

### Prime Area: Physical Development (PD)

- Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.
- Can stand momentarily on one foot when shown.
- Can catch a large ball.
- Draws lines and circles using gross motor movements.
- Uses one-handed tools and equipment.
- Holds pencil between thumb and two fingers, no longer using whole-hand grasp.
- Holds pencil near point between first two fingers and thumb and uses it with good control.
- Can copy some letters.
- Observes the effects of activity on their bodies.
- Understands that equipment and tools have to be used safely.
- Can usually manage washing and drying hands.
- Dresses with some help.

### Specific Area: Mathematics (M)

- Uses the language of 'more' and 'fewer' to compare two sets of objects.
- Recognise some numerals of personal significance.
- Recognises numerals 1 to 5.
- Counts up to three or four objects by saying one number name for each item.
- Counts actions or objects which cannot be moved.
- Counts objects to 10, and beginning to count beyond 10.
- Counts out up to six objects from a larger group.
- Selects the correct numeral to represent 1 to 5
- Uses positional language.
- Shows interest in shapes in the environment.
- Uses shapes appropriately for tasks.
- Beginning to talk about the shapes of everyday objects.

### Prime Area: Communication and Language (CL)

- Listens to others one to one or in small groups, when conversation interests them.
- Listens to stories with increasing attention and recall.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Responds to simple instructions.
- Beginning to understand 'why' and 'how' questions.
- Builds up vocabulary that reflects the breadth of their experiences.
- Uses talk in pretending that objects stand for something else in play, e.g, 'This box is my castle.'

### Prime Area: Personal, Social and Emotional development (PSED)

- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.
- Confident to talk to other children when playing, and will communicate freely about own home and community.
- Shows confidence in asking adults for help.
- Adapt behaviour to different events, social situations and changes in routine.
- Aware of the boundaries set, and of behavioural expectations in the setting.

### Specific Area: Expressive Arts and Design (EAD)

- Creates movement in response to music.
- Enjoys joining in with dancing and ring games.
- Sings a few familiar songs.
- Engages in imaginative role-play based on own first-hand experiences
- Beginning to be interested in and describe the texture of things

### Specific Area: Understanding the World (UW)

- Shows interest in the lives of people who are familiar to them.
- Remembers and talks about significant events in their own experience or times or events for family or friends.
- Shows interest in different occupations and ways of life.
- Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.
- Comments and asks questions about their world.
- Can talk about some of the things they have observed
- Talks about why things happen and how things work.
- Developing an understanding of growth, decay and changes over time.
- Shows care and concern for living things and the environment.
- Knows that information can be retrieved from computers
- Completes a simple program on a computer.



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### Specific Area: Literacy (L)

- Gives meaning to marks they make as they draw, write and paint
- Enjoys rhyming and rhythmic activities.
- Shows awareness of rhyme and alliteration.
- Recognises rhythm in spoken words.
- Listens to and joins in with stories and poems, one-to-one and also in small groups.
- Beginning to be aware of the way stories are structured.
- Suggests how the story might end.
- Listens to stories with increasing attention and recall.
- Describes main story settings, events and principal characters.
- Shows interest in illustrations and print in books and print in the environment.
- Handles books carefully and turns pages from left to right
- Recognises familiar words and signs such as own name and advertising logos.
- Knows that print carries meaning and, in English, is read from left to right and top to bottom.