Communication and Language

Listening and attention
• Listens with interest to the noises adults make when they read stories.
• Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door.
• Shows interest in play with sounds, songs and rhymes.
• Single channelled attention. Can shift to a different task if attention fully obtained – using child’s name helps focus.

Understanding
• Identifies action words by pointing to the right picture, e.g., ‘Who’s jumping?’
• Understands more complex sentences, e.g. ‘Put your toys away and then we’ll read a book.’
• Understands ‘who’, ‘what’, ‘where’ in simple questions (e.g. Who’s that/can? What’s that? Where is?).
• Developing understanding of simple concepts (e.g. big/little).

Speaking
• Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.
• Holds a conversation, jumping from topic to topic.
• Learns new words very rapidly and is able to use them in communicating.
• Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying ‘I have it’.
• Uses a variety of questions (e.g. what, where, who).
• Uses simple sentences (e.g. ‘Mummy gonna work.’)
• Beginning to use word endings (e.g. going, cats).

Physical

Moving and Handling
• Runs safely on whole foot.
• Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.
• Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.
• Can kick a large ball.
• Turns pages in a book, sometimes several at once.
• Shows control in holding and using jugs to pour, hammers, books and mark-making tools.
• Beginning to use three fingers (tripod grip) to hold writing tools
• Imitates drawing simple shapes such as circles and lines.
• Walks upstairs or downstairs holding onto a rail two feet to a step.
• May be beginning to show preference for dominant hand.

Health and self-care
• Feeds self competently with spoon.
• Drinks well without spilling.
• Clearly communicates their need for potty or toilet.
• beginnings to recognise danger and seeks support of significant adults for help.
• Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt.
• Beginning to be independent in self-care, but still often needs adult support.

Literacy

Reading
• Has some favourite stories, rhymes, songs, poems or jingles.
• Repeats words or phrases from familiar stories.
• Fills in the missing word or phrase in a known rhyme, story or game, e.g. ‘Humpty Dumpty sat on a …’

Writing
• Distinguishes between the different marks they make.

Expressive Arts and Design

Exploring and using media and materials
• Joins in singing favourite songs.
• Creates sounds by banging, shaking, tapping or blowing.
• Shows an interest in the way musical instruments sound.
• Experiments with blocks, colours and marks.

Being imaginative
• Beginning to use representation to communicate, e.g. drawing a line and saying ‘That’s me.’
• Beginning to make-believe by pretending.

Understanding of the World

People and communities
• Has a sense of own immediate family and relations.
• In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.
• Beginning to have their own friends.
• Learns that they have similarities and differences that connect them to, and distinguish them from, others.

The world
• Enjoys playing with small-world models such as a farm, a garage, or a train track.
• Notices detailed features of objects in their environment.

Technology
• Seeks to acquire basic skills in turning on and operating some ICT equipment.
• Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.

Maths

Numbers
• Selects a small number of objects from a group when asked, for example, ‘please give me one’, ‘please give me two’.
• Recites some number names in sequence.
• Creates and experiments with symbols and marks representing ideas of number.
• Begins to make comparisons between quantities.
• Uses some language of quantities, such as ‘more’ and ‘a lot’.
• Knows that a group of things changes in quantity when something is added or taken away.

Shape, space and measure
• Notices simple shapes and patterns in pictures.
• Beginning to categorise objects according to properties such as shape or size.
• Begins to use the language of size.
• Understands some talk about immediate past and future, e.g. ‘before’, ‘later’ or ‘soon’.
• Anticipates specific time-based events such as mealtimes or home time.