Communication and Language

Listening and attention
- Maintains attention, concentrates and sits quietly during appropriate activity.
- Two-channelled attention – can listen and do for short span.

Early Learning Goal
Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding
- Responds to instructions involving a two-part sequence.
- Understands humour, e.g. nonsense rhymes, jokes.
- Able to follow a story without pictures or props.
- Listens and responds to ideas expressed by others in conversation or discussion.

Early Learning Goal
Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking
- Expands 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.
- 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.

Early Learning Goal
Children use their language to 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.

Literacy

Reading
- Enjoys joining in with family customs and routines.
- Reads simple sentences.
- Adjusts the volume of their voice as they read.

Early Learning Goal
Children talk about past and present events in their own lives and in the lives of family members. 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.

Understanding of the world
- Links objects, similarities, differences, patterns and change.

Early Learning Goal
Children know about similarities and differences in relation to places, objects, materials and living things. 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 why things happen.

Technology
- Contains appropriate safety measures without direct supervision.

Early Learning Goal
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.

Expressive Arts and Design

Using and choosing materials
- Begins to build a repertoire of songs and dances.
- Explores the different sounds of instruments.
- Explores what happens when they mix colours.
- Experiments to create different textures.
- Understands how materials can be combined to create new effects.
- Manipulates materials to achieve a planned effect.

Early Learning Goal
Children select a range of materials and processes to create art and design. They select appropriate materials and adapt ideas where necessary.

Using, creating and exploring
- Recognises numerals 1 to 5.
- Counting objects to 10, and beginning to count beyond 10.
- Counts out up to six objects from a larger group.
- Selects an appropriate tool for a given task.
- Uses everyday language related to time.

Early Learning Goal
Children know how to handle and store equipment safely and efficiently. They handle equipment and tools effectively, including pencils for writing.

Mark-making
- Eats a healthy range of foods and understands need for variety in food.
- Begins to understand that their behaviour in a group can affect others.

Early Learning Goal
Children show good control and co-ordination in large and small movements. They move freely and safely negotiating space. They handle tools, objects, construction and makable materials safely and with increasing control.

Understanding
- Shows a preference for a dominant hand.
- Begins to use anterolateral movement and retrace lateral lines.
- Begins to understand form recognition.

Early Learning Goal
Children can use their 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.