

Communication and Language

I enjoy listening to longer stories and can remember much of what happens.

I can pay attention to more than one thing at a time, which can be difficult.

I can use a wider range of vocabulary.

I understand a question or instruction that has two parts.

I can understand 'why' questions.

I can sing a large repertoire of songs.

I know many rhymes, be able to talk about familiar books, and be able to tell a long story

I use longer sentences of four to six words.

I am able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.

I can start a conversation with an adult or a friend and continue it for many turns.



Personal, Social and Emotional Development

I can select and use activities and resources, with help when needed.

I will have developed my sense of responsibility and membership of a community.

I have become more outgoing with unfamiliar people and I show more confidence in new social situations.

I play with one or more children, extending and elaborating play ideas.

I can find solutions to conflicts and rivalries.

I increasingly follow rules, understanding why they are important. I can remember rules without needing an adult to remind me.

I have developed appropriate ways of being assertive. I can talk with others to solve conflicts.

I can talk about my feelings using words like 'happy', 'sad', 'angry' or 'worried'.

End of Preschool Expectations



Physical Development

I am continuing to develop my movement, balancing, riding (scooters, trikes and bikes) and ball skills.

I can go up steps and stairs, or climb up apparatus, using alternate feet.

I can skip, hop, stand on one leg and hold a pose for a game like musical statues.

I can use large-muscle movements to wave flags and streamers, paint and make marks.

I am starting to take part in some group activities which I make up for myself, or in teams.

I am increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.

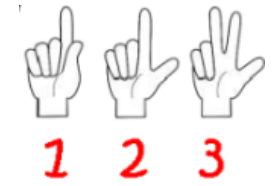
I can collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.

I can use one-handed tools and equipment, for example, making snips in paper with scissors.

I use a comfortable grip with good control when holding pens and pencils.

I show a preference for a dominant hand.





abc



Literacy

I 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

I have developed my phonological awareness, so I can: • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother

I can engage in extended conversations about stories, learning new vocabulary.

I use some of their print and letter knowledge in my early writing.
For example: writing a pretend shopping list

I can write some or all of my name.

I write some letters accurately.



Maths

I have developed a fast recognition of up to 3 objects, without having to count them individually ('subitising').

I can recite numbers past 5.

I can say one number for each item in order: 1,2,3,4,5.

I know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').

I can show 'finger numbers' up to 5.

I can link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.

I experiment with my own symbols and marks as well as numerals.

I solve real world mathematical problems with numbers up to 5.

I can compare quantities using language: 'more than', 'fewer than'.

I can talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.

I understand position through words alone – for example, "The bag is under the table," – with no pointing.

I can describe a familiar route.

I can discuss routes and locations, using words like 'in front of' and 'behind'.

I can make comparisons between objects relating to size, length, weight and capacity.

I can select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.

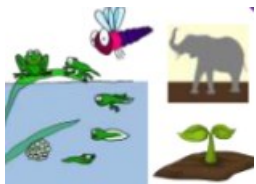
I can combine shapes to make new ones – an arch, a bigger triangle, etc.

I can talk about and identify the patterns around them.

I can extend and create ABAB patterns – stick, leaf, stick, leaf.

I can notice and correct an error in a repeating pattern.

I can begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'



Understanding the World

I use all my senses in hands-on exploration of natural materials. I can explore collections of materials with similar and/or different properties.

I can talk about what I see, using a wide vocabulary

I am beginning to make sense of my own life-story and family's history.

Show interest in different occupations.

I explore how things work.

I can plant seeds and care for growing plants.

I understand the key features of the life cycle of a plant and an animal.

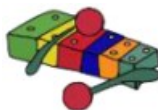
I am beginning to understand the need to respect and care for the natural environment and all living things.

I explore and talk about different forces they can feel.

I can talk about the differences between materials and changes they notice.

I am continuing to develop a positive attitudes about the differences between people.

I know that there are different countries in the world and talk about the differences I have experienced or seen in photos.



Expressive Arts and Design

I take part in simple pretend play, using an object to represent something else even though they are not similar.

I am beginning to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.

I can make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park

I explore different materials freely, to develop their ideas about how to use them and what to make.

I develop my own ideas and then decide which materials to use to express them.

I can join different materials and explore different textures.

I can create closed shapes with continuous lines and begin to use these shapes to represent objects.

I can draw with increasing complexity and detail, such as representing a face with a circle and including details.

I use drawing to represent ideas like movement or loud noises.

I can show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.

I can explore colour and colour mixing.

I can listen with increased attention to sounds.

I can respond to what I have heard, expressing my thoughts and feelings.

I can remember and sing entire songs.

I can sing the pitch of a tone sung by another person ('pitch match').

I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.

I can create their own songs or improvise a song around one they know.

I can play instruments with increasing control to express their feelings and ideas.