

Why can't I have chocolate for breakfast?

Communication and language	Listening and attention	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Is able to follow directions (if not intently focused on own choice of activity).
	Understanding	Understands use of objects (e.g. "What do we use to cut things?") Responds to simple instructions, e.g. to get or put away an object.
	Speaking	Beginning to use more complex sentences to link thoughts (e.g. using and, because). 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. Asks e.g. who, what, when, how. Builds up vocabulary that reflects the breadth of their experiences.
Physical development	Moving and handling	Draws lines and circles using gross motor movements. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters, e.g. letters from their name.
	Health and self-care	Understands that equipment and tools have to be used safely. Can usually manage washing and drying hands.
Personal, social and emotional development	Self-confidence and self-awareness	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. Confident to talk to other children when playing, and will communicate freely about own home and community. Shows confidence in asking adults for help.
	Making relationships	Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.
Literacy	Reading	Enjoys rhyming and rhythmic activities. Listens to and joins in with stories and poems, one-to-one and also in small groups. 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 such as own name and advertising logos. Knows information can be relayed in the form of print.

		Knows that print carries meaning and, in English, is read from left to right and top to bottom.
	Writing	Sometimes gives meaning to marks as they draw and paint.
Mathematics	Numbers	Knows that numbers identify how many objects are in a set. Sometimes matches numeral and quantity correctly.
Understanding the world	People and communities	Shows interest in the lives of people who are familiar to them. 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.
	The world	Comments and asks questions about aspects of their familiar world such as the place where they live or the natural 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.
	Technology	Shows an interest in technological toys with knobs or pulleys, or real objects.
Expressive arts and design	Exploring and using media and materials	Explores colour and how colours can be changed. 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.
	Being imaginative	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. Uses available resources to create props to support role-play.