

# Garden Room

Personal, Social and Emotional		
Personal, Social and Emotional	Making Relationships	Enjoys playing alongside others.
		Plays imaginatively with other children.
		Enjoys playing with others, inviting others to join play.
		Is able to make friends.
		Show's consideration of other people's needs.
		Talks with others to solve conflicts.
		Practises skills of negotiation and compromise.
	Sense of Self	Is becoming more aware of similarities and differences.
		Confident to have a go and try new things.
		Shows resilience and perseverance in the face of a challenge.
	Understanding Emotions	Talks about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
		Considers the feelings of others.
		Has developed appropriate ways of being assertive.
Understands impact of their choices and behaviour/actions on others.		

Communication and Language		
Communication and Language	Listening and Attention	Listens to others in one-to-one or small groups, when conversation interests them
		Listens to familiar stories with increasing attention and recall
		Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories
		Focusing attention – can still listen or do, but can change their own focus of attention
		Is able to follow direction
	Understanding	Understands use of objects
		Shows understanding of prepositions
		Responds to instructions with more elements
		Beginning to understand why and how questions.
	Speaking	Speaks in simple sentences.
		Talks with other children.
		Talks about what they are doing.
		Start a conversation with an adult or a friend and continue it for many turns.
		Beginning to use more complex sentences to link thoughts (e.g. using <i>and, because</i> ).
Able to use language in recalling past experiences and talk about things they remember.		
Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i> ).		
Uses talk to explain what is happening.		
Asks and answers questions to find out more.		
Beginning to use a range of tenses (e.g. <i>play, playing, will play, played</i> ).		
Talks more extensively about things that are of particular importance to them.		
Uses a wide vocabulary.		
Uses talk in pretending that objects stand for something else in play, e.g. <i>This box is my castle</i> .		

## Physical

Physical	Moving and Handling	Can move around spaces with control and co-ordination.
		Climbs stairs, steps and moves across climbing equipment using alternate feet.
		Maintains balance using hands and body to stabilise.
		Walks down steps or slopes whilst carrying a small object, maintaining balance and stability.
		Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles
		Can balance on one foot or in a squat momentarily, shifting body weight to improve stability.
		Can grasp and release with two hands to throw and catch a large ball, beanbag or an object
		Creates lines and circles pivoting from the shoulder and elbow.
		Manipulates a range of tools and equipment in one hand, tools e.g. paintbrush, scissors, scarves or ribbons.
		Use a comfortable grip with good control when holding pens and pencils.
		Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
		Able to pour from a jug into a cup.
	Health and Self-Care	Can tell adults when hungry, full up or tired or when they want to rest, sleep or play.
		Observes and can describe in words or actions the effects of physical activity on their bodies.
		Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely.
		Can wash and can dry hands effectively and understands why this is important.
		Can name and identify different parts of the body.
		Observes and controls breath, able to take deep breaths, scrunching and releasing the breath.
		Can attend to toileting needs most of the time themselves.
		Able to put on own coat.
Able to take off and put on shoes/boots.		
Able to fasten own coat.		
Can dress themselves.		

## Literacy

Literacy	Reading	Enjoys sharing books with adults.
		Listens to and joins in with stories and poems, when reading one-to-one and in small groups
		Will talk about stories as they are read to them.
		Looks at books and has some favourites.
		Knows the difference between pictures and words.
		Knows that print carries meaning and, in English, is read from left to right and top to bottom.
		Handles books carefully and the correct way up.
		Recognises their name.
		Recognises words with the same initial sound, such as dog and duck.
		Can spot and suggest rhymes.
	Can clap or taps the syllables in words during sound play.	
	Writing	Uses simple marks including lines, curves and circular movements.
		Makes many different marks including closed shapes e.g. circles.
		Makes marks to represent their name.
		Talks about their drawings.
		Includes mark making and early writing in their play
		Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right
		Begins to make letter-type shapes to represent the initial sound of their name and other familiar words
		Writes some of their name.
Can write all of their name.		
Writes some letters accurately.		

## Mathematics

What is subitising? Subitising is when you are able to look at a group of objects and realise how many there are without counting. This only works with small groups of numbers, as we can only subitise up to 5 things. It was first introduced by a Swiss psychologist called Piaget.

Mathematics	Counting and Cardinality (how many?)	Uses some number names and number language within play.	
		Recites numbers past 5.	
		Say one number for each item in order: 1,2,3,4,5.	
		Shows 'finger numbers' up to 5.	
		Subitises one, two and three objects (without counting).	
		Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').	
		Will notice who has more or less.	
		Compare quantities using language: 'more than', 'fewer than'.	
		Begins to recognise some numerals 0 to 10.	
		Recognises numerals 0 to 10.	
		Links numerals with amounts up to 5.	
	Shapes and Spatial	Beginning to recognise that each counting number is one more than the one before	
		Responds to and uses language of position and direction.	
		Can describe a familiar route.	
		Predicts, moves and rotates objects to fit the space or create the shape they would like.	
		Attempts to create arches and enclosures when building, using trial and improvement to select blocks.	
	Pattern	Can name some shapes and uses informal mathematical language to describe them: 'sides', 'corners'; 'straight', 'flat', 'round'.	
		Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC).	
		Notice and correct an error in a repeating pattern.	
		Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next.	
	Measure	Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.	
		Uses mathematical language in their play e.g. big, small, heavy, light.	
		In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items	
			Recalls a sequence of events in everyday life and stories

Understanding the World		
Understanding the World	People and Communities	Recognises and describes special times or events for family or friends.
		Names and describe people who are familiar to them.
		Shows interest in different occupations and ways of life.
		Can talk about some of the similarities and differences in relation to friends or family.
	The World	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
		Asks questions about aspects of their familiar world such as the place where they live or the natural world
		Shows care and concern for living things and the environment
		Plant seeds and care for growing plants.
		Understand the key features of the life cycle of a plant and an animal.
		Talk about the differences between materials and changes they notice e.g melting, cooking
		Explore and talk about different forces they can feel.
	Technology	Knows how to operate simple equipment.
		Shows an interest in technological toys with knobs or pulleys, real objects such as touchscreen devices.
Talks about why things happen and how things work		

## Expressive Arts and Design

### Expressive Arts and Design

### Creating with materials and Being Imaginative

Enjoys joining in with moving, dancing and ring games.

Remembers and sings entire songs.

Create closed shapes with continuous lines and begin to use these shapes to represent objects.

Draw with increasing complexity and detail, such as representing a face with a circle and including details.

Explores colour and colour mixing.

Uses tools for a purpose.

Join different materials and explore different textures.

Develops their own ideas and then decide which materials to use to express them.

Taps out simple repeated rhythms.

Play instruments with increasing control to express their feelings and ideas.

Take part in simple pretend play, using an object to represent something else even though they are not similar.

Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.

Plays alongside other children who are engaged in the same theme.

## Characteristics of Effective Learning

Characteristics of Effective Learning	Playing and Exploring	Showing curiosity about objects, events and people
		Uses senses to explore the world around them.
		Make independent choices.
		Showing particular interests.
		Seeks challenge.
		Plans and think ahead about how they will explore or play with objects.
	Active Learning	Begin to predict sequences because they know routines.
		Begin to correct their mistakes themselves.
		Maintaining focus on their activity for a period of time
		Keep on trying when things are difficult.
		Able to bounce back after difficulties.
		Showing satisfaction in meeting their own goals.
	Thinking Creatively and Critically	Takes part in simple pretend play.
		Concentrate on achieving something that's important to them.
		Finds new ways to do things.
		Makes predictions and tests out ideas.
		Changes strategy when needed.
		Makes decisions about how to approach a task, solve a problem and reach a goal.