

PSED
 30-50 m
 Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.
 Can select and use activities and resources with help. Begins to accept the needs of others and can take turns and share resources

40-60m
 Confident to speak to others about own needs, wants, interests and opinions Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realize they have upset them.
 Initiates conversations, attends to and takes account of what others say Explains own knowledge and understanding, and asks appropriate questions of others

CL
 30-50 m
 Listens to others one to one or in small groups, when conversation interests them. Responds to simple instructions, e.g. to get or put away an object. Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.

40-60m
 Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention - can listen and do for short span. Listens and responds to ideas expressed by others in conversation or discussion. 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

PD
 30-50 m
 Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.

40-60m
 Experiments with different ways of moving
 Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Handles tools, objects, construction and malleable materials safely and with increasing control. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks

Lit
 30-50m
 Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Sometimes gives meaning to marks as they draw and paint.

40-60m
 Continues a rhyming string. Hears and says the initial sound in words. Gives meaning to marks they make as they draw, write and paint. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence

UTW
 30-50m
 Recognises and describes special times or events for family or friends. Talk about why things happen and how things work. •Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.

40-60m
 Enjoys joining in with family customs and routines. Looks closely at similarities, differences, patterns, and change. Completes a simple program on a computer.

EAAD
 30-50m
 Enjoys joining in with dancing and ring games. Sings a few familiar songs. Beginning to move rhythmically. •Engages in imaginative role-play based on own first-hand experiences. Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'

40-60m
 Explores what happens when they mix colours. Understands that different media can be combined to create new effects. 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. Introduces a storyline or narrative into their play

Maths
 30-50m
 Uses some number names and number language spontaneously. Recites numbers in order to 10. Sometimes matches numeral and quantity correctly. Realises not only objects, but anything can be counted, including steps, claps or jumps. Shows an interest in shape and space by playing with shapes or making arrangements with objects.

40-60m
 Counts up to three or four objects by saying one number name for each item. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. 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

Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes
 Selects a particular named shape. Orders two or three items by length or height. Orders two items by weight or capacity. Uses everyday language related to time

