

During their time in Preschool, children will be learning to...

Personal, Social & Emotional

- Play alongside other children, engaging in play linked to their interests
- Share and take turns with others, gradually requiring less adult guidance as they develop their social skills
- Be polite and considerate towards others, being respectful of culture, race, beliefs and physical differences
- Understand what belongs to them and what belongs to others
- Regulate their emotions, gradually requiring less adult support
- Find activities that they enjoy and settle for a while to complete a task/game/activity of their choice
- Take part in pretend play, building on their imaginative play skills and exploring new experiences through reenactment
- Negotiate conflicts with their peers during play (e.g. Finding a solution when there are not enough footballs or waiting for their turn without snatching)
- Identify and moderate their own feelings and emotions in different social situations
- Show more confidence amongst their peers and adults in the setting
- Initiate play and interactions with others
- Safely explore and express their feelings and emotions (e.g. using words such as 'sad', 'upset', 'angry', 'happy')
- Extend play and respond to what others are saying and doing
- Treat others with kindness and respect, demonstrating friendly behaviour
- Develop friendships and have at least one friend that they choose to play with and are starting to explore friendships with others
- Handle things with care and follow boundaries and rules, developing an understanding of danger
- Carry out tasks independently and explore responsibilities
- Take pride in their achievements and respond to praise and positive reinforcement
- Ask adults for help when it is required

Watch out for children who seem worried, sad or angry for much of the time, children who seem to flit from one thing to the next or children who seem to stay for over-long periods doing the same thing, and become distressed if they are encouraged to do something different. You will need to work closely with parents and other agencies to find out more about these developmental difficulties

During their time in Preschool, children will be learning to...

Physical Development

- Manage their own physical needs independently (e.g. putting on own coat and shoes, pulling up a zip, washing own hands)
- Walk and run on whole foot rather than on tiptoes
- Cross the mid-line of their body by engaging in a variety of physical activity (e.g. Painting on large vertical surfaces, dancing and exercising)
- Stay clean and dry throughout the day with infrequent accidents
- Feed themselves independently using cutlery appropriately
- Roll, climb, crawl, jump, skip, slither and hop with confidence and enjoyment
- Make marks with increasing detail and control (using things such as pens, pencils, chalk, paintbrushes)
- Use one handed tools and equipment (e.g. scissors, tweezers, hammers)
- Hold pens and pencils correctly and comfortably, using a tripod grip in their dominant hand
- Eat a whole piece of fruit at snack times
- Balance and climb in a variety of ways with increasing steadiness
- Climb steps and stairs using alternate feet
- Pour a drink from a jug into an open cup without spilling
- Make healthy choices relating to oral care, healthy diet and personal hygiene
- Ride a scooter or balance bike with increased steadiness
- Run and negotiate space successfully, adjusting speed and direction to avoid obstacles
- Serve their own snacks and meals and show an interest in different foods
- Identify and communicate when they are hungry, tired, unwell etc

During their time in Preschool, children will be learning to...

Communication and Language

- Use sentences consisting of 4 to 6 clear words
- Use clear language in order to communicate effectively
- Join and extend sentences using words such as 'because', 'and', 'or'
- Use tenses in the correct context and retell simple past events in the correct order (e.g. "I went to the park" or "I am going to the shops")
- Answer simple 'Why?' and 'How?' questions
- Respond to two part instructions, such as "Get your coat and wait by the door"
- Ask questions during play with children or adults
- Follow daily routines (e.g. Engaging in group/circle time or taking part in tidy up time)
- Express their point of view and give explanations for what they are doing
- Follow simple rules and boundaries and understand why they are put in place
- Respond to questions appropriately and show an understanding of what is being asked of them
- Ask questions about why things happen and how things work, giving their own explanations and ideas
- Use different pitch and tone in their voice during play and conversations to convey different feelings and emotions
- Respond to things appropriately (e.g. requests, humour or questions)
- Use expressive language in pretend play with their peers
- Say words correctly (e.g. Encouraging children to say 'Banana' instead of 'Nana')
- Explore the pronunciation and sounds of new, more challenging words (e.g. Hippopotamus, caterpillar, pterodactyl)
- Respond to questions and instructions relating to positional language and prepositions (e.g. 'On top', 'under', 'behind')
- Start a conversation with an adult or friend and continue it for many turns
- Maintain focus and attention for short periods when appropriate (e.g. during story time and group activities)

During their time in Preschool, children will be learning to...

Literacy

- Recognise and identify their own name
- Understand rhyme and alliteration, developing their phonological awareness
- Join in with stories and repeated refrains, learning new vocabulary
- Recognise words with the same initial sounds (e.g. Money and mother)
- Clap out syllables in familiar words
- Give meanings to things that they have drawn or written
- Recognise and identify familiar signs and logos
- Understand the five key concepts about print (print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing)
- Understand that print has meaning and can be used to obtain information
- Enjoy books independently and hold them the correct way up, handling them with care
- Identify letters by linking them to the correct phonetic sound
- Write some letters accurately
- Write some or all of their name
- Read simple 3 letter CVC words (e.g. Cow, dog, bus, cat, pig)
- Recall and reenact stories through play
- Segment and blend simple words (after their 4th birthday)
- Write letters by copying print (not tracing over the top)

During their time in Preschool, children will be learning to...

Mathematics

- Count up to 10 and beginning to count beyond 10
- Say one number for each item in the correct order (e.g. 1, 2, 3, 4, 5)
- Select a small number of objects when asked (e.g. "Please give me two stones")
- Recognise numerals from 1 to 5 (older children will be learning to recognise numbers beyond 5)
- Correctly match quantities to numerals up to 5
- Compare quantities using mathematical language (e.g. 'more than', 'less than', 'most', 'least')
- Use number names and mathematical language in play with increasing accuracy
- Solve simple number problems through games and play
- Identify simple shapes by name and talk about their properties (e.g. How many sides or corners a shape has)
- Talk about and explore 2D and 3D shapes (e.g. circles, rectangles, triangles, cuboids) using mathematical language such as 'sides', 'corners'; 'straight', 'flat', 'round'
- Make comparisons between objects relating to size, length, weight and capacity
- Understand position through words alone (e.g. "The bag is under the table," - with no pointing)
- Combine shapes to make new ones (e.g. an arch, a bigger triangle)
- Use simple language related to time (older children may take an interest in looking at numbers on a clock)
- Understand simple concepts related to time and events in the future (e.g. Anticipating things like home time, lunch time, tidy up time)
- Use positional language correctly (e.g. "My shoes are under the table")
- Recognise and identify shapes in the environment (e.g. signs, labels, windows, doors)
- Create and extend ABAB patterns (e.g. organising blocks - red, blue, red, blue)
- Notice and correct an error in a repeating pattern
- Use informal language to identify print and patterns (e.g. 'Spotty', 'Stripy', 'Blobs')
- Copy/write numbers when mark making

During their time in Preschool, children will be learning to...

Expressive Arts and Design

- Take part in pretend play, using an object to represent something else even though they are not similar (e.g. using a bowl as a hat or a block as a phone)
- Take part in physical activity (such as dancing or yoga)
- Make up their own dance moves and movements in response to different beats and tunes
- Make different movements and sounds in pretend play (e.g. Pretending to be a bear from a story)
- Respond to what they have heard, expressing their thoughts and feelings
- Begin to develop complex stories using small world resources (e.g. animals, dolls, figures)
- Make imaginative and complex 'small worlds' with blocks and construction resources (e.g. a city with different buildings and a park)
- Construct using various materials and give meanings to what they have made (e.g. A house made of Lego, a bridge made from wooden blocks)
- Explore a variety of different materials, using them to develop and extend their ideas
- Combine different media and explore different textures (e.g. Adding water to sand or soil)
- Create closed shapes with continuous lines and begin to use these shapes to represent objects
- Draw with increasing complexity and detail (e.g. representing a face with a circle and including details)
- Show different emotions in their drawings and paintings (e.g. happiness, sadness, fear)
- Explore colour and what happens when colours are mixed (colour theory)
- Discuss textures and the way things feel (e.g. hard, spiky, fluffy, soft, squishy)
- Understand that tools can be used for a purpose (e.g. using scissors to cut things, a shovel to dig a hole or a watering can to water the seeds they have planted)
- Remember and sing entire songs, sometimes making up their own songs
- Sing the pitch of a tone sung by another person ('pitch match')
- Sing the melodic shape of familiar songs
- Explore the sounds of different musical instruments, playing them with increasing control (e.g. beating a drum harder to make a louder sound)
- Introduce stories into their play by dressing up or pretending to be a character (4+ years)
- Select available resources to complete a task of their own choosing and can adapt where necessary (e.g. If there is not enough glue they may use tape)

During their time in Preschool, children will be learning to...

Understanding the World

- Explore why things happen and how things work, asking questions where appropriate
- Use all their senses when exploring the natural world/natural materials
- Talk about and ask questions about what they see, using a wide vocabulary
- Begin to make sense of their own life-story and family history
- Show interest in different jobs and occupations
- Plant seeds and care for growing plants
- Understand the key features of the life cycle of plants, animals and people
- Comment on the similarities and differences in the world around them (e.g. Colours of plants, shapes of buildings, size of trees)
- Begin to understand the need to respect and care for the natural environment and all living things
- Explore and talk about different forces they can feel (e.g. fast, slow, push, pull)
- Continue developing positive attitudes about the differences between people and understanding what makes them unique
- Know that there are different countries in the world and talk about what they have experienced or seen in photos and videos
- Understand similarities, differences, patterns and changes
- Use simple apps and software on a tablet (age appropriate)
- Use everyday technology appropriately (tablet, camera, phone) (e.g. to retrieve information or look at photographs)
- Name and describe people who are familiar to them (e.g. talking about their family and friends outside of nursery)
- Talk freely about past events and experiences (e.g. A birthday party, holiday, new family pet)