**![A logo with a squirrel

Description automatically generated]()Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DOB: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**By the end of Pre-School, I will be able to…**

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| **Communication and Language** | | **Personal, Social and Emotional Development** | | **Physical Development** | |
| Listening, Attention & Understanding | * Enjoy listening to longer stories and can remember much of what happened * Pay attention to more than one thing at a time, which can be difficult * Use a wider range of vocabulary * Understand a question or instruction that has two parts, such as ‘Get your coat and wait by the door’ * Understand ‘why’ questions, like ‘Why do you think the caterpillar got so fat?’ | Self-Regulation | * Develop their sense of self of responsibility and membership of a community * Increasingly follow rules, understanding why they are important * Do not always need an adult to remind them of a rule * Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly | Gross Motor Skills | * Continue to develop their movement, balance, riding (scooters, trikes and bikes) and ball skills * Go up steps and stairs, climb up apparatus, using both feet * Skip, hop, stand on one leg and hold a pose for a game like musical statues * Use large-muscle movements to wave flags and streamers, paint and make marks * Start taking part in some group activities which they make up for themselves or in teams * Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm * Match their developing physical skills to tasks and activities in the setting e.g. decide whether to crawl, walk or run across a plank * Choose the right resources to carry out their own plan, e.g. choosing a spade to enlarge a small hole they dug with a trowel * Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks |
| Managing Self | * Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. * Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or worried. |
| Speaking | * Sing a large repertoire of songs * Know many rhymes, talk about familiar books and tell a long story * Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’ * Develop their pronunciation, but may have problems saying   + some sounds: r, j, th, ch and sh   + multisyllabic words such as ‘pterodactyl’ and ‘hippopotamus’ * Use longer sentences of four to six words * Express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions * Start a conversation with an adult or friend and continue it for many turns * Use talk to organise themselves and their play: “Let’s go on a bus… I’ll be the driver.” | Building Relationships | * Become more outgoing with unfamiliar people, in the safe context of their setting. * Show more confidence in new social situations * Play with one or more other children, extending and elaborating play ideas * Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game and suggesting other ideas. * Develop appropriate ways of being assertive * Talk with others to solve conflicts * Begin to understand how others might be feeling | Fine Motor Skills | * Use one-handed tools and equipment, for example, making snips in paper with scissors * Use a comfortable grip with good control when holding pens and pencils * Show a preference for a dominant hand * Be increasingly independent as they get dressed and undressed, e.g. putting coats on and doing up zips * Make healthy choices about food, drink, activity and toothbrushing |

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| **Expressive Arts and Design** | |
| Creating with Materials | * Take part in simple pretend play, using an object to represent something else even though they are not similar * Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc * Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park * Explore different materials freely, in order to develop their ideas about how to use them and what to make * Develop their own ideas and then decide which materials to use to express them * Join different materials and explore different textures * Create closed shapes with continuous lines, and begin to use these shapes to represent objects * Draw with increasing complexity and detail, such as representing a face with a circle and including details * Use drawing to represent ideas like movement or loud noises * Explore colour and colour-mixing * Show different emotions in their drawings |
| Being Imaginative and Expressive | * Listen with increased attention to sounds * Respond to what they have heard, expressing their thoughts and feelings * Remember and sing an entire song * Sing the pitch of a tone sung by another person (‘Pitch match’) * Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs * Create their own songs, or improvise a song around one they know * Play instruments with increasing control to express their feelings and ideas |

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| **Mathematics** | |
| Number | * Develop fast recognition of up to 3 objects, without having to count them individually (subitising) * Recite numbers past 5 * Say one number for each item in order: 1,2,3,4,5 * Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle) * Show ‘finger numbers’ up to 5 * Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 * Experiment with their own symbols and marks, as well as numerals * Solve real world mathematical problems with numbers up to 5 |
| Numerical Patterns | * Compare quantities using language: ‘more than’, ‘fewer than’ * Talk about and explore 2D and 3D shapes (e.g. circle, rectangle, square, triangle and cuboids) using informal and mathematical language: ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’ * Understand position through words alone (e.g. ‘The bag is under the table’) with no pointing * Describe a familiar route * Discuss routes and locations, using words like ‘in front of’ and ‘behind’ * Make comparisons between objects relating to size, length, weight and capacity * Select shapes appropriately; flat surfaces for building, a triangular prism for a roof etc * Combine shapes to make new ones- an arch, a bigger triangle etc * Talk about and identifies the patterns around them, e.g. stripes on clothes, using informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc * Extend and create ABAB patterns * Notice and correct a mistake in a repeating pattern * Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then…’ |

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| **Literacy** | |
| Comprehension | * Engage in extended conversations about stories, learning new vocabulary |
| Word Reading | * Understand the five key concepts about print   - print has meaning  - print can have different purposes  - we read English text from left to right and from top to bottom  - the names of the different parts of a book  - page sequencing   * Develop their phonological awareness so that they can   - spot and suggest rhymes  - count or clap syllables in a word  - recognise words with the same initial sound, such as money and mother |
| Writing | * Use some of their print and letter knowledge in their early writing. For example, writes a pretend shopping list that starts at the top of the page; write ‘m’ for mummy * Write some or all of their name * Write some letters accurately |

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| **Understanding the World** | |
| Past & Present | * Begin to make sense of their own life-story and family’s history * Show interest in different occupations |
| People, Culture & Communities | * Continue to develop positive attitudes about the differences between people * Know that there are different countries in the world and talk about the differences they have experienced or seen in photos |
| The Natural World | * Use all their senses in hands-on exploration of natural materials * Explore collections of materials with similar and/or different properties * Talk about what they see using a wide vocabulary * Explore how things work * Plant seeds and care for growing plants * Understand the key features of a life cycle of a plant and an animal * Begin to understand the need to respect and care for the natural environment and all living things * Explore and talk about different forces they can feel * Talk about the differences between materials and changes they notice |