sequences because they know routines.            Show goal-directed behaviour.            Use a range of strategies to reach a goal they have set themselves.            Begin to correct their mistakes themselves.            Keep on trying when things are difficult.</p> <p><b>Creating &amp; Thinking Critically</b>            Take part in simple pretend play.            Sort materials.            Review their progress as they try to achieve a goal. Check how well they are doing.            Solve real problems.            Use pretend play to think beyond the 'here and now' and to understand another perspective.            Know more, so feel confident about coming up with their own ideas.            Make more links between those ideas.            Concentrate on achieving something that's important to them.            Be increasingly able to control their attention and ignore distractions.</p>	<p>Develop their own ideas and then decide which materials to use to express them.            Join different materials and explore different textures            Listen with increased attention to sounds.</p>	<p>Understand the key features of the life cycle of a plant and an animal.            Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').            Show 'finger numbers' up to 5.            Compare quantities using language: 'more than', 'fewer than'.            Combine shapes to make new ones – an arch, a bigger triangle etc.</p>

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<p>Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Develop appropriate ways of being assertive.</p>	<p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam' Can start a conversation with an adult or a friend and continue it for many turns.</p>	<p>Start taking part in some group activities which they make up for themselves, or in teams. Use a comfortable grip with good control when holding pens and pencils.</p>	<p>Write some or all of their name. Write some letters accurately</p>
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<p><b>Playing &amp; Exploring</b> Realise that their actions have an effect on the world, so they want to keep repeating them. Reach for and accept objects. Make choices and explore different resources and materials. Plan and think ahead about how they will explore or play with objects. Guide their own thinking and actions by talking to themselves while playing. Make independent choices. Do things independently that they have been previously taught. Bring their own interests and fascinations into early years settings. Respond to new experiences that you bring to their attention.</p> <p><b>Active Learning</b> Participate in routines and begin to predict sequences because they know routines. Show goal-directed behaviour. Use a range of strategies to reach a goal they have set themselves. Begin to correct their mistakes themselves. Keep on trying when things are difficult.</p> <p><b>Creating &amp; Thinking Critically</b> Take part in simple pretend play. Sort materials. Review their progress as they try to achieve a goal. Check how well they are doing. Solve real problems. Use pretend play to think beyond the 'here and now' and to understand another perspective. Know more, so feel confident about coming up with their own ideas. Make more links between those ideas. Concentrate on achieving something that's important to them. Be increasingly able to control their attention and ignore distractions.</p>	<p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Respond to what they have heard, expressing their thoughts and feelings. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Remember and sing entire songs.</p>	<p>Talk about the differences between materials and changes they notice. Continue to develop positive attitudes about the differences between people.</p>	<p>Describe a familiar route. Make comparisons between objects relating to size, length, weight and capacity Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</p>

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<p>Develop their sense of responsibility and membership of a community. Talk with others to solve conflicts.</p>	<p>May have problems saying: some sounds: r, j, th, ch, and sh and multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'                      Understand a question or instruction that has two parts such as 'Get your coat and wait at the door.'                      Sing a large repertoire of songs.                      Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as action.</p>	<p>Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm                      Make healthy choices about food, drink, activity and toothbrushing.                      Go up steps and stairs, or climb up apparatus, using alternate feet.                      Start to eat independently and learning how to use a knife and fork.</p>	<p>Understand the five key concepts about print: print can have different purposes                      Develop their phonological awareness, so that they can recognise words with the same initial sound, such as money and mother</p>
CofEL & Days of Interest	EAD	UTW	Mathematics
<p><b>Playing &amp; Exploring</b>                      Realise that their actions have an effect on the world, so they want to keep repeating them.                      Reach for and accept objects. Make choices and explore different resources and materials.                      Plan and think ahead about how they will explore or play with objects. Guide their own thinking and actions by talking to themselves while playing.                      Make independent choices. Do things independently that they have been previously taught.                      Bring their own interests and fascinations into early years settings. Respond to new experiences that you bring to their attention.</p> <p><b>Active Learning</b>                      Participate in routines and begin to predict sequences because they know routines.                      Show goal-directed behaviour.                      Use a range of strategies to reach a goal they have set themselves. Begin to correct their mistakes themselves.                      Keep on trying when things are difficult.</p> <p><b>Creating &amp; Thinking Critically</b>                      Take part in simple pretend play.                      Sort materials.                      Review their progress as they try to achieve a goal. Check how well they are doing.                      Solve real problems.                      Use pretend play to think beyond the 'here and now' and to understand another perspective.                      Know more, so feel confident about coming up with their own ideas.                      Make more links between those ideas.                      Concentrate on achieving something that's important to them.                      Be increasingly able to control their attention and ignore distractions.</p>	<p>Use drawing to represent ideas like movement or loud noises.                      Create their own songs, or improvise a song around one they know.                      Play instruments with increasing control to express their feelings and ideas.</p>	<p>Begin to make sense of their own life-story and family's history                      Explore and talk about different forces they can feel.                      Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.                      Use all their senses in hands-on exploration of natural materials.                      Explore how things work.</p>	<p>Experiment with their own symbols and marks as well as numerals.                      Solve real world mathematical problems with numbers up to 5.                      Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.                      Extend and create ABAB patterns – stick, leaf, stick, leaf.                      Notice and correct an error in a repeating pattern.                      Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'                      Say one number for each item in order: 1,2,3,4,5                      Understand position through words alone, 'the bag is under the table.' With no pointing.                      Discuss routes and locations, using words like, 'in front of' and behind'.</p>