



PRIME AREAS

Personal, Social and Emotional Development

Communication and Language

Physical Development

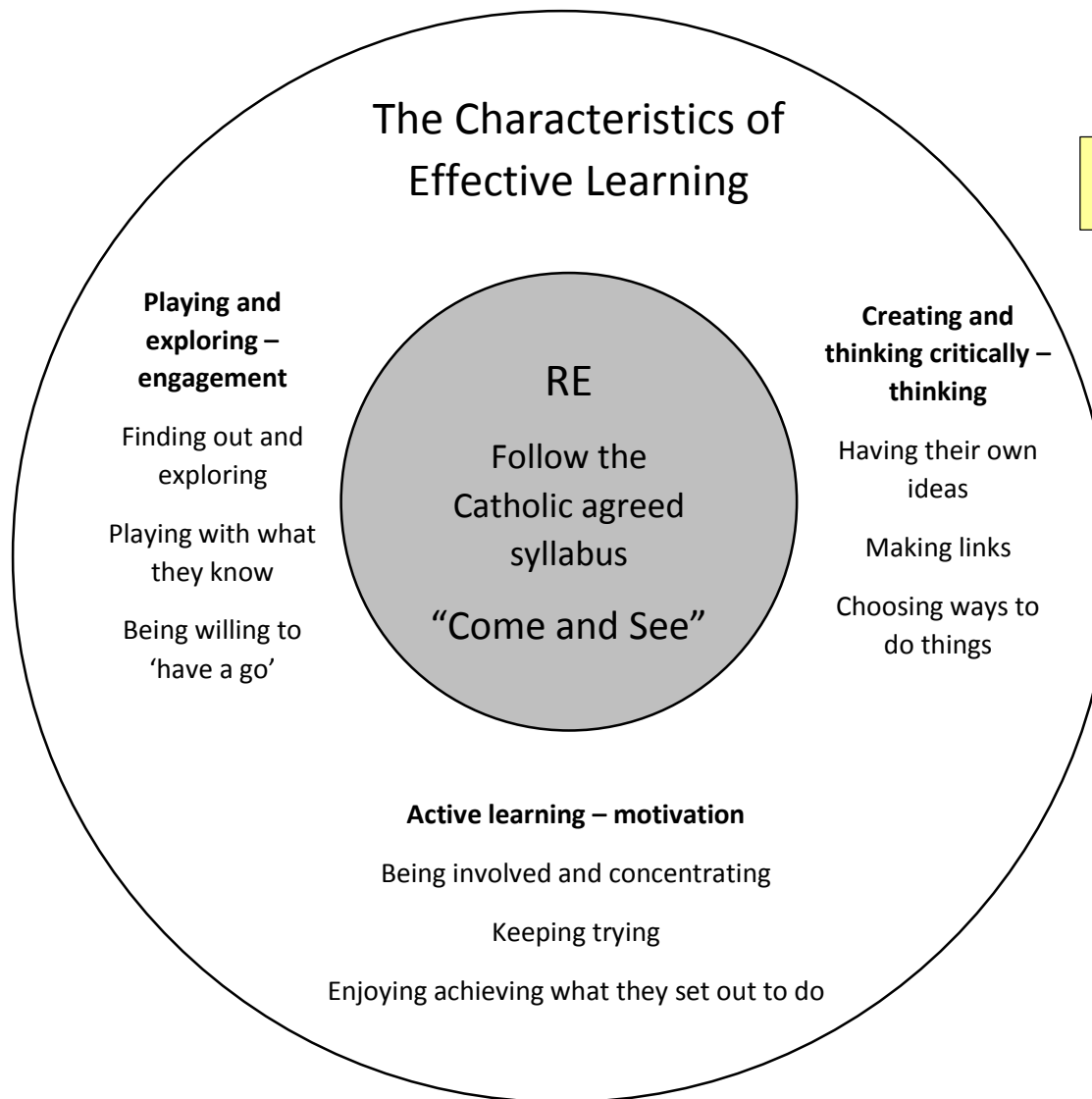
SPECIFIC AREAS

Literacy

Mathematics

Understanding the World

Expressive Arts and Design



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Personal, Social and Emotional Development		
Making Relationships	Self-confidence and Self-awareness	Managing Feelings and Behaviour
<ul style="list-style-type: none"> • Can play in a group • Initiates play, offering cues to peers to join them. • Keeps play going by responding to what others are saying or doing. • Demonstrates friendly behaviour. 	<ul style="list-style-type: none"> • Can select and use activities and resources with help. • Welcomes and values praise for what they have done. • Enjoys responsibility of carrying out small tasks. • Is more outgoing towards unfamiliar people. • Confident to talk to other children when playing, and will communicate freely about own home and community. • Shows confidence in asking adults for help. 	<ul style="list-style-type: none"> • Aware of own feelings, and knows that some actions and words can hurt others' feelings. • Begins to accept the needs of others and can take turns and share resources, sometimes with support. • Can usually tolerate delay when needs are not immediately met. • Can usually adapt behaviour to different events, social situations and changes in routine
<ul style="list-style-type: none"> • Initiates conversations, attends to and takes account of what others say. • Explains own knowledge and understanding, and asks appropriate questions of others. • Takes steps to resolve conflicts with other children, e.g. finding a compromise. 	<ul style="list-style-type: none"> • Confident to speak to others about own needs, wants, interests and opinions. • Can describe self in positive terms. 	<ul style="list-style-type: none"> • Understands that own actions affect other people, • Aware of behavioural expectations in the setting. • Beginning to be able to negotiate and solve problems without aggression.
Communication and Language		
Listening and Attention	Understanding	Speaking
<ul style="list-style-type: none"> • Listens to others one to one or in small groups, when conversation interests them. • Listens to stories with increasing attention and recall. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Focusing attention – still listen or do, but can shift own attention. • Is able to follow directions. 	<ul style="list-style-type: none"> • Understands use of objects • Shows understanding of prepositions. • Responds to simple instructions. • Beginning to understand 'why' and 'how' questions. 	<ul style="list-style-type: none"> • Beginning to use more complex sentences to link thoughts. • Can retell a simple past event in correct. • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. • Questions why things happen and gives explanations. • Uses a range of tenses. • Uses intonation, rhythm and phrasing to make the meaning clear to others. • Uses vocabulary focused on objects and people that are of particular importance to them. • Builds up vocabulary that reflects the breadth of their experiences. • Uses talk in pretending that objects stand for something else in play.
<ul style="list-style-type: none"> • Maintains attention, concentrates and sits quietly during appropriate activity. • Two-channelled attention – can listen and do for short span 	<ul style="list-style-type: none"> • Responds to instructions involving a two-part sequence. Understands humour. • Able to follow a story without pictures or props. • Listens and responds to ideas expressed by others in conversation or discussion. 	<ul style="list-style-type: none"> • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • Uses language to imagine and recreate roles and experiences in play situations. • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. • Introduces a storyline or narrative into their play.

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Physical Development	
Moving and Handling	Health and Self-care
<ul style="list-style-type: none"> • Moves freely and with pleasure and confidence in a range of ways. • Mounts stairs, steps or climbing equipment using alternate feet. • Walks downstairs, two feet to each step while carrying a small object. • Runs skilfully and negotiates space successfully. • Can stand momentarily on one foot when shown. • Can catch a large ball. • Draws lines and circles using gross motor movements. • Uses one-handed tools and equipment. • Holds pencil between thumb and two fingers. • Holds pencil near point between first two fingers and thumb and uses it with good control. • Can copy some letters. 	<ul style="list-style-type: none"> • Can tell adults when hungry or tired or when they want to rest or play. • Observes the effects of activity on their bodies. • Understands that equipment and tools have to be used safely. • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. • Can usually manage washing and drying hands.
<ul style="list-style-type: none"> • Experiments with different ways of moving. • Jumps off an object and lands appropriately. • Negotiates space successfully when playing racing and chasing games with other children. • Travels with confidence and skill around, under, over and through balancing and climbing equipment. • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. • Uses simple tools to effect changes to materials. • Handles tools, objects, construction and malleable materials safely and with increasing control. • Shows a preference for a dominant hand. • Begins to use anticlockwise movement and retrace vertical lines. • Begins to form recognisable letters. • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. 	<ul style="list-style-type: none"> • Eats a healthy range of foodstuffs and understands need for variety in food. • Usually dry and clean during the day. • Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • Shows understanding of the need for safety when tackling new challenges. • Shows understanding of how to transport and store equipment safely. • Practices some appropriate safety measures without direct supervision.

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Literacy	
Reading	Writing
<ul style="list-style-type: none"> • Enjoys rhyming and rhythmic activities. • Shows awareness of rhyme and alliteration. • Recognises rhythm in spoken words. • Listens to and joins in with stories and poems, • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Beginning to be aware of the way stories are structured. • Suggests how the story might end. • Listens to stories with increasing attention and recall. • Describes main story settings, events and principal characters. • Shows interest in illustrations and print in books and print in the environment. • Recognises familiar words and signs. • Looks at books independently. • Handles books carefully. • Knows information can be relayed in the form of print. • Holds books the correct way up and turns pages. • Knows that print carries meaning and, in English, is read from left to right and top to bottom. 	<ul style="list-style-type: none"> • Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places.
<ul style="list-style-type: none"> • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Links sounds to letters, naming and sounding the letters of the alphabet. • Begins to read words and simple sentences. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoys an increasing range of books. • Knows that information can be retrieved from books and computers. 	<ul style="list-style-type: none"> • Gives meaning to marks they make as they draw, write and paint. • Begins to break the flow of speech into words. • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together. • Links sounds to letters, naming and sounding the letters of the alphabet. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Writes own name and other things such as labels, captions. • Attempts to write short sentences in meaningful contexts.

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Mathematics	
Numbers	Shape, Space and Measure
<ul style="list-style-type: none"> ▪ Uses some number names and number language spontaneously. ▪ Uses some number names accurately in play. ▪ Recites numbers in order to 10. ▪ Knows that numbers identify how many objects are in a set. ▪ Beginning to represent numbers using fingers, marks on paper or pictures. ▪ Sometimes matches numeral and quantity correctly. ▪ Shows curiosity about numbers ▪ Compares two groups of objects, saying when they have the same number. ▪ Shows an interest in number problems. ▪ Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. ▪ Shows an interest in numerals in the environment. ▪ Shows an interest in representing numbers. ▪ Realises not only objects, but anything can be counted. 	<ul style="list-style-type: none"> ▪ Shows an interest in shape and space ▪ Shows awareness of similarities of shapes in the environment. ▪ Uses positional language. ▪ Shows interest in shape by sustained construction activity. ▪ Shows interest in shapes in the environment. ▪ Uses shapes appropriately for tasks. ▪ Beginning to talk about the shapes of everyday objects.
<ul style="list-style-type: none"> ▪ Recognise some numerals of personal significance. ▪ Recognises numerals 1 to 5. ▪ Counts up to three or four objects by saying one number name for each item. ▪ Counts actions or objects which cannot be moved. ▪ Counts objects to 10, and beginning to count beyond 10. ▪ Counts out up to six objects from a larger group. ▪ Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. ▪ Counts an irregular arrangement of up to ten objects. ▪ Estimates how many objects they can see and checks by counting them. ▪ Uses the language of 'more' and 'fewer' to compare two sets of objects. ▪ Finds the total number of items in two groups by counting all of them. ▪ Says the number that is one more than a given number. ▪ Finds one more or one less from a group of up to five objects, then ten objects. ▪ In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. ▪ Records, using marks that they can interpret and explain. ▪ Begins to identify own mathematical problems based on own interests and fascinations. 	<ul style="list-style-type: none"> ▪ Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. ▪ Selects a particular named shape. ▪ Can describe their relative position such as '<i>behind</i>' or '<i>next to</i>'. ▪ Orders two or three items by length or height. ▪ Orders two items by weight or capacity. ▪ Uses familiar objects and common shapes to create and recreate patterns and build models. ▪ Uses everyday language related to time. ▪ Beginning to use everyday language related to money. ▪ Orders and sequences familiar events. ▪ Measures short periods of time in simple ways.

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Understanding the World		
People and communities	The World	Technology
<ul style="list-style-type: none"> • Shows interest in the lives of people who are familiar to them. • Remembers and talks about significant events in their own experience. • Recognises and describes special times or events for family or friends. • Shows interest in different occupations and ways of life. • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. 	<ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world. • Can talk about some of the things they have observed such as plants, animals, natural and found objects. • Talks about why things happen and how things work. • Developing an understanding of growth, decay and changes over time. • Shows care and concern for living things and the environment. 	<ul style="list-style-type: none"> • Knows how to operate simple equipment. • Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. • Knows that information can be retrieved from computers
<ul style="list-style-type: none"> • Enjoys joining in with family customs and routines. 	<ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns and change. 	<ul style="list-style-type: none"> • Completes a simple program on a computer. • Uses ICT hardware to interact with age-appropriate computer software.
Expressive Arts and Design		
Exploring and Using Media and Materials	Being Imaginative	
<ul style="list-style-type: none"> • Enjoys joining in with dancing and ring games. • Sings a few familiar songs. • Beginning to move rhythmically. • Imitates movement in response to music. • Taps out simple repeated rhythms. • Explores and learns how sounds can be changed. • Explores colour and how colours can be changed. • Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. • Beginning to be interested in and describe the texture of things. • Uses various construction materials. • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Joins construction pieces together to build and balance. • Realises tools can be used for a purpose. 	<ul style="list-style-type: none"> • Developing preferences for forms of expression. • Uses movement to express feelings. • Creates movement in response to music. • Sings to self and makes up simple songs. • Makes up rhythms. • Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. • Engages in imaginative role-play based on own first-hand experiences. • Builds stories around toys. • Uses available resources to create props to support role-play. • Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. 	
<ul style="list-style-type: none"> • Begins to build a repertoire of songs and dances. • Explores the different sounds of instruments. • Explores what happens when they mix colours. • Experiments to create different textures. • Understands that different media can be combined to create new effects. • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind. • Uses simple tools and techniques competently and appropriately. • Selects appropriate resources and adapts work where necessary. • Selects tools and techniques needed to shape, assemble and join materials they are using. 	<ul style="list-style-type: none"> • Create simple representations of events, people and objects. • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. • Chooses particular colours to use for a purpose. • Introduces a storyline or narrative into their play. • Plays alongside other children who are engaged in the same theme. • Plays cooperatively as part of a group to develop and act out a narrative. 	

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