



## Expressive Art and Design

1. Paints with different colours.
2. Makes marks intentionally.
3. Uses paint, using fingers and other parts of their bodies as well as brushes and other tools.
4. Make simple models using blocks and other resources.
5. Engages with a variety of Nursery rhymes (BBC Nursery Rhymes)
6. Moves and dances to music.
7. Uses a range of sound makers and instruments to make noise.
8. Use their voice to make new sounds.
9. Start to develop pretend play pretending that one object represents another.
10. Mirror and improvises actions they have observed, e.g. clapping and waving.
11. Takes part in action songs, e.g. Twinkle, Twinkle.
12. Anticipate phrases and actions in rhymes and songs, like 'Peepo'.
13. Associates sounds with real-life situations, e.g. doorbell, phone ringing.
14. Can find and identify their primary colours

## Understanding the World

1. Recognises people/animals familiar to them.
2. Chooses to play with a range of textures through exploratory play, e.g. wet/dry sand, paint, play dough.
3. Responds to different natural phenomena, e.g. splashing in puddles, collecting natural objects, looking for worms and minibeasts.
4. In pretend play imitated everyday actions and events from their own family, e.g. making and drinking tea, cooking dinner and looking after babies.
5. Using an iPad in appropriate ways, e.g. taking pictures or asking/gesturing an adult to show them pictures/games.
6. Takes part in nature walks and visiting places in the local area, e.g. post office, bus stop.
7. Matches parts of objects that fit together, e.g. puts lid on a teapot.
8. Remembers where objects belong.
9. Knows that their actions can have an effect on different objects and materials. e.g. can push a button to make a sound

## PSED

1. Separates from main carer with support.
2. Builds relationships with special people.
3. Responds to their name.
4. Expresses preferences, e.g. I like/don't like...
5. Able to choose between two items.
6. Engage with others during song and story time
7. Find ways of managing transition, e.g. assembly, tidy up time, free-flow with Nursery.
8. Play with increasing confidence on their own and with other children, because they know their key person is nearby.
9. Sits for short periods during adult-led and group activities.
10. Select and use activities and resources with help when needed.
11. Shows awareness of rules and boundaries with support from a trusted adult.
12. Expresses feelings such as anger, frustration, joy, and excitement.

## Communication and Language

1. Use gesture, gaze and talk to express needs
2. Children make up and use their own language for familiar objects.
3. Concentrates intently on an activity of own choosing and teacher led activity for short periods.
4. Listens to rhymes and demonstrates listening by joining in with actions or vocalisation
5. Listens with interest and joins in with the noises adults make when they read stories
6. Listens to others in one to one or small groups when conversation interests them
7. Listens to stories and can join in with repeated refrains
8. Is able to respond to simple questions Where's mommy? Where's your nose?
9. Understands simple sentences e.g throw the ball, tidy up
10. Selects familiar objects by name and will go and find objects when asked
11. Identifies action words by following simple instructions e.g show me jumping.
12. Beginning to put two words together want ball, more juice.



# T4T's

## Maths

1. Aware number names through Ten Town and other familiar rhymes.
2. Takes part in finger rhymes with numbers
3. Counting like behaviour, such as making sounds, point or saying some number names in sequence.
4. Complete inset puzzles.
5. Compare size using gestures and language e.g big/small.
6. Compare amounts using gestures (e.g pointing) for 'more' or 'less'
7. Can say some number names in order, but may skip some numbers.
8. Can fill and empty containers, using language and gesture full and empty.
9. Can sort objects into their correct drawers using pictures for reference
10. Can match 2d shapes to pictures.
11. I can talk about colours I can see in patterns.
12. Can construct with a purpose, using a range of resources appropriately
13. Understands routines

## Physical development

1. Can kick, throw a large ball.
2. Build independently with a range of resources
3. Use a scooter.
4. Explore different sensory materials
5. Can walk upstairs, using two feet per step
6. Can fit inside small spaces e.g move through tunnel and fit inside boxes
7. Run safely on whole foot
8. Turns pages in a book, sometimes several at once.
9. Threads objects, such as beads onto a string.
10. Makes marks intentionally.
11. Can hold a cup with two hands and drink well without spilling.
12. Eat finger foods and tries a wider range of tastes and textures
13. Knows to wash their hands after appropriate tasks
14. Can use the toilet

## Literacy

1. Joins in with songs and rhymes- making sounds.
2. Copy finger movements and other gestures.
3. Draws and writes on paper, on screen and on different textures.
4. Enjoys making marks freely.
5. Shares a book with an adult and takes interest.
6. Pays attention to pictures in the story.
7. Repeat words and phrases from a simple story.
8. Can add missing words to familiar rhymes.