

Characteristics of Effective Learning:  
Playing and Exploring - engagement  
Active Learning - motivation  
Creating and thinking critically - thinking

## Early Years Foundation Stage – Development Matters/Early Years Outcomes

### Core Stories

Fireman Sam- The Pontypandy Winter Rescue  
Buddy the Dog's Internet safety Story  
Dig Dig Digging My First book of Transport  
The Train Ride Lanterns and Firecrackers

### Prime areas

#### Physical Development

22-36 Months

I can squat with steadiness to rest or play with object on the ground and rise to my feet without using hands.

I can climb confidently and beginning to pull myself up on nursery play climbing equipment.

I can help with clothing, e.g. I can put on my hat, unzip zipper on my jacket and take off my unbuttoned shirt.

30-50 Months

I can hold a pencil between thumb and two fingers and no longer use a whole-hand grasp.

I can hold a pencil near point between first two fingers and thumb and use it with good control.

I can copy some letters, e.g. letters from my name.

I can dress with help, e.g. put arms into an open-fronted coat or shirt when held up, pull up my trousers, and pull up zipper once it is fastened at the bottom.

#### Communication & Language

22-36 Months

I show interest in play with sounds, songs and rhymes.

I understand 'who', 'what', 'where' in simple questions (e.g. Who's that? What's that? Where is?).

I can use simple sentences (e.g. 'Mummy gonna work.').

I am beginning to use word endings (e.g. going, cats).

30-50 Months

I can focus my attention – still listen or do but can shift own attention.

I show understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.

I can build up vocabulary that reflects the breadth of my experiences.

#### Personal, Social & Emotional Development

22-36 Months

I show understanding and cooperate with some boundaries and routines.

I seek out others to share my experiences.

30-50 Months

I welcome and value praise for what I have done.

I am beginning to accept the needs of others and can take turns and share resources, sometimes with support from others.

I can demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.

## How do things move?

#### SMSC – SEAL

SEAL Focus - Managing Feelings:

I know how to express my feelings. (sp)

I know how to manage my feelings when I am angry. (sp)

I know how to distract myself when I am upset. (sp)

I know how to give comfort and show empathy when someone is scared, worried and sad. (sp)

#### Expressive Arts and Design

22-36 Months

I can create sounds by banging, shaking, tapping or blowing.

I show an interest in the way musical instruments sound.

30-50 Months

I can imitate movement in response to music.

I can tap out simple repeated rhythms.

I can create movement in response to music.

I can sing to myself and makes up simple songs.

I can make up rhythms.

I can explore and learns how sounds can be changed.

#### British Values – INDIVIDUAL LIBERTY

What are you good at?

What are you working to be better at?

Who can help you achieve this?

How will you feel when you achieve this?

#### Understanding the world

22-36 Months

I understand there are similarities and differences that connect me to, and distinguish me from, others.

I notice detailed features of objects in the environment.

I can operate mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.

30-50 Months

I remember and talk about significant events in my experiences.

I recognise and can describe special times or events for family or friends.

I can talk about some of the things they I have observed such as plants, animals, natural and found objects.

I am developing an understanding of growth, decay and changes over time.

I know how to operate simple equipment.

I show an interest in technological toys with knobs or pulleys, or real objects.

#### Literacy

30-50 Months

I join in with repeated refrains, anticipate key events and phrases in rhymes and stories.

I listen to and join in with stories and poems, 1:1 and also in small groups.

I show interest in illustrations and print in books and print in the environment.

I can describe the main story settings, events and principal characters.

I suggest how the story might end.

I listen to stories with increasing attention and recall.

#### Mathematics

30-50 Months

I can compare two groups of objects, saying when they have the same number.

I show an interest in number problems.

I can separate a group of three or four objects in different ways, beginning to recognise that the total is still the same.

I show an interest in numerals in the environment.

I show an interest in representing numbers.

I realise not only objects, but anything can be counted, including steps, claps or jumps.

I can use positional language.