

Personal, Social and Emotional Development

- continue to be interested, excited and motivated to learn;
- be confident to try new activities, initiate ideas and speak in a familiar group;
- maintain attention, concentrate and sit quietly when appropriate;
- have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others;
- have a developing respect for their own cultures and beliefs and those of other people;
- respond to significant experiences, showing a range of feelings when appropriate;
- form good relationships with adults and peers;
- work as part of a group or a class, taking turns and sharing fairly, understanding that there need to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously;
- understand what is right, what is wrong and why;
- dress and undress independently and manage their own personal hygiene;
- select and use activities and resources independently;
- consider the consequences of their words and actions for themselves and others;
- understand that people have different needs, views, cultures and beliefs, which need to be treated with respect;
- understand that they can expect others to treat their needs, views, cultures and beliefs with respect.

Knowledge and Understanding of the World

- investigate objects and materials by using all of their senses as appropriate;
- find out about, and identify some features of living things, objects and events they observe;
- look closely at similarities, differences, patterns and change;
- ask questions about why things happen and how things work;
- build and construct with a wide range of objects, selecting appropriate resources, and adapting their work where necessary;
- select the tools and techniques they need to shape, assemble and join the materials they are using;
- find out about and identify the uses of everyday technology and use information and communication technology and programmable toys to support their learning;
- find out about past and present events in their own lives, and in those of their families and other people they know;
- observe, find out about and identify features in the place they live and the natural world;
- begin to know about their own cultures and beliefs and those of other people;
- find out about their environment, and talk about those features they like and dislike.

Communication Language and Literacy

- enjoy listening to and using spoken and written language, and readily turn to it in their play and learning;
- explore and experiment with sounds, words and texts;
- listen with enjoyment and respond to stories, songs and other music, rhymes and poems and make up their own stories, songs, rhymes and poems;
- use language to imagine and recreate roles and experiences;
- use talk to organise, sequence and clarify thinking, ideas, feelings and events;
- sustain attentive listening, responding to what they have heard by relevant comments, questions or actions;
- interact with others, negotiating plans and activities and taking turns in conversation;
- extend their vocabulary, exploring the meanings and sounds of new words;
- retell narratives in the correct sequence, drawing on the language patterns of stories;
- speak clearly and audibly with confidence and control and show awareness of the listener, for example by their use of conventions such as greetings 'please' and 'thank you';
- hear and say initial and final sounds in words, and short vowel sounds within words;
- link sounds to letters, naming and sounding the letters of the alphabet;
- read a range of familiar and common words and simple sentences independently;
- know that print carries meaning and, in English, is read from left to right and top to bottom;
- show an understanding of the elements of stories, such as main character, sequence of events and openings, and how information can be found in non-fiction texts to answer questions about where, who, why and how;
- attempt writing for various purposes, using features of different forms such as lists, stories and instructions;
- write their own names and other things such as labels and captions and begin to form simple sentences, sometimes using punctuation;
- use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words;
- use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.

Early Learning Goals

Creative Development

- explore colour, texture, shape, form and space in two and three dimensions;
- recognise and explore how sounds can be changed, sing simple songs from memory, recognise repeated sounds and sound patterns and match movements to music;
- respond in a variety of ways to see what they see, hear, smell, touch and feel;
- use their imagination in art and design, music, dance, imaginative role play and stories;
- express and communicate their ideas, thoughts and feelings by using widening range materials, suitable tools, imaginative role-play, designing and making, and a variety of songs and musical instruments

Mathematical Development

- Say and use number names in order in familiar contexts;
- Count reliably up to 10/20 everyday objects;
- recognise numerals 1 to 20;
- use language such as 'more' or 'less', 'greater' or 'smaller', 'heavier' or 'lighter', to compare two numbers or quantities;
- in practical activities and discussion begin to use the vocabulary involved in adding and subtracting;
- find one more or one less than a number from 1 to 10;
- begin to relate addition to combining two groups of objects, and subtraction to 'taking away';
- talk about, recognise and recreate simple patterns;
- use language such as 'circle' or 'bigger' to describe the shape and size of solids and flat shapes;
- use everyday words to describe positions;
- use developing mathematical ideas and methods to solve practical problems.

Physical Development

- move with confidence, imagination and in safety;
- move with control and co-ordination;
- show awareness of space, of themselves and of others;
- recognise the importance of keeping healthy and those things which contribute to this;
- recognise the changes that happen to their bodies when they are active;
- use a range of small and large equipment;
- travel around, under, over and through balancing and climbing equipment;
- handle tools, objects, construction and malleable materials safely and with increasing control.