

and language	-Listens to others one to one or in small groups, when conversation interests them. -Listens to stories with increasing attention and recall.	-Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. -Maintains attention, concentrates and sits quietly during appropriate activity.	-Is able to follow directions (if not intently focused on own choice of activity). -Two-channelled attention – can listen and do for short span.	-Listens attentively in a range of situations	- Responds to what they hear with relevant comments, questions or actions.	-Gives attention to what others say and respond appropriately, while engaged in another activity. -They listen attentively with sustained concentration to follow a story without pictures or props.	-Children listen to instructions and follow them accurately, asking for clarification if necessary. -They can listen in a larger group, for example, at assembly.
	Understanding -Understands use of objects (e.g. “What do we use to cut things?") -Responds to simple instructions, e.g. to get or put away an object.	Understanding -Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture.	Understanding -Beginning to understand ‘why’ and ‘how’ questions. -Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes.	Understanding - Able to follow a story without pictures or props. - Listens and responds to ideas expressed by others in conversation or discussion.	Understanding -Can follow instructions involving several ideas or actions. - They answer ‘how’ and ‘why’ questions about their experiences.	Understanding -Answer ‘how’ and ‘why’ questions in response to stories and events.	Understanding -Can carry out instructions, which contain several parts in a sequence. -After listening to stories children can express views about events or characters in the story and answer questions about why things happened.
	Speaking Beginning to use more complex sentences to link thoughts (e.g. using and, because). Can retell a simple past event in correct order (e.g. went down slide, hurt finger).	Speaking Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and give explanations. Asks e.g. who, what, when, how. Uses a range of tenses (e.g. play, playing, will play, played).	Speaking Uses intonation, rhythm and phrasing to make the meaning clear to others. Uses vocabulary focused on objects and people that are of particular importance to them. Builds up vocabulary that reflects the breadth of their experiences. Uses talk in pretending that objects stand for something else in play, e.g. ‘This box is my castle.	Speaking Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations.	Speaking Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play.	Speaking Children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.	Speaking Children show some awareness of the listener by making changes to language and non-verbal features. They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events. They recount experiences and imagine possibilities, often connecting ideas.
Numbers	Number Uses some number names and number language spontaneously. Uses some number names accurately in play. Recites numbers in order to 10.	Number 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. Shows curiosity about numbers by offering comments or asking questions.	Number Compares two groups of objects, saying when they have the same number. Shows an interest in number problems. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Shows an interest in numerals in the environment. Shows an interest in representing numbers. Realises not only objects, but anything can be counted, including steps, claps or jumps.	Number Recognise some numerals of personal significance. Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. Counts actions or objects, which cannot be moved. Counts objects to 10, and beginning to count beyond 10. Counts out up to six objects from a larger group. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Counts an irregular arrangement of up to ten objects.	Number Estimates how many objects they can see and checks by counting them. Uses the language of ‘more’ and ‘fewer’ to compare two sets of objects. Finds the total number of items in two groups by counting all of them. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Records, using marks that they can interpret and explain.	Number Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.	Number Children estimate a number of objects and check quantities by counting up to 20. They solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups.

					Begins to identify own mathematical problems based on own interests and fascinations.		
	Shape, space and measures Shows an interest in shape and space by playing with shapes or making arrangements with objects.	Shape, space and measures Shows awareness of similarities of shapes in the environment. Uses positional language. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Shows interest in shapes in the environment.	Shape, space and measures Uses shapes appropriately for tasks. Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.	Shape, space and measures Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2-D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Can describe their relative position such as 'behind' or 'next to'. related to money. Orders and sequences familiar events. Measures short periods of time in simple ways.	Shape, space and measures Orders two or three items by length or height. Orders two items by weight or capacity. Uses familiar objects and common shapes to create and recreate patterns and build models. Uses everyday language related to time. Beginning to use everyday language	Shape, space and measures Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.	Shape, space and measures Children estimate, measure, weigh and compare and order objects and talk about properties, position and time.
Understanding the World	Health and self-care Can tell adults when hungry or tired or when they want to rest or play.	Health and self-care Observes the effects of activity on their bodies. Understands that equipment and tools have to be used safely. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.	Health and self-care Can usually manage washing and drying hands. 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.	Health and self-care Eats a healthy range of foodstuffs and understands need for variety in food. Usually dry and clean during the day. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.	Health and self-care Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision.	Health and self-care Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.	Health and self-care Children know about and can make healthy choices in relation to healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.
	The world Can talk about some of the things they have observed such as plants, animals, natural and found objects.	The world Talks about why things happen and how things work.	The world Developing an understanding of growth, decay and changes over time.	The world Looks closely at similarities, differences, patterns and change.	The world Children know about similarities and differences in relation to places, objects, materials and living things.	The world They make observations of animals and plants and explain why some things occur, and talk about changes.	The world Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in. They know the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating, sinking, experimentation.
History	People and communities Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experiences.	People and communities Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life.	People and communities Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.	People and communities Enjoys joining in with family customs and routines.	People and communities Children talk about past and present events in their own lives and in the lives of family members.	People and communities They know about similarities and differences between themselves and others, and among families, communities and traditions.	People and communities Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past. They know that other children have different likes and dislikes and that they

							may be good at different things. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.
Geography	The world Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.	The world Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work.	The world Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment.	The world Looks closely at similarities, differences, patterns and change.	The world Children know about similarities and differences in relation to places, objects, materials and living things.	The world They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.	The world Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in.
RE	People and communities Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experiences.	People and communities Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life.	People and communities Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.	People and communities Enjoys joining in with family customs and routines.	People and communities Children talk about past and present events in their own lives and in the lives of family members.	People and communities They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.	People and communities Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past. They know that other children have different likes and dislikes and that they may be good at different things. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.
Physical Development	Moving and handling Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.	Moving and handling Mounts stairs, steps or climbing equipment using alternate feet. Walks downstairs, two feet to each step while carrying a small object.	Moving and handling Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can stand momentarily on one foot when shown. Can catch a large ball	Moving and handling Experiments with different ways of moving. Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.	Moving and handling Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.	Moving and handling Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.	Moving and handling Children can hop confidently and skip in time to music.
Expressive Arts and Design	Exploring media and materials 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.	Exploring media and materials Beginning to be interested in and describe the texture of things. Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.	Exploring media and materials Joins construction pieces together to build and balance. Realises tools can be used for a purpose.	Exploring media and materials Explores what happens when they mix colours. Experiments to create different textures. Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect.	Exploring media and materials Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are	Exploring media and materials They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Exploring media and materials Through their explorations they find out and make decisions about how media and materials can be combined and changed.

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	Being imaginative Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.	Being imaginative Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.	Being imaginative Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.	Being imaginative Chooses particular colours to use for a purpose.	Being imaginative Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.	Being imaginative They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.	Being imaginative They can talk about features of their own and others work, recognising the differences between them and the strengths of others.
DT	Exploring media and materials Uses various construction materials.	Exploring media and materials Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.	Exploring media and materials Joins construction pieces together to build and balance. Realises tools can be used for a purpose.	Exploring media and materials Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources.	Exploring media and materials Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using.	Exploring media and materials They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Exploring media and materials Through their explorations they find out and make decisions about how media and materials can be combined and changed.
	Being imaginative Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.	Being imaginative Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.	Being imaginative Chooses particular colours to use for a purpose.	Being imaginative Chooses particular colours to use for a purpose.	Being imaginative Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.	Being imaginative They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.	Being imaginative They can talk about features of their own and others work, recognising the differences between them and the strengths of others.
Music	Exploring media and materials Enjoys joining in with dancing and ring games. Sings a few familiar songs.	Exploring media and materials Beginning to move rhythmically. Imitates movement in response to music.	Exploring media and materials Taps out simple repeated rhythms. Explores and learns how sounds can be changed.	Exploring media and materials Begins to build a repertoire of songs and dances.	Exploring media and materials Explores the different sounds of instruments.	Exploring media and materials Children sing songs, make music and dance, and experiment with ways of changing them.	Exploring media and materials Children develop their own ideas through selecting and using materials and working on processes that interest them.
	Being imaginative Developing preferences for forms of expression. Uses movement to express feelings.	Being imaginative Creates movement in response to music. Sings to self and makes up simple songs. Makes up rhythms.	Being imaginative Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.	Being imaginative Create simple representations of events, people and objects through music.	Being imaginative They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.	Being imaginative They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.	Being imaginative Children talk about the ideas and processes, which have led them to make music, designs, images or products.
Role-play	Being imaginative Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.	Being imaginative Engages in imaginative role-play based on own first-hand experiences. Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.	Being imaginative Uses available resources to create props to support role-play. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.	Being imaginative Create simple representations of events, people and objects. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.	Being imaginative Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative.	Being imaginative Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.	Being imaginative Children talk about the ideas and processes, which have led them to role-play experiences, make music, designs, images or products.
PSHE	Self-confidence and self-awareness Can select and use activities and resources with help. Welcomes and values praise for what they have done.	Self-confidence and self-awareness Enjoys responsibility of carrying out small tasks. Is more outgoing towards unfamiliar people and more confident in new social situations.	Self-confidence and self-awareness Confident to talk to other children when playing, and will communicate freely about own home and community. Shows confidence in asking adults for help.	Self-confidence and self-awareness Confident to speak to others about own needs, wants, interests and opinions.	Self-confidence and self-awareness Can describe self in positive terms and talk about abilities.	Self-confidence and self-awareness Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose	Self-confidence and self-awareness They can talk about the things they enjoy, and are good at, and about the things they don't find easy. Children are confident to speak to a class group. They can talk about the plans

						the resources they need for their chosen activities. They say when they do or don't need help.	they have made to carry out activities and what they might change if they were to repeat them. They are resourceful in finding support when they need help or information.
	<p>Managing feelings and behaviours 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.</p>	<p>Managing feelings and behaviours Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</p>	<p>Managing feelings and behaviours Can usually adapt behaviour to different events, social situations and changes in routine.</p>	<p>Managing feelings and behaviours Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</p>	<p>Managing feelings and behaviours Aware of the boundaries set, and of behavioural expectations in the setting. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p>	<p>Managing feelings and behaviours Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>	<p>Managing feelings and behaviours Children know some ways to manage their feelings and are beginning to use these to maintain control. They can listen to each other's suggestions and plan how to achieve an outcome without adult help. They know when and how to stand up for themselves appropriately. They can stop and think before acting and they can wait for things they want.</p>
	<p>Making relationships Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Initiates play, offering cues to peers to join them.</p>	<p>Making relationships Keeps play going by responding to what others are saying or doing.</p>	<p>Making relationships Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p>	<p>Making relationships Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others.</p>	<p>Making relationships Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p>	<p>Making relationships Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>	<p>Making relationships Children play group games with rules. They understand someone else's point of view can be different from theirs. They resolve minor disagreements through listening to each other to come up with a fair solution. They understand what bullying is and that this is unacceptable behaviour.</p>