

40-60+ Months

Communication & Language

Listening & Attention

| | | |
|----|---|--|
| 24 | Maintains attention, concentrates and sits quietly during appropriate activity. | |
| 25 | Two-channelled attention - can listen and do for short span. | |

Understanding

| | | |
|----|--|--|
| 16 | Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. | |
| 17 | Able to follow a story without pictures or props. | |
| 18 | Listens and responds to ideas expressed by others in conversation or discussion. | |

Speaking

| | | |
|----|---|--|
| 32 | Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. | |
| 33 | Uses language to imagine and recreate roles and experiences in play situations. | |
| 34 | Links statements and sticks to a main theme or intention. | |
| 35 | Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. | |
| 36 | Introduces a storyline or narrative into their play. | |

Mathematics

Numbers

| | | |
|----|---|--|
| 26 | Recognise some numerals of personal significance. | |
| 27 | Recognises numerals 1 to 5. | |
| 28 | Counts up to three or four objects by saying one number name for each item. | |
| 29 | Counts actions or objects which cannot be moved. | |
| 30 | Counts objects to 10, and beginning to count beyond 10. | |
| 31 | Counts out up to six objects from a larger group. | |
| 32 | Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. | |
| 33 | Counts an irregular arrangement of up to ten objects. | |
| 34 | Estimates how many objects they can see and checks by counting them. | |
| 35 | Uses the language of 'more' and 'fewer' to compare two sets of objects. | |
| 36 | Finds the total number of items in two groups by counting all of them. | |
| 37 | Says the number that is one more than a given number. | |
| 38 | Finds one more or one less from a group of up to five objects, then ten objects. | |
| 39 | In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. | |
| 40 | Records, using marks that they can interpret and explain. | |
| 41 | Begins to identify own mathematical problems based on own interests and fascinations. | |

Shape, Space & Measure

| | | |
|----|--|--|
| 20 | Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. | |
| 21 | Selects a particular named shape. | |
| 22 | Can describe their relative position, such as 'behind' or 'next to'. | |
| 23 | Orders two or three items by length or height. | |
| 24 | Orders two items by weight or capacity. | |
| 25 | Uses familiar objects and common shapes to create and recreate patterns and build models. | |
| 26 | Uses everyday language related to time. | |
| 27 | Beginning to use everyday language related to money. | |
| 28 | Orders and sequences familiar events. | |
| 29 | Measures short periods of time in simple ways. | |

Physical Development

Moving & Handling

| | | |
|----|--|--|
| 45 | Experiments with different ways of moving. | |
| 46 | Jumps off an object and lands appropriately. | |
| 47 | Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. | |
| 48 | Travels with confidence and skill around, under, over and through balancing and climbing equipment. | |
| 49 | Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. | |
| 50 | Uses simple tools to effect changes to materials. | |
| 51 | Handles tools, objects, construction and malleable materials safely and with increasing control. | |
| 52 | Shows a preference for a dominant hand. | |
| 53 | Begins to use anticlockwise movement and retrace vertical lines. | |
| 54 | Begins to form recognisable letters. | |
| 55 | Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. | |

Health & Self-Care

| | | |
|----|---|--|
| 29 | Eats a healthy range of foodstuffs and understands need for variety in food. | |
| 30 | Usually dry and clean during the day. | |
| 31 | Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. | |
| 32 | Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. | |
| 33 | Shows understanding of how to transport and store equipment safely. | |
| 34 | Practises some appropriate safety measures without direct supervision. | |

Literacy

Reading

| | | |
|----|--|--|
| 23 | Continues a rhyming string. | |
| 24 | Hears and says the initial sound in words. | |
| 25 | Can segment the sounds in simple words and blend them together and knows which letters represent some of them. | |
| 26 | Links sounds to letters, naming and sounding the letters of the alphabet. | |
| 27 | Begins to read words and simple sentences. | |
| 28 | Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. | |
| 29 | Enjoys an increasing range of books. | |
| 30 | Knows that information can be retrieved from books and computers. | |

Writing

| | | |
|----|--|--|
| 4 | Gives meaning to marks they make as they draw, write and paint. | |
| 5 | Begins to break the flow of speech into words. | |
| 6 | Continues a rhyming string. | |
| 7 | Hears and says the initial sound in words. | |
| 8 | Can segment the sounds in simple words and blend them together. | |
| 9 | Links sounds to letters, naming and sounding the letters of the alphabet. | |
| 10 | Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. | |
| 11 | Writes own name and other things, such as labels and captions. | |
| 12 | Attempts to write short sentences in meaningful contexts. | |

Personal, Social & Emotional Development

Self-Confidence & Self-Awareness

| | | |
|----|--|--|
| 18 | Confident to speak to others about own needs, wants, interests and opinions. | |
| 19 | Can describe self in positive terms and talk about abilities. | |

Managing Feelings & Behaviour

| | | |
|----|---|--|
| 26 | Understands that own actions affect other people, for example becomes upset or tries to comfort another child when they realise they have upset them. | |
| 27 | Aware of the boundaries set, and of behavioural expectations in the setting. | |
| 28 | Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. | |

Making Relationships

| | | |
|----|---|--|
| 23 | Initiates conversations, attends to and takes account of what others say. | |
| 24 | Explains own knowledge and understanding, and asks appropriate questions of others. | |
| 25 | Takes steps to resolve conflicts with other children, e.g. finding a compromise. | |

Understanding the World

People & Communities

| | | |
|----|---|--|
| 12 | Enjoys joining in with family customs and routines. | |
|----|---|--|

The World

| | | |
|----|--|--|
| 21 | Looks closely at similarities, differences, patterns and change. | |
|----|--|--|

Technology

| | | |
|----|---|--|
| 9 | Completes a simple program on a computer. | |
| 10 | Interacts with age-appropriate computer software. | |

Expressive Arts & Design

Exploring & Using Media & Materials

| | | |
|----|---|--|
| 23 | Begins to build a repertoire of songs and dances. | |
| 24 | Explores the different sounds of instruments. | |
| 25 | Explores what happens when they mix colours. | |
| 26 | Experiments to create different textures. | |
| 27 | Understands that different media can be combined to create new effects. | |
| 28 | Manipulates materials to achieve a planned effect. | |
| 29 | Constructs with a purpose in mind, using a variety of resources. | |
| 30 | Uses simple tools and techniques competently and appropriately. | |
| 31 | Selects appropriate resources and adapts work where necessary. | |
| 32 | Selects tools and techniques needed to shape, assemble and join materials they are using. | |

Being Imaginative

| | | |
|----|--|--|
| 15 | Create simple representations of events, people and objects. | |
| 16 | Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. | |
| 17 | Chooses particular colours to use for a purpose. | |
| 18 | Introduces a storyline or narrative into their play. | |
| 19 | Plays alongside other children who are engaged in the same theme. | |
| 20 | Plays cooperatively as part of a group to develop and act out a narrative. | |