


Communication

<i>Enjoys elaborating narratives in role play, working with others</i>	<i>Applies emerging writing skills in real life and imaginary contexts</i>		<i>Predicts and then investigates and can talk about the processes</i>	<i>Recognises increasing numbers of familiar words and symbols</i>		<i>Perseveres when hits a difficulty and has creative approach to solving problems</i>	<i>Asks searching questions about the world around them and enjoys finding out using different sources of information</i>	<i>Rises to a cognitive challenge</i>	<i>Enjoys opportunities to apply number knowledge in real and imaginary contexts</i>	<i>Motivated and engaged by more complex games and experiences</i>	
Enjoys rhymes and jingles through play experiences and can invent some rhymes	Really enjoys stories, answers questions about them and perhaps is able to retell stories		Loves to ask why? And can answer why	<i>Recognises some names and familiar words in print.</i>		<i>Perseveres with their thinking and inquiries and test theories over time.</i>		<i>Identifies and recognises numerals 0–10 and beyond.</i>	<i>Uses 1–1 correspondence to count a given number of objects</i>	<i>Recalls the number sequence forwards 0–20 and backwards 10–0</i>	
<i>Interested in letters and sounds and knows the first letter and letter sound of own name</i>	Gives connected account of recent events and experiences		Eternally asking questions 'why, when, how' and meanings of words	<i>Recognises own name in print</i>		<i>Enjoys constructive building with any materials available, Problem-solving approach.</i>		<i>Identifies and recognises numerals 0–5 and beyond.</i>	<i>Uses 1–1 correspondence to count a given number of objects 1–5 and beyond</i>	<i>Recalls the number sequence forwards 0–10 and backwards 5–0</i>	Understands the need for rules and fair play
Talks fluently in a range of contexts and with a range of people and peers	Knows some nursery rhymes and can repeat or sing correctly	Joins in with nursery rhymes	Has a word for almost everything. Vocabulary is exploding!	Understands simple questions and constantly asks questions [can we? What's that?]		<i>Explores and inquires, eg the properties of sand, water, clay, paint.</i>		<i>Counts by rote to ten or more but little appreciation of quantity beyond two or three.</i>	Completes simple puzzles [trying and persevering Inset puzzle to 4 piece]		Follow simple rules in games
	Becomes more fluent. Speaks in 4 word sentences or more and talks about past experiences	Uses utterances of one, two or three words long, and family members can usually understand them	Understands short sentences, enjoys listening to stories and rhymes, develops single word vocabulary and puts two words together in a sentence	Follows simple commands [eg push the bus] and understands simple questions [where's the rabbit?]	Points to a few body parts or name pictures in a book	Be active and curious with little notion of danger	Matches objects by colour shape and size	Chooses to engage in parallel play and makes symbolic use of objects and self [eg playing house]	Has a vivid imagination	Follow simple rules in games	Has a better understanding of the concepts of past, present and future
Demonstrates ability to draw a person [and copy a triangle] [demonstrates ability to add detail in drawings in play]	Develops fine motor skills across different activities and experiences	Cuts paper with scissors and will pick up a pencil in preferred hand and copy a circle and V shape [make circle shapes and v shapes as they draw in play]	Shows interest in mark making using a tool, eg pen, pencil, paint brush, chalk	Name		Has an almost complete store of emotional expressions	Helps and pleases adults [interested in others, looking for positive feedback from adults to feel emotionally secure]	Dresses up and engages in make-believe play	Role play continued alone or with peers from day to day.		
			Stacks toys up and knocks them down	DOB		Recognises themselves in mirror					
			Puts shoes on, spoon feeds and drinks from a cup without assistance	Goes up and down steps [2 feet per step]		Starts to run and can roll and kick a large ball gently	Throws temper tantrums when frustrated [experiences strong emotions that are expressed impulsively]	Can be reluctant to share and may show jealousy when not the centre of attention		Shows affection to younger siblings [or younger children]	Be strongly self-willed and want to be independent [sense of self]
Uses a knife and fork independently, and can do buttons and zips independently	Dress and undress independently, except for buttons, laces, zips	Undress with assistance and can use a spoon and fork independently	Goes up steps one at a time	Balances on one leg momentarily and land safely when jumping from a low step		Begin to understand rules [and social expectations]		Plays co-operatively with other children		Shows an ability to empathise with other children	Shows caring attitude [emotional literacy in relationships with others]
		Shows increased skill in throwing and catching a ball	Walks down and up stairs while holding a rail	Loves to run and climb and can hop on one foot		Has a clear sense of humour	<i>Needs companionship of other children with whom he/she alternately co-operates and is in conflict with, but understands need to argue with words rather than physically. Understand taking turns as well as sharing</i>				
	Walks on a narrow line heel to toe			Skips, hops and jumps competently		Chooses own friends		<i>Developing self-regulation. General behaviour more sensible, controlled and independent with wide variability in different situations.</i>			
<i>Drawings include lots of detail. Enjoys sharing own stories with peers and adults</i>	<i>Confident in physical skills and enjoys finding physical challenges to overcome</i>		<i>Shows awareness of personal space and control of body parts when moving</i>		<i>Is developing an awareness of self and an increasing self-reliance in dealing with new situations.</i>		<i>Is aware of the ideas, thoughts and feelings of others</i>	<i>Can talk about wellbeing indicators and what they mean to him/her</i>			

Motor skills

Thinking skills

Relationships