

Specific Area - Literacy

Reading

- Repeats words or phrases from familiar stories. (22-36)
- Knows information can be relayed in the form of print. (30-50)
- Hold books the correct way up and turns pages (30-50)
- Knows that print carries meaning and, in English, is read from left to right and top to bottom. (30-50)
- Hears and says the initial sound in words. (40-60+)
- Enjoys an increasing range of books, stories and rhymes.(40-60+)

Writing

- Distinguishes between the different marks they make. (22-36)
- Sometimes gives meaning to marks as they draw and paint. (30-50)
- Ascribes meanings to marks that they see in different places. (30-50)
- Begins to break the flow of speech into words.(40-60+)
- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. (40-60+)

Prime Area - Personal, Emotional & Social Development

Making Relationships

- May form a special friendship with another child. (22-36)
- Can play in a group, extending and elaborating play ideas, e.g. building up on role-play activity with other children. (30-50)
- Keeps Play going by responding to what others are saying or doing. (30-50)
- Initiates conversations, attends to and takes account of what others say. (40-60+)

Self-Confidence and Self-Awareness

- Expresses own preferences and interests. (22-36)
- Enjoys responsibility of carrying out small tasks. (30-50)
- Confident to talk to other children when playing, and will communicate freely about own home and community (30-50)
- Confident to speak to others about own needs, wants, interests and opinions. (40-60+)

Managing Feelings and Behaviour

- Responds to feelings and wishes of others. (22-36m)
- Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. (30-50)
- Can usually adapt behaviour to different events, social situations and changes in routine. (30-50)
- Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. (40-60+)

Prime Area - Communication and Language

Listening and Attention

- Shows interest in play with sounds, songs and rhymes. (22-36)
- Listens to stories with increasing attention and recall. (30-50)
- Listens to others one to one or in a small group, when conversation interests them (30-50)
- Maintains attention, concentrates and sits quietly during appropriate activity. (40-60+)

Understanding

- Understands 'Who', 'what', 'where' in simple questions. (22-36)
- Beginning to understand 'why' and 'how' questions. (30-50)
- Listens and responds to ideas expressed by others in conversation or discussion. (40-60+)

Speaking

- Uses simple sentences. (22-36)
- Builds up vocabulary that reflects the breadth of their experiences. (30-50)
- Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.' (30-50)
- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. (40-60+)

Specific Area - Maths

Number

- Begins to make comparisons between quantities. (22-36)
- Recites numbers in order to 10. (30-50)
- sometimes matches numerals and quantity correctly. (30-50)
- shows an interest in representing numbers. (30-50)
- Realises not only objects, but anything can be counted, including steps, claps or jumps.(30-50)
- Recognise some numerals of personal significance.. (40-60+)

Shape, Space & Measures

- Begins to use the language of size. (22-36)
- Uses positional language. (30-50)
- Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. (30-50)
- Uses shapes appropriately for tasks. (30-50)
- Orders and sequences familiar events. (40-60+)

Celebrations Key Development Objectives Autumn/Winter



Prime Area - Physical Development

Moving and Handling

- May be beginning to show preference for dominant hand. (22-36)
- Holds pencil between thumb and two fingers, no longer using whole hand grasp. (30-50)
- Holds pencil near point between first two fingers and thumb and uses it with good control. (30-50)
- Can copy some letters e.g. letters from their name. (30-50)
- Handles tools, objects, construction and malleable materials safely and with increasing control (40-60+)

Health and Self-Care

- Beginning to be independent in self-care, but still often needs adult support. (22-36)
- Understands that equipment and tool have to be used safely. (30-50)
- Dresses with help, e.g. put arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. (30-50)
- Shows understanding of the need for safety when tackling new challenges and considers and manages some risks. (40-60+)

Specific Area - Understanding of the World

People and Communities

- In pretend play imitates everyday actions and events from own family and cultural backgrounds. (22-36)
- remembers and talks about significant events in their own experience. (30-50)
- Recognises and describes special times or events for family or friends. (30-50)
- Enjoys joining in with family customs and routines. (40-60+)

The World

- Notices detailed features of objects in their environment. (22-36)
- Can talk about some of the things they have observed such as plants, animals, natural and found objects. (30-50)
- Talks about why things happen and how things work. (30-50)
- Looks closely at similarities, differences, patterns and change. (40-60+)

Technology

- Seeks to acquire basic skills in turning on and operating some ICT equipment. (22-36)
- Knows how to operate simple equipment e.g. turning the CD player on (30-50)
- Completes a simple program on a computer. (40-60+)

Specific Area - Expressive Art and Design

Exploring and using media and materials

- Joins in favourite songs. (22-36)
- Enjoys joining in with dancing and ring games (30-50)
- Realises tools can be used for a purpose. (30-50)
- Understands that different media can be combined to create new effects.(40-60+)

Being Imaginative

- Beginning to make believe by pretending (22-36)
- Engages in imaginative role-play based on own first hand experiences. (30-50)
- Uses available resources to create props to support role play. (30-50)
- Create simple representations of events, people and objects. (40-60+)
- Introduces a storyline or narrative into their play. (40-60+)

