

## Physical Development -

Moves with some confidence on larger apparatus using alternative feet.

Can move in a number of ways around spaces (e.g. crawl through tunnel)

Has a dominant hand - uses tools such as scissors to make snips and can make deliberate marks on paper. Is starting to use the tripod grip.

Can put on/ take off own coat - may attempt buttons / zips.

Is managing own personal hygiene independently, using toilet and washing hands with little reminders.

Shows preference for a dominant hand. Begins to explore with mark making materials showing some control.

## Communication and Language

Beginning to understand and ask / answer questions, who, what, when, where and even why.

Beginning to speak in longer sentences (5/6 words) and use some connectives (because / and).

Can listen and respond appropriately in a two way conversation with an adult.

Beginning to use some tenses correctly in speech.

Listens to a range of stories and will join in with familiar stories and familiar refrains. Will use the language learnt in stories in their independent play.

Begins to join in songs and rhymes. Sings favourite songs from memory.

## Personal Social and Emotional

Demonstrates more confidence when approaching new tasks and social situations.

Will seek adult support when they need help or want to share e.g. when they have something they have achieved and want to share or are upset and need comfort and support to resolve a problem.

Demonstrate an understanding of some emotions (happy / sad / mad) in themselves and others. May offer comfort and support to their peers.

Can follow the classroom rules with very little support.

**New Starters**

**Can part from their carer and enter nursery settled.**

**Is beginning to develop relationships with familiar adults.**

# Transport

## Literacy

Handles books with care, turning pages one at a time and holds the correct way up. May 'read' by following the text from left to right.

Has a bank of familiar stories that they can talk about confidently and recall in sequence. May roleplay this using story language.

Can recognise and copy their name, forming recognisable letters.

Enjoys exploring mark making, demonstrating early writing skills - including shopping lists, cards etc may write some initial sounds.

Enjoys sharing a book with an adult, this may be 1:1.

## Expressive Arts and Design

Demonstrates imagination when playing with small world and role play, can make up a story line and use props to support their play.

Builds with a purpose in mind, creating enclosures that represents small worlds.

Uses materials to draw and paint with increasing accuracy - a face with eyes and nose or house with a roof.

Can name colours and use these for a purpose.

Enjoys exploring small world toys and role play areas.

## Understanding of the World

Is developing a sense of self. Can talk about their own family and recognise similarities / differences.

Shows an interest in the people around them in their community e.g. school staff, local community fire, police etc.

Can say where they live (Marske)

Can name familiar people within the setting.

Enjoys playing with small world and can relate this to their experiences.

Enjoys been outside and can talk about the different things they see or have seen.

## Mathematics -

Can count to 10.

Uses 1:1 correspondence to count up to 5 objects.

Can represent an amount using their fingers.

Uses some positional language - under / behind / on.

Begin to explore 2D shapes using some mathematical language to talk describe them.

Beginning to play and make models / arrangements with shapes