

	Ongoing Throughout the Year	Observation Check Point
Communication and Language	<p>Listening and Attention:</p> <ul style="list-style-type: none"> • Single channelled attention; can shift to a different task if attention fully obtained – using child’s name helps focus. • Listens to others in one-to-one or small groups, when conversation interests them • Listens to familiar stories of increasing length with increasing attention and recall • Sing a large repertoire of songs. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Focusing attention – can still listen or do, but can change their own focus of attention • Can follow directions (if not intently focused) <p>Understanding:</p> <ul style="list-style-type: none"> • Understands different situations – able to follow routine events and activities using nonverbal cues. • Develop understanding of simple concepts (e.g. fast/slow, good/bad). • Pay attention to more than one thing at a time, which can be difficult. • Use a wider range of vocabulary. • Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”. • Begin to understand simple ‘why’ and ‘how’ questions. • Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. • Shows understanding of prepositions such as, under, on top, behind by carrying out an action or selecting the correct picture. <p>Speaking:</p> <ul style="list-style-type: none"> • Able to use language in recalling past experiences • Develop their pronunciation but may have problems saying some sounds: r, j, th, ch, and sh • Start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” • Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle • Use longer sentences of four to six words. • Use a variety of questions (e.g. what, where, who). • Talks more extensively about things that are of particular importance to them. • Builds up vocabulary that reflects the breadth of their experiences. • 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 actions. 	<ul style="list-style-type: none"> • Around the age of 3, can the child shift from one task to another if you fully obtain their attention, for example, by using their name? • Around the age of 4, is the child using sentences of four to six words – “I want to play with cars” or “What’s that thing called?”? • Can the child use sentences joined up with words like ‘because’, ‘or’, ‘and’? For example: “I like ice cream because it makes my tongue shiver”. • Is the child using the future and past tense: “I am going to the park” and “I went to the shop”? • Can the child answer simple ‘why’ questions?
Vocabulary: Safe, rules, feelings, emotions, happy, sad, angry, worried, excited, valuable, respectful, resilient, share, take turns, different, similar, resolve, friendship, confident, challenge, respect		

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two	Observation Check Point
Personal, Social and Emotional Development	<p>Making Relationships Asserts their own ideas and preferences and takes notice of other people's responses.</p> <p>Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult.</p> <p>Sense of Self Knows their own name, their preferences and interests and is becoming aware of their unique abilities.</p> <p>Is developing an understanding of and interest in differences of gender, ethnicity and ability.</p> <p>Enjoys a sense of belonging through being involved in daily tasks.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Understanding Emotions Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset.</p> <p>Begin to adapt to changes in routine, different events and</p>	<p>Making Relationships Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play.</p> <p>Sense of Self Is gradually learning that actions have consequences but not always the consequences the child hopes for.</p> <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>Understanding Emotions Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions</p> <p>Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it.</p>	<p>Making Relationships Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it.</p> <p>Shows more confidence in new social situations.</p> <p>Sense of Self Experiments with their own and other people's views of who they are through their play, through trying out different behaviours, and the way they talk about themselves.</p> <p>Understanding Emotions May recognise that some actions can hurt or harm others and begins to stop themselves from doing something, they should not do, in favourable conditions.</p> <p>Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feeling.</p> <p>Begin to talk about their feelings using words like „happy“, „sad“, „angry“.</p>	<p>Making Relationships Shows empathy and concern for people who are special to them by partially matching others' feelings with their own, e.g. may offer a child a toy they know they like.</p> <p>Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety.</p> <p>Sense of Self Enjoys a sense of belonging through being involved in daily tasks.</p> <p>Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers.</p> <p>Understanding Emotions Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows.</p> <p>Practises skills of assertion, negotiation and compromise and looks to a supportive adult for help in</p>	<p>Making Relationships Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest.</p> <p>Sense of Self Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others.</p> <p>Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help.</p> <p>Understanding Emotions Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Begin to talk more independently about their feelings using words like „happy“, „sad“, „angry“.</p>	<p>Making Relationships Seek out companionship with adults and other children, sharing experiences and play ideas.</p> <p>Uses their experiences of adult behaviours to guide their social relationships and interactions.</p> <p>Sense of Self Shows confidence in speaking to others about their own needs, wants, interests and opinions in a familiar group.</p> <p>Has a clear idea about what they want to do in their play and how they want to go about it.</p> <p>Understanding Emotions Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants.</p> <p>Is more able to recognise the impact of their her choices and behaviours/ actions on others and knows that some actions and words can hurt others' feelings.</p>	<p>Around the Age of 3</p> <ul style="list-style-type: none"> The child sometimes manages to share or take turns with others. With adult guidance and understanding 'yours' and 'mine'. The child settles to some activities for a while. <p>Around the Age of 4</p> <ul style="list-style-type: none"> Does the child play alongside others or do they always want to play alone? Does the child take part in pretend play (for example, being 'mummy' or 'daddy'?) Does the child take part in other pretend play with different roles – being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play? Note: watch out for children who seem worried, sad or angry for much of the time, children who seem to flit from one thing to the next or children who seem to stay for over-long periods doing the same thing, and become distressed if they are encouraged to do something different – you will need to work closely with parents and other agencies to find out more about these developmental difficulties. Look out for children who appear to be overweight or to have poor dental health, where this has not been picked up and acted on at an earlier health check. Discuss this sensitively with parents and involve the child's health visitor. Adapt activities to suit their particular needs, so all children feel confident to move and take part in physical play. Most, but not all, children are reliably dry during the day by the age of 4. Support children who are struggling with toilet training, in partnership with their parents. Seek medical advice, if necessary, from a health visitor or GP.

	social situations. Is aware of others' feelings and is beginning to show empathy by offering a comfort object to another child or sharing in another child's excitement.			resolving conflict with peers.			
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	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two	Observation Check Point
Physical Development	<p>Moving and Handling Sits comfortably on a chair with both feet on the ground.</p> <p>Jumps up into the air with both feet leaving the floor and can jump forward a small distance.</p> <p>Can walk, run and climb on different levels and surfaces with increasing confidence.</p> <p>Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it.</p> <p>Turns pages in a book, sometimes several at once.</p> <p>Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools.</p> <p>Health and Self-Care Can tell adults when hungry, full up or tired or when they want to rest, sleep or play.</p>	<p>Moving and Handling Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Use large-muscle movements.</p> <p>Begin to use one-handed tools and equipment, for example, making snips in paper with scissors with increasing control.</p> <p>Begin to develop a comfortable grip with good control when holding pens and pencils.</p> <p>Begin to show a preference for a dominant hand.</p> <p>Health and Self-Care Can wash and can dry hands effectively and understands why this is important.</p> <p>Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</p>	<p>Moving and Handling 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>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p>	<p>Moving and Handling Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Climbs stairs, steps and moves across climbing equipment using alternate feet.</p> <p>Maintains balance using hands and body to stabilise.</p> <p>Walks down steps or slopes whilst carrying a small object, maintaining balance and stability.</p> <p>Health and Self-Care Willing to try a range of different textures and tastes and expresses a preference.</p>	<p>Moving and Handling Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles.</p> <p>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.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Health and Self-Care Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely.</p>	<p>Moving and Handling Has a preference for a dominant hand.</p> <p>Can balance on one foot or in a squat momentarily, shifting body weight to improve stability.</p> <p>Can grasp and release with two hands to throw and catch a large ball, beanbag or an object.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors with increasing control.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Health and Self-Care</p>	<p>Age 3 - 4 Look out for children who find it difficult to sit comfortably on chairs. They may need help to develop their core muscles. You can help them by encouraging them to scoot on sit-down trikes without pedals and jump on soft-play equipment.</p> <p>Showing a preference for a dominant hand and beginning to develop a comfortable pencil grip.</p>

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	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two	Observation Check Point
Literacy	<p>Reading Begins to understand that print has meaning.</p> <p>Beginning to understand that print can have different purposes.</p> <p>Read English text from left to right and from top to bottom.</p> <p>Begins to join in with actions and sounds in familiar song and book sharing experience.</p> <p>Little Wandle Rhyme time games covering:</p> <ul style="list-style-type: none"> • Listening • Syllables • Rhyming • Alliteration • Sound knowledge <p>Writing We sometimes give meaning to the marks we make.</p> <p>Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.</p>	<p>Reading Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Has some favourite stories, rhymes, songs, poems or jingles.</p> <p>Little Wandle Rhyme time games covering:</p> <ul style="list-style-type: none"> • Listening • Syllables • Rhyming • Alliteration • Sound knowledge <p>Writing Distinguishes between the different marks they make.</p> <p>We are beginning to make letter-type shapes to represent the initial sound of our name and other familiar words.</p>	<p>Reading Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a...</p> <p>Recognises familiar words and signs such as own name, advertising logos and screen icons.</p> <p>Talks about events and principal characters in stories and suggests how the story might end.</p> <p>Little Wandle Rhyme time games covering:</p> <ul style="list-style-type: none"> • Listening • Syllables • Rhyming • Alliteration • Sound knowledge <p>Writing 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; writing 'm' for mummy.</p>	<p>Reading Looks at and enjoys print and digital books independently.</p> <p>Begins to be aware of the way stories are structured, and to tell own stories.</p> <p>Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhyme</p> <p>Little Wandle Rhyme time games covering:</p> <ul style="list-style-type: none"> • Listening • Syllables • Rhyming • Alliteration • Sound knowledge <p>Writing We attempt to write our own name or other words.</p>	<p>Reading Recognises familiar words and signs such as own name, advertising logos and screen icons.</p> <p>Looks at and enjoys print and digital books independently.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Is able to name different parts of a book and understands page sequencing.</p> <p>Little Wandle: Rhyme time games covering:</p> <ul style="list-style-type: none"> • Listening • Syllables • Rhyming • Alliteration • Sound knowledge <p>Writing Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and top to bottom.</p> <p>Write some letters accurately.</p>	<p>Reading Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> • Spot and suggest rhymes. • Count or clap syllables in a word. • Recognise words with the same initial sound, such as money and mother. <p>Little Wandle Rhyme time games covering:</p> <ul style="list-style-type: none"> • Listening • Syllables • Rhyming • Alliteration • Sound knowledge <p>Writing Write some or all of their first name.</p>	<p>Age 3 To give meaning to the marks they have made.</p> <p>Hear the initial sound in their name and other familiar words.</p> <p>Age 4 To write their own first name independently.</p> <p>To begin to add recognisable details to their pictures and drawing.</p> <p>To be able to begin to orally segment and blend cvc words.</p>

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Mathematics	<p>Begins to explore matching and sorting objects.</p> <p>Talks about and identifies the patterns around them.</p> <p>Beginning to notice numerals (number symbols).</p> <p>Begins to say numbers in order, some of which are in the right order.</p>	<p>Explores number 1 and 2.</p> <p>Joins in and anticipates repeated sound and action patterns.</p> <p>Is interested in what happens next using the pattern of everyday routines.</p>	<p>Explore numbers 3, 4 and 5.</p> <p>Explores differences in size, length, weight and capacity.</p>	<p>Consolidate numbers 1-5.</p> <p>Explore number 6.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p>	<p>Sequencing - describe a sequence of events.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>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'.</p>	<p>We are beginning to know that numbers up to 5 can be made with smaller amounts.</p>	<p>Age 3 - 4</p> <p>To subitise up to 5 objects</p> <p>Can recognise numerals to 5.</p> <p>Can match numerals to objects up to 5.</p>

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Understanding the World	<p>People and Communities Begin to make sense of their own life-story and family's history.</p> <p>Is interested in photographs of themselves and other familiar people and objects.</p> <p>Has a sense of own immediate family and relations and pets.</p> <p>The World Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>Use all their senses in hands-on exploration of natural materials.</p> <p>Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake.</p> <p>Technology Seeks to acquire basic skills in turning on and operating some digital equipment.</p> <p>Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.</p>	<p>People and Communities Learns that they have similarities and differences that connect to, and distinguish them from, others.</p> <p>In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird.</p> <p>The World Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Technology Plays with water to investigate "low technology" such as washing and cleaning.</p> <p>Uses pipes, funnels and other tools to carry/ transport water from one place to another.</p>	<p>People and Communities Enjoys joining in with family customs and routines.</p> <p>Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc) and is interested in photographs of themselves with these.</p> <p>The World Begin to talks about why things happen and how things work.</p> <p>Explore collections of materials with similar and/ or different properties.</p> <p>Technology Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touch screen devices such as mobile phones and tablets.</p>	<p>People and Communities Begins to remember and talks about significant events in their own experience.</p> <p>The World Begins to develop an understanding of growth, decay and changes over time.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to shows care and concern for living things and the environment</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Technology Knows that information can be retrieved from digital devices and the internet.</p>	<p>People and Communities Begin to explore some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p> <p>Recognises and describes special times or events for family or friends.</p> <p>The World Plant seeds and care for growing plants.</p> <p>Explore and talk about different forces they can feel using a wide vocabulary.</p> <p>Technology Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support.</p>	<p>People and Communities Continue developing positive attitudes about the differences between people.</p> <p>The World Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Technology Plays with a range of materials to learn cause and effect, for example, makes a string puppet using dowels and string to suspend the puppet.</p>	<p>Age 3-4 Can identify some difference between themselves and other.</p> <p>Shows interest in and develops positive attitudes towards other cultures and beliefs.</p> <p>Talks about and shows interest in the environment and natural world around them.</p>

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Expressive Arts and Design	<p>Creating with Materials Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Uses tools for a purpose.</p> <p>Being Imaginative and Expressive Make simple models which express their ideas.</p> <p>Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/ quiet, fast/ slow.</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Develops an understanding of how to create and use sounds intentionally.</p>	<p>Creating with Materials Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects.</p> <p>Children are beginning to recognise and can name colours – red, blue, yellow -orange, green, purple</p> <p>Being Imaginative and Expressive Enjoys joining in with moving, dancing and ring games</p> <p>Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns</p> <p>Creates sounds by rubbing, shaking, tapping, striking or blowing.</p> <p>Taps out simple repeated rhythms.</p>	<p>Creating with Materials Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Being Imaginative and Expressive Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Listen with increased attention to sounds.</p>	<p>Creating with Materials Enjoys and responds to playing with colour in a variety of ways, for example combining colours.</p> <p>Being Imaginative and Expressive 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>Remember and sing entire songs.</p>	<p>Creating with Materials Join different materials and explore different textures.</p> <p>Being Imaginative and Expressive Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>Explores and learns how sounds and movements can be changed.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p>	<p>Creating with Materials Uses 3D and 2D structures to explore materials and/ or to express ideas.</p> <p>Being Imaginative and Expressive Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs or improvise a song around one they know.</p>	<p>Age 3-4 Recognise and names a range of colours</p> <p>Explores different materials, developing ideas about how to use them and what to make.</p> <p>Enjoys and range of different music and songs, and will join in with singing.</p> <p>Can move their bodies in a range of different ways in response to different sounds and music.</p>