Term 1

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|  | 2 year olds | 3 year olds | 3-4s |
| Communication and Language | Turn towards familiar sounds | Start developing conversations with others – jumping from topic to topic | Use full sentences to talk about how they are feeling or something that has happened – often not using tense correctly |
| Respond to name when called | Understand and act on longer sentences like ‘find your coat’ or ‘make the frog jump’. | Listens to others 1-1 or in small groups |
| Show interest in joining in with activities such as singing and music | Explores sounds and songs | Learn and sing a large repertoire of songs (nursery rhymes) |
| Rigid attention | Shift from one task to another. e.g. ‘Tom, you need to stop now. We are tidying up.’ | Understand a question or instruction that has two parts. |
| Imitates words from adults and uses some words to express want or need | Imitate multi-syllabic words such as ‘banana’ or ‘computer’ | Use longer sentences of 4 to 6 words. |
| Physical Development | Walk upstairs holding adult hand | Turn pages in a book | Can balance on one foot |
| Balance blocks to build a tower | Hold mark making tools | Climbs stairs and move across on alternate feet – maintaining balance |
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| Negotiates space |
| Hold tools using fist grip | Sit comfortably on a chair |
| Run safely on whole foot |
| Squats and stand to feet without hands | Choose how to move |
| Personal Social and Emotional Development | Builds relationships with adults in setting | Talk about how others are feeling | Express a wide range of feelings through play and interactions with others |
| Explores new surroundings demonstrating increased independence | Find ways to comfort themselves such as seeking out an adult or distracting self with toy. | Use play to imitate behaviours of adults and express emotions |
| Knows and responds to own name | Shows more confidence towards new people and trying new things | Select and choose resources for themselves with some support from adults to guide them |
| Can be overwhelmed by intense emotions |
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| Literacy | Enjoy songs and rhymes, tuning in and paying attention. | Say some of the words in songs and rhymes. | Spot and suggest rhymes. |
| Enjoy sharing a book with an adult | Repeat words and phrases from familiar stories. | Understand that print has meaning. |
| Make some marks | Use a range of tools to make marks | Add some marks to their marks which they give meaning to. E.g. ‘That says Mummy’. |
| Mathematics | Reacts to changes of amount when those amounts are significant (more than double).  Maybe aware of number names through their enjoyment of action rhymes and songs that relate to numbers. | React to changes of amount in a group of up to three items.  Take part in finger rhymes with numbers, beginning to show awareness | Develop fast recognition of up to 3 objects, without having to count them. |
| Combine objects like stacking blocks and cups. Put objects inside others and take them out again. | Build with a range of resources. | Select shapes appropriately; flat surfaces for building, a triangular prism for a roof etc. |
| Arrange objects | Notice pattern and start to arrange things in patterns. | Talk about and identify patterns around them. |
|  | Play with different sized objects such as 3 bowls/ chairs for the 3 bears story - adult comment on the differences in sizes. | Climb and squeeze themselves into different types of spaces. - Adult to describe the children’s actions ‘on top of, up, down, through’ | Understand position through words alone. E.g. pour it **down** the drain, sweep leaves **off** the path. Put teddy **under** the shelf. |
|  | Compare sizes and weights using gesture and language - bigger, smaller, high, low, tall, heavy. | Compare objects using words such as heavy, light, long, short, full, empty. |
| Understanding the World | Starts to realise they influence people | Is curious about people and shows interest in stories about familiar or fascinating things | Has a sense of own immediate family and relations and pets |
| Repeat actions that have an effect |  |  |
| Explore natural materials inside and outside | Explore different natural phenomena in setting and on trips | Explore and respond to different natural phenomena in their setting and on trips |
| Develop a sense of belonging to their family and key carer | Is interested in photographs of themselves and other people and objects | In pretend play, imitates everyday actions and events from own family and cultural background |
| Recognises key people in their own lives. | Enjoys stories about people and nature and is interested in photographs of themselves with these | Beginning to have their own friends |
|  |  | Make connections between the features of their family and other families and notice differences | Learns that they have similarities and differences that connect them to, and distinguish them from others |
| Expressive Arts and Design | Respond emotionally and physically to music when it changes. | Join in with songs and rhymes making some sounds. | Listen with increased attention to sounds. |
| Explore paint using their fingers and other parts of their body. | Explore paint with their body and brushes and tools. | Create closed shapes with continuous lines and begin to use these shapes to represent objects. |
| Explore different materials using all their senses to investigate them. | Manipulate and play with different materials. | Explore different materials freely, in order to develop their ideas about how to use them and what to make. |
| Start to develop pretend play, using an object to represent another. | Take part in simple pretend play, using an object to represent something else, even though they are not similar. | Make imaginative small worlds with blocks and construction kits such as a city with different buildings. |