

## **Prime Area - Personal, Social Emotional Development**

*Playing and Exploring, Active Learning, and Creating and Thinking Critically support children's learning across all areas*

	<b>Making Relationships</b>	<b>Self-Confidence and Self Awareness</b>	<b>Managing Feelings and Behaviour</b>
<b>30-50 months</b>	<ul style="list-style-type: none"><li>• Can play in a group, extending &amp; elaborating play ideas, e.g. building up a role-play activity with other children.</li><li>• Initiates play, offering cues to peers to join them.</li><li>• Keeps play going by responding to what others are saying or doing.</li><li>• Demonstrates friendly behaviour, initiating conversations &amp; forming good relationships with peers &amp; familiar adults.</li></ul>	<ul style="list-style-type: none"><li>• Can select &amp; use activities &amp; resources with help.</li><li>• Welcomes &amp; values praise for what they have done.</li><li>• Enjoys responsibility of carrying out small tasks.</li><li>• Is more outgoing towards unfamiliar people &amp; more confident in new social situations.</li><li>• Confident to talk to other children when playing, &amp; will communicate freely about own home &amp; community.</li><li>• Shows confidence in asking adults for help.</li></ul>	<ul style="list-style-type: none"><li>• Aware of own feelings, &amp; knows that some actions &amp; words can hurt others' feelings.</li><li>• Begins to accept the needs of others &amp; can take turns &amp; share resources, sometimes with support from others.</li><li>• Can usually tolerate delay when needs are not immediately met, &amp; understands wishes may not always be met.</li><li>• Can usually adapt behaviour to different events, social situations &amp; changes in routine.</li></ul>

## **Prime Area - Communication and Language**

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	<b>Listening and Attention</b>	<b>Understanding</b>	<b>Speaking</b>
<b>30-50 months</b>	<ul style="list-style-type: none"> <li>• Listens to others one to one or in small groups, when conversation interests them.</li> <li>• Listens to stories with increasing attention &amp; recall.</li> <li>• Joins in with repeated refrains &amp; anticipates key events &amp; phrases in rhymes &amp; stories.</li> <li>• Focusing attention – still listen or do, but can shift own attention.</li> <li>• Is able to follow directions (if not intently focused on own choice of activity).</li> </ul>	<ul style="list-style-type: none"> <li>• Understands use of objects (e.g. “<i>What do we use to cut things?</i>”)</li> <li>• Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture.</li> <li>• Responds to simple instructions, e.g. to get or put away an object.</li> <li>• Beginning to understand ‘why’ &amp; ‘how’ questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>).</li> <li>• Can retell a simple past event in correct order (e.g. <i>went downslide, hurt finger</i>).</li> <li>• Uses talk to connect ideas, explain what is happening &amp; anticipate what might happen next, recall &amp; relive past experiences.</li> <li>• Questions why things happen &amp; gives explanations. Asks e.g. <i>who, what, when, how</i>.</li> <li>• Uses a range of tenses (e.g. <i>play, playing, played</i>).</li> <li>• Uses intonation, rhythm &amp; phrasing to make the meaning clear to others.</li> <li>• Uses vocabulary focused on objects &amp; people that are of particular importance to them.</li> <li>• Builds up vocabulary that reflects the breath of their experiences.</li> <li>• Uses talk in pretending that objects stand for something else in play, e.g., ‘<i>This box is my castle.</i>’</li> </ul>

## Prime Area - Physical Development

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	<b>Moving and Handling</b>	<b>Health and Self-Care</b>
<b>30-50 months</b>	<ul style="list-style-type: none"><li>• Moves freely &amp; with pleasure &amp; confidence in a range of ways, e.g. slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding &amp; hopping.</li><li>• Mounts stairs, steps or climbing equipment using alternate feet.</li><li>• Walks downstairs, two feet to each step while carrying a small object.</li><li>• Runs skilfully &amp; negotiates space successfully, adjusting speed/direction to avoid obstacles.</li><li>• Can stand momentarily on one foot when shown.</li><li>• Can catch a large ball.</li><li>• Draws lines &amp; circles using gross motor movements.</li><li>• Uses one-handed tools &amp; equipment, e.g. makes snips in paper with child scissors.</li><li>• Holds pencil between thumb &amp; two fingers, no longer using whole-hand grasp.</li><li>• Holds pencil near point between 1<sup>st</sup> two fingers &amp; thumb &amp; uses with good control.</li><li>• Can copy some letters, e.g. letters from their name.</li></ul>	<ul style="list-style-type: none"><li>• Can tell adults when hungry or tired or when they want to rest or play.</li><li>• Observes the effects of activity on their bodies.</li><li>• Understands that equipment &amp; tools have to be used safely.</li><li>• Gains more bowel &amp; bladder control &amp; can attend to toileting needs most of the time themselves.</li><li>• Can usually manage washing &amp; drying hands.</li><li>• Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, &amp; pulls up zipper once it is fastened at the bottom.</li></ul>

## Specific Areas - Literacy

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	Reading	Writing
<b>30-50 months</b>	<ul style="list-style-type: none"><li>• Enjoys rhyming &amp; rhythmic activities.</li><li>• Shows awareness of rhyme &amp; alliteration.</li><li>• Recognises rhythm in spoken words.</li><li>• Listens to &amp; joins in with stories &amp; poems, one-to-one &amp; also in small groups.</li><li>• Joins in with repeated refrains &amp; anticipates key events &amp; phrases in rhymes &amp; stories.</li><li>• Beginning to be aware of the way stories are structured.</li><li>• Suggests how the story might end.</li><li>• Listens to stories with increasing attention &amp; recall.</li><li>• Describes main story settings, events &amp; principal characters.</li><li>• Shows interest in illustrations &amp; print in books &amp; print in the environment.</li><li>• Recognises familiar words &amp; signs such as own name &amp; advertising logos.</li><li>• Looks at books independently.</li><li>• Handles books carefully.</li><li>• Knows information can be relayed in the form of print.</li><li>• Holds books the correct way up &amp; turns pages.</li><li>• Knows that print carries meaning &amp;, in English, is read from left to right &amp; top to bottom.</li></ul>	<ul style="list-style-type: none"><li>• Sometimes gives meaning to marks as they draw &amp; paint.</li><li>• Ascribes meanings to marks that they see in different places.</li></ul>

## Specific Areas - Mathematics

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	<b>Numbers</b>	<b>Shape Space and Measure</b>
<b>30-50 months</b>	<ul style="list-style-type: none"><li>• Uses some number names &amp; number language spontaneously.</li><li>• Uses some number names accurately in play.</li><li>• Recites numbers in order to 10.</li><li>• Knows that numbers identify how many objects are in a set.</li><li>• Beginning to represent numbers using fingers, marks on paper or pictures.</li><li>• Sometimes matches numeral &amp; quantity correctly.</li><li>• Shows curiosity about numbers by offering comments or asking questions.</li><li>• Compares two groups of objects, saying when they have the same number.</li><li>• Shows an interest in number problems.</li><li>• Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</li><li>• Shows an interest in numerals in the environment.</li><li>• Shows an interest in representing numbers.</li><li>• Realises not only objects, but anything can be counted, e.g. steps, claps or jumps.</li></ul>	<ul style="list-style-type: none"><li>• Shows an interest in shape &amp; space by playing with shapes or making arrangements with objects.</li><li>• Shows awareness of similarities of shapes in the environment.</li><li>• Uses positional language.</li><li>• Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</li><li>• Shows interest in shapes in the environment.</li><li>• Uses shapes appropriately for tasks.</li><li>• Beginning to talk about the shapes of everyday objects, e.g. 'round' &amp; 'tall'.</li></ul>

## Specific Areas - Understanding the World

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	<b>People and Communities</b>	<b>The World</b>	<b>Technology</b>
<b>30-50 months</b>	<ul style="list-style-type: none"> <li>• Shows interest in the lives of people who are familiar to them.</li> <li>• Remembers &amp; talks about significant events in their own experience.</li> <li>• Recognises &amp; describes special times or events for family or friends.</li> <li>• Shows interest in different occupations &amp; ways of life.</li> <li>• Knows some of the things that make them unique, &amp; can talk about some of the similarities &amp; differences in relation to friends or family.</li> </ul>	<ul style="list-style-type: none"> <li>• Comments &amp; asks questions about aspects of their familiar world such as the place where they live or the natural world.</li> <li>• Can talk about some of the things they have observed such as plants, animals, natural &amp; found objects.</li> <li>• Talks about why things happen &amp; how things work.</li> <li>• Developing an understanding of growth, decay &amp; changes over time.</li> <li>• Shows care &amp; concern for living things &amp; the environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Knows how to operate simple equipment e.g. turns on CD player &amp; uses remote control.</li> <li>• Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</li> <li>• Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</li> <li>• Knows that information can be retrieved from computers</li> </ul>

## **Specific Areas – Expressive arts and design**

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	<b>Exploring and using media and materials</b>	<b>Being Imaginative</b>
<b>30-50 months</b>	<ul style="list-style-type: none"> <li>• Enjoys joining in with dancing &amp; ring games.</li> <li>• Sings a few familiar songs.</li> <li>• Beginning to move rhythmically.</li> <li>• Imitates movement in response to music.</li> <li>• Taps out simple repeated rhythms.</li> <li>• Explores &amp; learns how sounds can be changed.</li> <li>• Explores colour &amp; how colours can be changed.</li> <li>• Understands that they can use lines to enclose a space, &amp; then begin to use these shapes to represent objects.</li> <li>• Beginning to be interested in &amp; describe the texture of things.</li> <li>• Uses various construction materials.</li> <li>• Beginning to construct, stacking blocks vertically &amp; horizontally, making enclosures &amp; creating spaces.</li> <li>• Joins construction pieces together to build &amp; balance.</li> <li>• Realises tools can be used for a purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Developing preferences for forms of expression.</li> <li>• Uses movement to express feelings.</li> <li>• Creates movement in response to music.</li> <li>• Sings to self &amp; makes up simple songs.</li> <li>• Makes up rhythms.</li> <li>• Notices what adults do, imitating what is observed &amp; then doing it spontaneously when the adult is not there.</li> <li>• Engages in imaginative role-play based on own first-hand experiences.</li> <li>• Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</li> <li>• Uses available resources to create props to support role-play.</li> <li>• Captures experiences &amp; responses with a range of media, such as music, dance &amp; paint &amp; other materials or words.</li> </ul>