

## Range 4 - 24-36 months

CL	PD	PSD	LIT
<p><b>LISTENING AND ATTENTION</b></p> <ul style="list-style-type: none"> <li>• Listens with interest to the noises adults make when they read stories</li> <li>• Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door</li> <li>• Shows interest in play with sounds, songs and rhymes</li> <li>• Single channelled attention; can shift to a different task if attention fully obtained – using child's name helps focus</li> </ul> <p><b>UNDERSTANDING</b></p> <ul style="list-style-type: none"> <li>• Identifies action words by following simple instructions, e.g. <i>Show me jumping</i></li> <li>• Beginning to understand more complex sentences ,e.g. <i>Put your toys away and then sit on the carpet</i></li> <li>• Understands who, what, where in simple questions (e.g. <i>Who's that? Who can? What's that? Where is?</i>)</li> <li>• Developing understanding of simple concepts (e.g. <i>fast/slow, good/bad</i>)</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>• Uses language to share feelings, experiences and thoughts</li> <li>• Holds a conversation, jumping from topic to topic</li> <li>• Learns new words very rapidly and is able to use them in communicating</li> <li>• Uses a variety of questions (e.g. <i>what, where, who</i>)</li> <li>• Uses longer sentences (e.g. <i>Mummy gonna work</i>)</li> <li>• Beginning to use word endings (e.g. <i>going, cats</i>)</li> </ul>	<p><b>MOVING AND HANDLING</b></p> <ul style="list-style-type: none"> <li>• Sits up from lying down, stands up from sitting and squats with steadiness to rest or play with object on the ground, and rises to feet without using hands</li> <li>• Sits comfortably on a chair with both feet on the ground</li> <li>• Runs safely on whole foot</li> <li>• Moves in response to music, or rhythms played on instruments such as drums or shakers</li> <li>• Jumps up into the air with both feet leaving the floor and can jump forward a small distance</li> <li>• Begins to walk, run and climb on different levels and surfaces</li> <li>• Begins to understand and choose different ways of moving</li> <li>• Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it</li> <li>• Climbs up and down stairs by placing both feet on each step while holding a handrail for support</li> <li>• Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride</li> <li>• May be beginning to show preference for dominant hand and/or leg/foot</li> <li>• Turns pages in a book, sometimes several at once</li> <li>• Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools</li> <li>• Holds mark-making tools with thumb and all fingers</li> </ul> <p><b>HEALTH AND SELF CARE</b></p> <ul style="list-style-type: none"> <li>• Very energetic in short bursts and needs time for rest and calm with at least three hours of a day of exercise including moderate- to vigorous-intensity physical activity, spread throughout the day</li> <li>• Needs to sleep for 10–13 hours in a 24-hour period which may include a nap, with regular sleep and wake-up times</li> <li>• Feeds self competently</li> <li>• Can hold a cup with two hands and drink well without spilling</li> <li>• Develops some independence in self-care and shows an awareness of routines such as handwashing or teeth cleaning but still often needs adult support</li> <li>• Develops increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet</li> <li>• Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots</li> <li>• Begins to recognise danger and seeks the support and comfort of significant adults</li> <li>• Can increasingly express their thoughts and emotions through words as well as continuing to use facial expressions</li> </ul>	<p><b>MAKING RELATIONSHIPS</b></p> <ul style="list-style-type: none"> <li>• Builds relationships with special people but may show anxiety in the presence of strangers</li> <li>• Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult</li> <li>• Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it</li> <li>• Shows empathy and concern for people who are special to them by partially matching others' feelings with their own, e.g. may offer a child a toy they know they like</li> <li>• Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety.</li> <li>• Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest</li> </ul> <p><b>SENSE OF SELF</b></p> <ul style="list-style-type: none"> <li>• Knows their own name, their preferences and interests and is becoming aware of their unique abilities</li> <li>• Is developing an understanding of and interest in differences of gender, ethnicity and ability</li> <li>• Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions</li> <li>• Experiments with their own and other people's views of who they are through their play, through trying out different behaviours, and the way they talk about themselves</li> <li>• Is gradually learning that actions have consequences but not always the consequences the child hopes for</li> </ul> <p><b>UNDERSTANDING EMOTIONS</b></p> <ul style="list-style-type: none"> <li>• Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feeling</li> <li>• Can feel overwhelmed by intense emotions, resulting in an emotional collapse when frightened, frustrated, angry, anxious or overstimulated</li> <li>• Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions</li> <li>• Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset</li> <li>• Responds to the feelings of others, showing concern and offering comfort</li> <li>• May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions</li> <li>• Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows</li> </ul>	<p><b>READING</b></p> <ul style="list-style-type: none"> <li>• Has some favourite stories, rhymes, songs, poems or jingles</li> <li>• Repeats and uses actions, words or phrases from familiar stories</li> <li>• Fills in the missing word or phrase in a known rhyme, story or game, e.g. <i>Humpty Dumpty sat on a ...</i> Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps</li> <li>• Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>• Distinguishes between the different marks they make</li> <li>• Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.</li> </ul>

Entry

Autumn

Spring

Summer

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MATHS	UW	EA AND D
<p><b>NUMBER COMPARISON</b></p> <ul style="list-style-type: none"> <li>• Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. <i>You've got two, I've got two. Same!</i></li> <li>• Beginning to compare and recognise changes in numbers of things, using words like <i>more, lots or 'same'</i></li> </ul> <p><b>COUNTING</b></p> <ul style="list-style-type: none"> <li>• May enjoy counting verbally as far as they can go</li> <li>• Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5.</li> <li>• Uses some number names and number language within play, and may show fascination with large numbers</li> <li>• Begin to recognise numerals 0 to 10</li> <li>• Begins to say numbers in order, some of which are in the right order (ordinality)</li> </ul> <p><b>CARDINALITY (HOW MANY?)</b></p> <ul style="list-style-type: none"> <li>• In everyday situations, takes or gives two or three objects from a group</li> <li>• Beginning to notice numerals (number symbols)</li> <li>• Beginning to count on their fingers.</li> </ul> <p><b>SPATIAL AWARENESS</b></p> <ul style="list-style-type: none"> <li>• Moves their bodies and toys around objects and explores fitting into spaces</li> <li>• Begins to remember their way around familiar environments</li> <li>• Responds to some spatial and positional language</li> <li>• Explores how things look from different viewpoints including things that are near or far away</li> </ul> <p><b>SHAPE</b></p> <ul style="list-style-type: none"> <li>• Chooses puzzle pieces and tries to fit them in</li> <li>• Recognises that two objects have the same shape</li> <li>• Makes simple constructions</li> </ul> <p><b>PATTERN</b></p> <ul style="list-style-type: none"> <li>• Joins in and anticipates repeated sound and action patterns</li> <li>• Is interested in what happens next using the pattern of everyday routines</li> </ul> <p><b>MEASURES</b></p> <ul style="list-style-type: none"> <li>• Explores differences in size, length, weight and capacity</li> <li>• Beginning to understand some talk about immediate past and future</li> <li>• Beginning to anticipate times of the day such as mealtimes or home time</li> </ul>	<p><b>PEOPLE AND COMMUNITIES</b></p> <ul style="list-style-type: none"> <li>• Has a sense of own immediate family, relations and pets</li> <li>• In pretend play, imitates everyday actions and events from own family and cultural background e.g. making and drinking tea, going to the barbers, being a cat, dog or bird</li> <li>• Beginning to have their own friends</li> <li>• Learns that they have similarities and differences that connect them to, and distinguish them from others</li> </ul> <p><b>THE WORLD</b></p> <ul style="list-style-type: none"> <li>• Notices detailed features of objects in their environment</li> <li>• Can talk about some of the things they have observed such as plants, animals, natural and found objects</li> <li>• Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake</li> </ul>	<p><b>USING MEDIA AND MATERIALS</b></p> <ul style="list-style-type: none"> <li>• Joins in singing songs</li> <li>• Creates sounds by rubbing, shaking, tapping, striking or blowing</li> <li>• Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. <i>loud/quiet, fast/slow</i></li> <li>• Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects</li> <li>• Enjoys and responds to playing with colour in a variety of ways, for example combining colours</li> <li>• Uses 3D and 2D structures to explore materials and/or to express ideas</li> </ul> <p><b>BEING IMAGINATIVE</b></p> <ul style="list-style-type: none"> <li>• Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations</li> <li>• Begins to make believe by pretending using sounds, movements, words, objects</li> <li>• Beginning to describe sounds and music imaginatively, e.g. <i>scary music</i></li> <li>• Creates rhythmic sounds and movements</li> </ul>

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