

Rainbow Room

Personal, Social and Emotional		
Personal, Social and Emotional	Making Relationships	Builds relationships with special people but may show anxiety in the presence of stranger.
		Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety.
		Shows an interest in others.
		Watches what friends are doing and joins in with play.
		Is making new relationships.
		Is becoming more able to separate from their close carers with support and encouragement from another familiar adult.
	Sense of Self and Managing Emotions	Knows their own name.
		Has preferences and interests.
		Displays a range of big emotions e.g. May jump up and down when excited.
		Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset
		Responds to the feelings of others, showing concern and offering comfort.
		Recognises that some actions can hurt or harm others and begins to stop themselves from doing something they should not do.
		Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows.

Communication and Language

Communication and Language	Listening and Attention	Listens with interest to the noises adults make when they read stories.
		Is interested in books and stories.
		Responds to familiar music, songs or rhymes.
		Can stop what they are doing and can listen to you.
	Understanding	Beginning to understand more complex sentences, e.g. <i>Put your toys away and then sit on the carpet.</i>
		Finds objects when asked e.g. ball, shoes.
		Responds to questions.
		Responds to instructions.
	Speaking	Puts two or more words together.
		Speaks in simple sentences (e.g. <i>Mummy gonna work</i>).
		Holds a conversation, jumping from topic to topic.
		Uses a variety of questions (e.g. <i>what, where, who</i>).
		Beginning to use word endings (e.g. <i>going, cats</i>).

Physical

Physical			
Physical	Movement and Handling	Runs safely on whole foot.	
		Jumps up into the air with both feet leaving the floor and can jump forward a small distance.	
		Kicks a stationary ball with either foot.	
		Throws a ball with increasing force.	
		Catches a large ball by using two hands and their chest to trap it.	
		Climbs over obstacles.	
		Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride.	
		Shows increasing control in holding, using and manipulating a range of tools and objects.	
		Can run around and change directions so they don't bump into things.	
		Stacking blocks.	
	Health and Self-Care		Feeds self competently.
			Can hold a cup with two hands and drink well without spilling.
		Shows an awareness of routines such as handwashing.	
		Able to put on and take off simple clothing items such as hats, unzipped jackets, wellington boots.	
		Uses toilet with some support.	
		Uses the toilet independently.	

Literacy

Literacy	Reading	Enjoys sharing books with adults.
		Has some favourite stories, rhymes, songs, poems or jingles.
		Repeats and uses actions, words or phrases from familiar stories.
		Fills in the missing word or phrase in a known rhyme, story or game, e.g. "Humpty Dumpty sat on a ..."
Literacy	Writing	Distinguishes between the different marks they make.
		Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.
		Uses simple marks including lines, curves and circular movements.

Mathematics

Mathematics	Comparison and Counting	Beginning to compare and recognise changes in numbers of things, using words like <i>more</i> , <i>lots</i> or <i>same</i> .
		Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.
		Begins to say numbers in order, some of which are in the right order.
		React to changes of amount in a group of up to three items.
		Beginning to notice numerals (number symbols).
	Spatial Awareness	Climb and squeeze themselves into different types of spaces.
		Responds to some spatial and positional language.
		Builds with a range of resources.
	Shape and Pattern	Chooses puzzle pieces and tries to fit them in.
		Recognises that two objects have the same shape.
		Notice patterns and arranges things in patterns.
	Measure	Beginning to anticipate times of the day such as mealtimes or home time.
		Beginning to understand some talk about immediate past and future.
		Uses mathematical language in their play to compare size and weights e.g. big, small, heavy, light.

Understanding the World

Understanding the World	People and Communities	Has a sense of own immediate family, relations and pets.
		In pretend play, imitates everyday actions and events from own family and cultural background.
		Beginning to have their own friends.
	The World	Notices detailed features of objects in their environment.
		Explores and responds to different natural things e.g. splashing in puddles, noticing minibeasts,
		Enjoys playing with small world, building on first hand experiences.
		Can talk about some of the things they have observed such as plants, animals, natural and found objects.
	Technology	Is able to manipulate pictures and shapes on the smart board
		Shows interest in toys with buttons, flaps and simple mechanisms and begins to learn to operate them
		Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car
		Uses pipes, funnels and other tools to carry/transport water from one place to another

Expressive Arts and Design

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Creating with materials and Being Imaginative

Starts to make marks intentionally.

Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.

Explores their voices and enjoys making sounds

Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them.

Use their imagination as they consider what they can do with different materials.

Makes simple models.

Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.

Enjoys and responds to playing with colour in a variety of ways, for example combining colours

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.