

Communication & Language

Can talk about what happened in the beginning, middle and end of the story
Beginning to pay attention to more than one thing at a time, e.g. can listen and do at the same time
Can suggest how a story might end
Use longer sentences of four to six words
Uses talk to organise their play
Talks about the setting, main characters and main event in a familiar story
Explain/shares thoughts using words and actions to an adult, e.g. this bucket will hold more water

Physical development

Use gross motor skills to make marks and give meaning
Safely choose how to travel, e.g. crawl, walk or run across a wooden plank
Explain safety rules around handling tools, moving equipment and materials
Collaborate with others to manage large items such as a long plank safely
Holds all mark making tools in a tripod grip
Washes and dries hands independently after the toilet and before eating snack
Match their developing physical skills to tasks and activities such as completing simple ICT programs on equipment such as an iPad
Give reasons as to why they have chosen a particular material for their models
Talk about what they would like to make and what materials they will need

PSED

Shows an understanding of how others might be feeling and use words such as happy, sad, worried or angry to describe feelings
Set own goals and enjoy achieving them
Follow most rules independently
Settle at an activity for a while
Independently takes responsibility for tasks such as cleaning paint palettes once finished painting
Play with others to create and act out a story
Engage in role play in a group accepting rules such as one of your friends is pretending to be a baby
Uses language and ideas from stories in imaginative play

Literacy

Children are beginning to be aware of how a story is structure - beginning and ending
Children can suggest how a story might end
Children can talk about the setting, main characters and main event in a familiar story
Children talk about stories they have read, they demonstrate an understanding of new vocabulary learnt linked to the text
Children can match 2 items that have the same initial sound
When given an initial sound, children can match an object correctly to that sound
Recognises familiar words, such as their name, and logos, such as McDonalds
Independently use correct pencil grip
Children will form some letters of their first name correctly
Children will ascribe meaning to the marks they make
Children will write for a range of purposes



Mathematics

Recite numbers to 15
Touch count objects to 10
Begins to represents number on fingers beyond 5
Count backwards from 10
Fast recognition of up to 5 objects, without having to count them individually ('subitising')
Create their own repeating pattern ABAB, e.g. with objects and sounds
Notice and correct errors in patterns
Use language to communicate a route, e.g. children to complete an obstacle course and talk about the route that they had taken
Use vocabulary 'first, after and before' to talk about patterns of events such as in cooking or getting dressed.
Notice differences and changes in amounts, e.g. The Enormous Turnip story

Expressive Arts & Design

Draw curved, straight and wavy lines to show different emotions in their drawings
Select appropriate materials for their purpose from a range of different resources
Talk about what they would like to make and what materials they will need
Make imaginative 'small worlds' from blocks and construction
Combine and coordinate two actions (such as clap and knee tap) to the pulse of the music
To decide which instrument to use to make a specific sound in a story
To listen to others well when concentrating at an activity
Play with others to create and act out a story
Engage in role play in a group accepting rules such as one of your friends is pretending to be a baby

Understanding the World.

Remember and talk about significant events in their own experiences.
Recognise the difference between past and present in their own lives.
Talk about events in their own experiences that are important to them.
Know about similarities and differences between themselves and others.
Know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family
Recognises and describes special times or events for family or friends linked to the past and present
Continue to learn about other key festivals and celebrations such as St George's Day, Ramadan and the Queen's official birthday celebrations (Trooping of the Colour) (see calendar of festivals and celebrations for details) evidencing through discussions, mark making and play a developing understanding of their own and others cultures
Use all their senses in hands-on exploration of natural materials. They talk about what they feel, hear, smell, see using appropriate vocabulary for example hard, soft, bumpy, smooth
Explore collections of materials with similar and/or different properties, they can sort materials by a given property for example hard and soft, smooth and bumpy
Talk about what they see, using a wide vocabulary
Explore how things work asking appropriate questions to develop understanding further and offering suggestions as to how something does work. (ICT equipment)
Explore and talk about different forces they can feel, e.g. magnetic attraction and repulsion and how the water pushes up when they try to push a plastic boat under it
Complete simple ICT programs on equipment such as an iPad