

**Personal, Social and Emotional Development – PRIME AREA**

|                      | <b>Making relationship</b>  | <b>Self-confidence and self-awareness</b>  | <b>Managing feelings and behaviour</b>   |
|----------------------|---|--|--|
| <b>40-60+ months</b> | <p>Initiates conversations, attends to and takes account of what others say.</p> <p>Explains own knowledge and understanding, and asks appropriate questions of others.</p> <p>Takes steps to resolve conflicts with other children, e.g. finding a compromise</p> <p>Children play cooperatively, taking turns with others.</p> <p>They take account of one another's ideas about how to organise their activity.</p> <p>They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.</p> | <p>Confident to speak to others about own needs, wants, interests and opinions.</p> <p>Can describe self in positive terms and talk about abilities.</p> <p>Children are confident to try new activities, and say why they like some activities more than others.</p> <p>They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.</p> <p>They say when they do or don't need help.</p> | <p>Understands that their own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</p> <p>Aware of the boundaries set and of behavioural expectations in the setting.</p> <p>Beginning to be able to negotiate and solve problems without aggression e.g. when someone has taken their toy.</p> <p>Children talk about how they and others show feelings, talk about their own and others behaviour, and its consequences, and know that some behaviour is unacceptable.</p> <p>They work as part of a group or class, and understand and follow rules.</p> <p>They adjust their behaviour to different situations and take changes of routine in their stride.</p> |

## Physical Development- PRIME

|               | Moving and Handling   | Health and Self Care  |
|---------------|---|---|
| 40-60+ months | <p>Experiment with different ways of moving.</p> <p>Jump off an object and land appropriately.</p> <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>Shows increasing control over an object, such as a ball, by touching, pushing, patting, throwing, catching or kicking it.</p> <p>Use simple tools to effect changes to the materials</p> <p>Handle tools, objects, construction and malleable materials safely and with increasing control.</p> <p>Shows a preference for dominant hand.</p> <p>Begins to use anticlockwise movement and retrace vertical lines.</p> <p>Begins to form recognisable letters.</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p>Children show good control and coordination in large and small movements.</p> <p>They move confidently in a range of ways, safely negotiating space.</p> <p>They handle equipment and tools effectively, including pencils for writing</p> | <p>Eats a healthy range of foodstuffs and understands need for variety in food</p> <p>Usually dry and clean during the day.</p> <p>Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p>Shows understanding of the need for safety when tackling new challenges and considers and manages some risks.</p> <p>Show understanding of how to transport and store equipment safely.</p> <p>Practise some appropriate safety measures without direct supervision.</p> <p>Children know the importance for good health, of physical exercise, and a healthy diet and talk about ways to keep healthy and safe.</p> <p>They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> |

**Communication and Language: - PRIME AREA**

|                      | <b>Listening and Attention</b>  | <b>Understanding</b>   | <b>Speaking</b>  |
|----------------------|---|--|--|
| <b>40-60+ months</b> | <p>Maintain attention, concentrates and sit quietly during appropriate activity</p> <p>Two channelled attention - can listen and do for short span.</p> <p>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.</p> <p>They give attention to what others say and respond appropriately while engaged in another activity.</p> | <p>Responds to instructions involving a two part sequence, understands humour e.g. nonsense rhymes, jokes</p> <p>Able to follow a story without pictures or props.</p> <p>Listens and responds to ideas expressed by others in conversation or discussion..</p> <p>Children follow instructions involving several ideas or actions</p> <p>They answer how and why questions about their experiences and in response to stories and events.</p> | <p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>Uses language to imagine and recreate roles and experiences in play situations</p> <p>Links statements and sticks to a main theme or intention</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>Introduce a storyline or narrative into their play.</p> <p>Children express themselves effectively, showing awareness of listeners needs.</p> <p>They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>They develop their own narratives and explanations by connecting ideas or events.</p> |

Literacy- SPECIFIC

|               | Reading  | Writing   |
|---------------|--|---|
| 40-60+ months | <p>Continue a rhyming string.</p> <p>Hear and say the initial sound in words</p> <p>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p> <p>Link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Begins to read words and simple sentences.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experience of books.</p> <p>Enjoy an increasing range of books.</p> <p>Know that information can be retrieved from books and computers</p> <p>Children read and understand simple sentences.</p> <p>They use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>They read some common irregular words</p> <p>They demonstrate understanding when talking with others about what they have read.</p> | <p>Gives meaning to marks they make as they draw, write and paint.</p> <p>Continues a rhyming string</p> <p>Hears and says the initial sound in words</p> <p>Begin to break the flow of speech into words,</p> <p>Can segment the sounds in simple words and blend them together</p> <p>Link sounds to letters, naming and sounding the letters of the alphabet</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Write their own names and other things such as labels and captions</p> <p>Attempts to write short sentences in meaningful contexts</p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>They write some irregular common words.</p> <p>They write simple sentences which can be written by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p> |

**Mathematics - SPECIFIC**

|                      | <b>Numbers</b>   | <b>Shape, Space and Measures</b>   |
|----------------------|--|--|
| <b>40-60+ months</b> | <p>Recognise some numerals of personal significance.</p> <p>Recognise numerals 1 to 5.</p> <p>Count up to three or four objects by saying one number name for each item.</p> <p>Count actions or objects that cannot be moved.</p> <p>Counts objects up to 10 and begin to count beyond 10.</p> <p>Count out up to six objects from a larger group</p> <p>Select the correct numeral to represent 1 to 5, then 1 to 10 objects</p> <p>Count an irregular arrangement of up to ten objects.</p> <p>Uses the language of more or fewer to compare two sets of objects.</p> <p>Finds the total number of items in two groups by counting all of them.</p> <p>Say the number that is one more than a given number.</p> | <p>Begin to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</p> <p>Select a particular named shape.</p> <p>Can describe their relative position such as behind or next to.</p> <p>Order two or three items by length or height.</p> <p>Order two items by weight or capacity.</p> <p>Use familiar objects and common shapes to create and recreate patterns and build models.</p> <p>Use everyday language related to time.</p> <p>Beginning to use everyday language related to money.</p> <p>Order and sequence familiar events</p> <p>Measures short periods of time in simple ways.</p> <p>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and</p> |

Early Years Curriculum  
40-60 months

|                      | <b>Numbers</b>  | <b>Shape, Space and Measures</b>  |
|----------------------|---|---|
| <b>40-60+ months</b> | <p>Find one more or one less than a number from a group of up to five objects and then to ten objects.</p> <p>In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting</p> <p>Records using marks they can interpret and explain.</p> <p>Begin to identify own mathematical problems based on own interests and fascinations.</p> <p>Children count reliably with numbers from one to twenty, place them in order and say which number is one more/one less than a given number.</p> <p>Using quantities and objects, they add and subtract two single digit numbers and count on and back to find the answer.</p> <p>They solve problems, including doubling, halving and sharing.</p> | <p>to solve problems.</p> <p>Talk about, recognise and recreate simple patterns.</p> <p>They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p> |

**Understanding the World - SPECIFIC**

Early Years Curriculum  
40-60 months

|               | People and Communities  | The world   | Technology  |
|---------------|---|---|---|
| 40-60+ months | <p>Enjoys joining in with family customs and routines</p> <p>Children talk about past and present events in their own lives, and in those of their families.</p> <p>They know that other children don't always enjoy the same things, and are sensitive to this.</p> <p>They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> | <p>Looks closely at similarities, differences, patterns and change.</p> <p>Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p>They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>They make observations of animals and plants and explain why some things occur and talk about changes.</p> | <p>Complete a simple program on a computer.</p> <p>Uses ICT hardware to interact with age-appropriate computer software.</p> <p>Children recognise that a range of technology is used in places such as homes and schools.</p> <p>They select and use technology for particular purposes.</p> |

## Expressive Arts and Designs - SPECIFIC

|               | Exploring and using Media and Materials  | Being Imaginative   |
|---------------|--|---|
| 40-60+ months | <p>Begin to build a repertoire of songs and dances.</p> <p>Explore the different sounds of instruments.</p> <p>Explore what happens when they mix colours.</p> <p>Experiment to create different textures.</p> <p>Understand that different media can be combined to create new effects.</p> <p>Constructs with a purpose in mind, using a variety of resources.</p> <p>Uses simple tools and techniques competently and appropriately</p> <p>Selects appropriate resources and adapts work where necessary.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> | <p>Create simple representations of events, people and objects.</p> <p>Initiates new combinations of movements and gesture in order to express and respond to feelings, ideas and experiences</p> <p>Chooses particular colours to use for a particular purpose</p> <p>Introduce a storyline or narrative into their play.</p> <p>Play alongside other children who are engaged in the same theme.</p> <p>Play cooperatively as part of a group to act out a narrative.</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> |