

### PSED

#### 22-36:

**SCSA 1** Separates from main carer with support and encouragement from a familiar adult.

**SCSA 2** Expresses his/her own preferences and interests

**MFB 1** Seeks comfort from familiar adults when needed.

**MFB 2** Can express own feelings such as sad, happy, cross, scared, worried.

**MFB 3** Responds to the feelings and wishes of others.

**MFB 4** Is aware that actions can harm or hurt others.

**MFB 5** Tries to help or give comfort when others are distressed.

**MFB 6** Shows understanding and cooperates with some boundaries and routines.

**MFB 7** Can inhibit own actions/behaviour.

**MFB 8.** Has a growing ability to distract him/herself when upset.

**MR 1** Is interested in others' play and is starting to join in.

**MR 2** Seeks out others to share experiences.

**MR 3** Shows affection and concern for people who are special to him/her.

**MR 4** May form a special friendship with another child.

#### 30-50:

**SCSA 1** Can select and use resources and activities with help.

**SCSA 2** Welcomes and values praise for what s/he has done.

**SCSA 3** Enjoys responsibility of carrying out small tasks.

**MFB 4:** Can usually adapt behaviour to different events, social situations and changes in routine.

**MFB 1:** Aware of own feelings, and knows that some actions and words can hurt others' feelings.

**MR 1:** Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.

**MR 2:** Initiates play, offering cues to peers to join them.

### Literacy

#### 22-36:

**W** Distinguishes between marks they make.

**R 1** Has some favourite stories, rhymes, songs, poems or jingles.

**R 2** Repeats words or phrases from familiar stories.

**R 3** Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'

#### 30-50:

**R1** Enjoys rhyming and rhythmic activities.

**R2.** Shows awareness of rhyme and alliteration.

**R3** Recognises rhythm in spoken words.

**R4.** Listens to and joins in with stories and poems, one-to-one and also in small groups.

**R10** Shows interest in illustrations and print in books and print in the environment.

**R12** Looks at books independently.

**R13** Handles books carefully.

**W1.** Sometimes gives meaning to marks as they draw and paint.

**W2.** Ascribes meanings to marks that they see in different places.

### Physical Development

#### 22-36:

**MH 1** Runs safely on whole foot.

**MH2** Squats with steadiness to rest or play with object on the ground, rises to feet without using hands.

**MH3** Climbs confidently.

**MH4** Can kick a large ball.

**MH5** Turns pages in a book, sometimes several at once.

**MH6** Shows control in holding and using jugs to pour, hammers, books and mark-making tools.

**MH7** Beginning to use tripod grip.

**MH8** Imitates drawing simple shapes such as circles/lines.

**MH 9** Walks upstairs or downstairs holding onto a rail, two feet to a step.

**MH 10** Maybe beginning to show preference for dominant hand.

**HSC 1** Feeds him/herself competently with a spoon.

**HSC 2** Drinks well without spilling.

**HSC 3** Clearly communicates his/her needs for potty or toilet.

**HSC 4** Is beginning to recognise danger and seeks support of significant adults for help.

**HSC 5** Helps with clothing eg puts on hat, unzips zip on coat, takes of sweatshirt.

**HSC 6** Is beginning to be independent in self-care, but still often needs adult support.

#### 30-50:

**MH 1** Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.

**MH 2** Mounts stairs, steps or climbing equipment using alternate feet.

**MH 3** Walks downstairs, two feet to each step while carrying a small object.

**MH 6** Can catch a large ball.

**MH 7** Draws lines and circles using gross motor movements.

**MH 8** Uses one handed tools to make eg snips in paper with scissors.

**MH 10** Can copy some letters eg from name.

**HSC 4** Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.

**HSC 5** Can usually manage washing and drying hands.

**HSC 6** Dresses with help. E.g. coats, trousers etc. Toileting – being dry and clean during the day.

### Understanding the World

#### 22-36:

**PC1** Has a sense of own immediate family and relations.

**PC2** In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.

**PC3** Beginning to have their own friends.

**PC4** Learns that they have similarities and differences that connect them to, and distinguish them from, others.

**TW 1** Enjoys playing with small world models such as a farm, garage, house or train track.

**TW 2** Notices detailed features of objects in his/her environment.

**T 1** Seeks to acquire basic skills in turning on and operating some ICT equipment.

**T2** Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.

#### 30-50:

**PC1** Shows interest in the lives of people who are familiar to them.

**PC2** Remembers and talks about significant events in their own experience.

**PC3** Recognises and describes special times or events for family or friends.

**TW 1** Comments and asks questions about aspects of his/her familiar world such as the place where s/he lives or the natural world.

**TW 2** Can talk about some of the things s/he has observed such as plants, animals, natural and found objects.

**T1.** Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.

### Maths

#### 22-36:

**N1** Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'.

**N2** Recites some number names in sequence.

**N4** Begins to make comparisons between quantities.

**N5** Uses some language of quantities, such as 'more' and 'a lot'.

**N6** Knows that a group of things changes in quantity when something is added or taken away

**SSM 1** Notices simple shapes and patterns in pictures.

**SSM 2** Is beginning to categorise objects according to properties such as shape or size.

**SSM 3** Begins to use language of size.

**SSM 4** Understands some talk about immediate 'past' and 'future' eg before/ later/ or soon.

**SSM 5** Anticipates specific time-based events such as mealtimes or home time.

#### 30-50:

**N1** Uses some number names and number language spontaneously.

**N2** Uses some number names accurately in play

**N3** Recites numbers in order to 10.

**N4** Knows that numbers identify how many objects are in a set.

**N5** Beginning to represent numbers using fingers, marks on paper or pictures.

**N6** Sometimes matches numeral and quantity correctly.

**N13.** Realises not only objects, but anything can be counted, including steps, claps or jumps.

**SSM 1** Shows an interest in shape and space by playing with shapes or making arrangements with objects.

**SSM 2** Shows awareness of similarities of shapes in the environment.

**SSM 5** Uses shapes appropriately for tasks.

## Crompton Class Autumn Term

### Settling Into Nursery

### Autumn

### Space

### Celebrations

### Communication and Language

#### 22-36

**LA1** Listens with interest to the noises adults make when they read stories.

**LA2** Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door.

**LA3** Shows interest in play with sounds, songs and rhymes.

**LA4** Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus.

**U1** Identifies action words by pointing to the right picture eg 'who's jumping?'

**U2** Understands more complex sentences eg 'Put your toys away and then we'll read a book'.

**U3** Understands 'who', 'what', 'were' in simple questions

**U4** Is developing understanding of simple concepts eg big/little.

**S1** Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.

**S2** Holds a conversation, jumping from topic to topic.

**S3** Learns new words very rapidly and is able to use them in communicating.

**S4** Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it'.

**S5** Uses a variety of questions (e.g. what, where, who).

**S6** Uses simple sentences (e.g. 'Mummy gonna work'.)

**S7** Beginning to use word endings (e.g. going, cats).

#### 30 – 50

**LA 1** Listens to others in 1:1 or small groups, when conversation interest him/her.

**LA 3** Joins in with repeated refrains and anticipates key events and phrases in rhymes/stories.

**LA5** Is able to follow directions (if not intently focused on own choice of activity).

**U1** Understands use of objects (e.g. "What do we use to cut things?")

**U3** Responds to simple instructions, e.g. to get or put away an object.

**S1** Is beginning to use more complex sentences to link thoughts eg using and/because.

**S2** Can retell a simple past event in the right order eg went down slide, hurt finger.

**S7** Uses vocabulary focused on objects and people that are of particular importance to them.

**S8** Builds up vocabulary that reflects the breadth of their experiences.

### Expressive Art and Design

#### 22-36:

**EU1** Joins in singing favourite songs.

**EU2** Creates sounds by banging, shaking, tapping or blowing.

**EU3** Shows an interest in the way musical instruments sound.

**EU4** Experiments with blocks, colours and marks.

**BI 1** Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'

**BI 2** Beginning to make-believe by pretending.

#### 30-50:

**EU1** Enjoys joining in with dancing and ring games.

**EU2** Sings a few familiar songs.

**EU6** Explores and learns how sounds can be changed.

**EU7** Explores colour and how colours can be changed.

**EU 8** Understands that s/he can use lines to enclose a space, and then begin to use these shapes to represent objects.

**EU 9** .Is beginning to be interested in and describe the texture of things.

**BI2.** Creates movement in response to music.

**BI5.** Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.

**BI6.** Engages in imaginative role-play based on own first-hand experiences.