

Mathematics

- Uses some number names and number language spontaneously.
- Knows that numbers identify how many objects are in a set.
- Shows curiosity about numbers by offering comments or asking questions.
- Beginning to represent numbers using fingers, marks on paper or pictures.
- Uses positional language.
- Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.

Personal, Social and Emotional

- Can play in a group, extending and elaborating play ideas.
- Initiates play, offering cues to peers to join them
- Keeps play going by responding to what others are saying or doing.
- Is more outgoing towards unfamiliar people and more confident in new social situations
- Shows confidence in asking adults for help.
- Expresses own preferences and interests.
- Enjoys responsibility of carrying out small tasks.
- Can express their own feelings such as sad, happy, cross, scared, and worried.
- Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.

Expressive Arts and Design

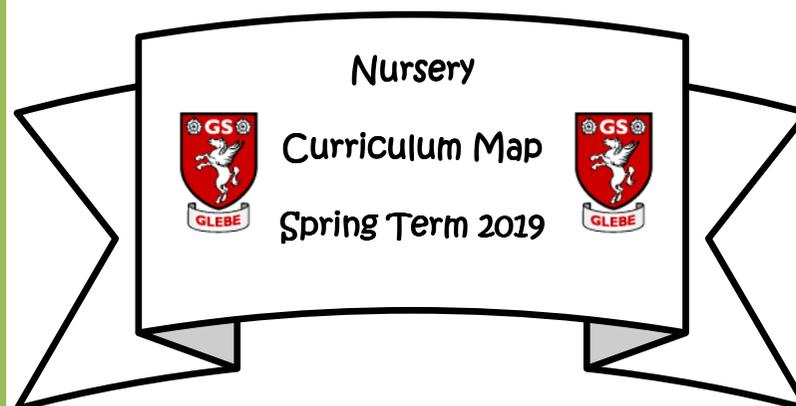
- Joins in singing favourite songs, dancing and ring games
- Explores colour and how colours can be changed.
- Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.
- Uses available resources to create props to support role-play.

Literacy

- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Listens to stories with increasing attention and recall.
- Suggests how the story might end.
- Handles books carefully
- Distinguishes between the different marks they make.
- Sometimes gives meaning to marks as they draw and paint.
- Ascribes meanings to marks that they see in different places.
- Gives meaning to marks they make as they draw, write and paint.

Communication and Language

- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.
- Responds to simple instructions, e.g. to get or put away an object.
- Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
- Understands more complex sentences.
- Shows understanding of prepositions.
- Responds to simple instructions.
- Builds up vocabulary that reflects the breadth of their experiences.
- Listens and responds to ideas expressed by others in conversation or discussion.
- Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.



Physical Development

- Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.
- Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.
- Holds pencil between thumb and two fingers, no longer using whole-hand grasp.
- Understands that equipment and tools have to be used safely.
- Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.

Understanding of the World

- Shows interest in the lives of people who are familiar to them.
- Remembers and talks about significant events in their own experience.
- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- Notices detailed features of objects in their environment
- Enjoys playing with small-world models such as a farm, a garage, or a train track.
- Can talk about some of the things they have observed such as plants, animals, natural and found objects.
- Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.
- Knows that information can be retrieved from computers