

Personal, Social and Emotional Development

Well Being

- finds it difficult to separate from parents
- is happy and confident to come to school
- finds it difficult to adapt to new situations
- can cope with routines and changes
- often seeks attention
- shows increasing confidence
- behaviour can be challenging
- usually demonstrates acceptable behaviour
- needs to develop an awareness of other peoples needs/feelings
- is sensitive to the needs and feelings of others
- can express his/her own feelings and emotions
- shows pride in completed work
- responds positively to praise

Relationships

- is polite and well mannered
- is more comfortable with adult company than that of his/her peers
- prefers to play alone
- seeks the company of other children
- relates well to both adults and peers
- is beginning to establish friendships
- forms friendships easily with other children
- occasionally has difficulty playing co-operatively with other children
- requires adult support to play co-operatively
- has made good progress in developing the ability to share resources and take turns
- plays co-operatively and shares resources
- takes turns and shares
- engages in collaborative play
- shows signs of leadership in group play
- knows when to seek help from friends/adults
- is developing respect for others
- is aware of how actions can affect others

Personal, Social and Emotional Development

Attitude to Learning

- attention/interest is only sustained in play when an adult is present
- initiates his/her own play and makes choices and decisions
- is interested/excited/motivated to learn
- engages in a limited range of play activities
- experiences a wide range of activities
- can play purposefully
- is willing to take on new challenges
- sometimes needs to be reminded to complete tasks before moving to another activity
- is beginning to show concentration and perseverance in activities he/she enjoys
- concentrates for periods of up to 5/10 minutes or more on an activity of interest
- perseveres with a task

Responsibility

- needs encouragement to look after personal belongings
- needs encouragement to complete routines e.g. snack/dinner/toileting etc.
- is independent during snack/dinner/toileting etc. routines
- is becoming more independent
- sometimes needs to be reminded of class rules
- is aware of and follows class rules
- has developed the ability to listen/share/reach agreement
- has developed the ability to resolve conflict

Physical Development and Movement

Self Help

- needs help when attending to own needs
- is beginning to recognise own needs
- is beginning to attend to his own needs
- can attend to own needs e.g. toileting, snack, putting on own coat/apron

Well Being and Safety

- prefers the less physical activities in pre-school
- requires adult support to participate in large physical activities
- needs adult support when engaged in outdoor play
- enjoys physical play and movement
- experiences a sense of wellbeing by taking part in energetic activities
- enjoys throwing/catching/balancing etc.
- takes inappropriate risks
- can use toys and equipment in a safe manner
- understands simple rules, e.g. turn taking
- handles tools, equipment and malleable materials safely and with control
- is aware of personal safety

Physical Development and Movement

Gross Motor Skills

- is developing an awareness of space
- has developed an awareness of space and movement
- has developed awareness of space, self and others whilst moving
- is beginning to move independently and with increasing control
- can negotiate around objects
- experiences some difficulty with balance and co-ordination
- is developing balance and co-ordination
- handles objects and resources with some control/ co-ordination
- moves confidently with increasing control and co-ordination
- is well co-ordinated
- can follow simple movement sequences
- is beginning to kick a stationary ball
- can kick a ball with increasing skill and control
- demonstrates good ball skills such as kicking/ catching etc.
- has developed a range of gross motor skills e.g. can kick a ball/hop/jump/climb
- uses wheeled toys safely
- has the ability to steer wheeled toys appropriately
- is reluctant to climb
- climbs with co-ordination and alternate feet
- is beginning to move independently and with increasing control

Fine Motor Skills

- uses a fist/palmer grip with little control
- uses a fist/palmer grip and is showing control
- uses tripod grip with control
- demonstrates good hand-eye co-ordination e.g. threading beads
- scissor skills are developing
- uses scissors confidently/competently
- uses small tools effectively
- is beginning to build simple block structures
- can fit together and take apart construction materials with increasing skill and control
- is beginning to demonstrate skills of writing
- has developed fine motor skills/control e.g. uses a thick pencil/crayon/paintbrush with confidence
- uses equipment effectively, such as ...

Language Development

Attention and Listening Skills

- can understand a simple instruction with the aid of visual cues/signing
- understands a simple instruction
- understands and follows two part instructions
- understands complex instructions
- understands questions
- would benefit from further opportunities to develop his/her attention/listening skills
- attention and listening skills are developing
- can listen and attend when someone is talking
- has effective attention and listening skills
- concentrates and listens to other media
- listens to and repeats simple action rhymes
- has limited attention
- listens attentively during group story time

Conversational Skills

- speech is difficult to understand out of context
- has a few sound immaturities
- speech is easy to understand
- only speaks/communicates when necessary to adults/children
- communicates giving one word answers
- is beginning to develop expressive speech
- needs to be encouraged to join in with nursery rhymes/songs/stories
- enjoys and participates in a range of songs/stories/rhymes
- participates with enthusiasm in a wide range of songs/stories/rhymes
- can communicate his/her own need
- speaks clearly in short phrases/sentences
- has a limited vocabulary
- has a wide vocabulary
- takes part in conversations with adults and children
- initiates conversations with adults and peers
- is developing the ability to take turns during conversations
- speaks clearly and fluently using wide vocabulary and good sentence structure

Language Development

Conversational Skills (Continued)

- can talk about what they are doing/describe their own work
- can talk about their experiences
- can express clearly his/her own thoughts, ideas, and feelings
- speaks confidently in a variety of situations
- needs encouragement to answer questions – signing/makaton/echo
- understands and responds appropriately to questions
- asks questions to gain information or seek explanation
- needs support to use and understand spoken English
- use and understanding of spoken English is developing
- use and understanding of spoken English is well developed

Early Reading

- can recognise own symbol/photo
- awareness of print not yet developed
- is developing an awareness of print in the environment
- can recognise own name
- can recognise some/all letters in own name
- is aware that printed word has meaning
- has not yet developed an interest in reading materials

Early Reading (Continued)

- needs support to handle books appropriately
- can handle books confidently
- has developed a wide interest in books/uses books for reference/information
- enjoys browsing in book corner
- chooses to share books with an adult or friend
- enjoys being read to
- can focus on a story during large group story
- is developing memory skills and can recall events/stories
- can retell and sequence stories from pictures/props
- can make predictions
- is beginning to show an awareness of rhyme

Early Writing Skills

- shows interest/curiosity as adult writes
- uses a range of writing tools effectively
- is beginning to show an interest in writing for themselves
- makes marks or patterns with a wide variety of materials e.g. sand
- makes marks on paper to represent ideas/to tell a story
- can form recognisable letters
- can write his/her own name with/without help

Early Mathematical Experiences

Mathematical Language

- mathematical language is limited
- understands mathematical language used by the adult during play
- uses mathematical language naturally during play
- uses mathematical language in context
- understands language associated with size and quantity e.g. big, small, heavy, light, long, short, tall, more
- uses language associated with size and quantity
- uses comparative language associated with size and quantity e.g. bigger/longer, some/more
- understands positional language
- uses positional language in context

Time

- can follow daily routines/events
- talks about daily routines/events in sequence
- has an awareness of the passage of time (use of timer)
- understands the difference between day/night
- is aware of the days of the week
- can name some days of the week
- can name in sequence the days of the week
- shows an awareness of today, yesterday and tomorrow
- is aware of the purpose of a clock/watch

Early Mathematical Experiences

Number

- shows awareness of counting
- makes attempts to count
- can rote count to ...
- counts objects accurately during play
- needs encouragement to participate in number rhymes/jingles/stories
- enjoys/participates in number rhymes/jingles/stories
- recognises and names numbers in their environment

Colour/Shape/Size and Problem Solving

- is able to sort with/without adult assistance for a criteria/criterion
- is able to sort in groups
- awareness of shape is developing
- can name simple shapes
- can identify and name shapes in their environment
- can match/recognise/name colours
- recognises patterns
- can create his/her own patterns
- can copy/continue a pattern
- can match objects in the course of play
- has an awareness of comparison
- requires adult support to think of solutions to problems
- is beginning to think of solutions to everyday problems
- uses a wider range of techniques or strategies to solve problems

Art/Craft/Design

- generally would not engage in art/design/creative activities but cooperates with one to one support
- needs encouragement to participate in art/craft activities
- shows excitement/enjoyment in participating in art/craft activities
- is beginning to enjoy the use of creative materials
- can explore shape, form, colour and pattern
- enjoys activities and freely accesses art and design materials when available
- makes marks or scribbles on paper with brushes, pencils and crayons
- is making representational drawings/paintings
- drawings and paintings are detailed and elaborate
- expresses his/her own ideas through pictures and models

Art/Craft/Design (continued)

- is beginning to enjoy using clay/dough/scrap materials
- enjoys a wide variety of media e.g. clay/dough/scrap materials
- benefits from the therapeutic value in working with clay/dough/water/sand
- enjoys experimenting with materials
- is able to make a simple model
- makes representational models with pliable materials
- creates and designs models with imagination/flair/confidence
- experiences satisfaction when work is completed
- values his/her own work and the work of others

The Arts

Drama/Role-Play

- needs encouragement to get involved in role play activities/drama activities
- shows excitement/enjoyment in participating in drama activities
- prefers to spectate rather than participate
- volunteers for dramatic sessions
- enjoys performing in front of an "audience"
- takes the lead in imaginative activities
- plays imaginatively with equipment to extend play
- uses imagination to develop stories in the role play area

Music/Movement

- needs to be encouraged to participate in musical activities
- is beginning to take an interest in musical activities
- enjoys listening to music
- shows excitement/enjoyment in participating in music
- enjoys making music by singing, clapping and playing instruments
- experiments to make musical sounds
- enjoys performing musical activities with the group
- responds to beats and rhythms
- responds to rhythm, music and story by means of movement and gesture
- can express emotions through movement and gesture
- takes part in rhymes/circle time etc.
- enjoys singing songs
- listens attentively to rhymes and songs

The World Around Us

Natural Environment/ Awareness of Others

- displays natural curiosity about the world around us
- is beginning to develop an awareness of living things
- has a basic knowledge of living things
- has a good understanding and knowledge of living things and the environment
- shows care for living things and the environment
- handles natural materials with curiosity
- is beginning to observe weather/seasons/local environment
- sometimes refers to experiences from home

Natural Environment/ Awareness of Others (Continued)

- can recall specific events from home experience
- has a knowledge of familiar roles in his/her environment and recreates these during play
- has a good understanding of the roles of people in the community
- is developing respect for self and the diversity of others
- can be impulsive and unaware of safety
- is beginning to understand the safety rules of the setting
- has a good understanding of keeping safe

The World Around Us

Early Exploration

- enjoys playing with sand/water/clay/dough
- needs encouragement to explore the tactile experience of sand/water/clay/dough/natural materials
- is beginning to enjoy the experience of playing with sand/water/clay/dough
- explores the properties of sand/water/clay/dough
- explores, experiments and investigates with/without adult support
- has experienced opportunities to use senses
- sensory awareness is developing
- uses his/her senses to investigate
- asks appropriate questions to gain knowledge
- talks about what he/she is doing, and what he/she has learned
- needs adult support to select appropriate materials for specific tasks
- is beginning to choose own materials/resources in an appropriate way
- can select appropriate materials as he/she plays
- is beginning to show an interest in design and construction
- can explore the shape/colour/pattern of a variety of construction materials
- is able to make a simple model
- creates and designs models with imagination/flair/confidence

ICT

- shows interest in a range of technological devices
- needs adult support to use technological devices
- mouse control is developing
- enjoys using computer and his/her mouse skills are developing well
- can use computer confidently and has good understanding of main functions e.g. menu, select games