**PSED Range 4**

**Making Relationships Range 4:** [] Builds relationships with special people but may show anxiety in the presence of strangers [] Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult [] Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it [] Shows empathy and concern for people who are special to them by partially matching others’ feelings with their own, e.g. may offer a child a toy they know they like [] Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety. [] Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest [] Finds ways of managing transitions, for example from their parent to their key person, moving from one space to another, one activity to another. [] Feels confident when taken out around the local neighbourhood and enjoys exploring new places with their key person. [] Begins to develop friendships with other children. [] Begins to enjoy the company of other children and wants to play with and alongside them.

**Sense of Self Range 4:** [] Knows their own name, their preferences and interests and is becoming aware of their unique abilities [] Is developing an understanding of and interest in differences of gender, ethnicity and ability [] Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions [] Experiments with their own and other people’s views of who they are through their play, through trying out different behaviours, and the way they talk about themselves [] Is gradually learning that actions have consequences but not always the consequences the child hopes for. [] Grows in independence, sometimes rejecting help, saying “me do it” or ‘I can do it by myself.’ [] Notices and asks questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on. [] Learns to use the toilet with help, and then independently. [] Sometimes manages to share or take turns with others, with adult guidance. Begins understanding ‘yours’ and ‘mine’ Settles to some activities for a longer while.

**Understanding Emotions Range 4:** []Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feeling [] Can feel overwhelmed by intense emotions, resulting in an emotional collapse when frightened, frustrated, angry, anxious or overstimulated [] Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions [] 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 [] May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions [] Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows. [] Feels strong enough to express a range of emotions. [] Begins to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. [] Is increasingly able to talk about and manage their emotions. [] Safely explores emotions beyond their normal range through play and stories. [] Begins to talk about their feelings in more elaborated ways: “I’m sad because…” or “I love it when …”.

**Communication and Language Range 4**

**Listening and Attention Range 4:** [] Listens with interest to the noises adults make when they read stories [] Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door [] Shows interest in play with sounds, songs and rhymes [] Single channelled attention; can shift to a different task if attention fully obtained – using child’s name helps focus

**Understanding Range 4:** [] Identifies action words by following simple instructions, e.g. Show me jumping [] Begins to understand more complex sentences, e.g. Put your toys away and then sit on the carpet [] Understands who, what, where in simple questions (e.g. Who’s that? Who can? What’s that? Where is?) [] Developing understanding of simple concepts (e.g. fast/slow, good/bad) [] By around 3 years old, can the child shift from one task to another if you get their attention; using the child’s name can help: “Jason, please can you stop now? We’re tidying up” [] Follows instructions with three key words like: “Can you wash dolly’s face?” [] Listens to simple stories and understands what is happening, with the help of the pictures [] [] Identifies familiar objects and properties for practitioners when they are described: for example: ‘Katie’s coat’, ‘blue car’, ‘shiny apple’. [] Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat. [] Understands simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’).

**Speaking Range 4:** [] Uses language to share feelings, experiences and thoughts [] Holds a conversation, jumping from topic to topic [] Learns new words very rapidly and is able to use them in communicating [] Uses a variety of questions (e.g. what, where, who) [] Uses longer sentences (e.g. Mummy gonna work) [] Beginning to use word endings (e.g. going, cats) [] Start to say how they are feeling, using words as well as actions. [] Develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’. [] Use the speech sounds p, b, m, w. Pronounce: • l/r/w/y • f/th • s/sh/ch/dz/j • multi-syllabic words such as ‘banana’ and ‘computer [] Use around 300 words - these words include descriptive language; they include words for time (for example, ‘now’ and ‘later’), space (for example, ‘over there’) and function (for example, they can tell you a sponge is for washing). [] Begins to link up to 5 words together. Uses simple pronouns (‘me’, ‘him’, ‘she’) [] Uses plurals and prepositions (‘in’, ‘on’, ‘under’) – these may not always be used correctly to start with.

**Physical Development Range 4**

**Moving and Handling Range 4:**  []Sits up from lying down, stands up from sitting and squats with steadiness to rest or play with object on the ground, and rises to feet without using hands [] Sits comfortably on a chair with both feet on the ground [] Runs safely on whole foot [] Moves in response to music, or rhythms played on instruments such as drums or shakers [] Jumps up into the air with both feet leaving the floor and can jump forward a small distance [] Begins to walk, run and climb on different levels and surfaces [] Begins to understand and choose different ways of moving [] Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it [] Climbs up and down stairs by placing both feet on each step while holding a handrail for support [] Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride [] May be beginning to show preference for dominant hand and/or leg/foot [] Turns pages in a book, sometimes several at once [] Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools [] Holds mark-making tools with thumb and all fingers. [] Gradually gains control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. [] Claps and stamps to music. [] Uses large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. [] Develops their core muscle strength through range of activities. []

**Health and Self Care Range 4:** [] Very energetic in short bursts and needs time for rest and calm with at least three hours of a day of exercise including moderate- to vigorous-intensity physical activity, spread throughout the day [] Needs to sleep for 10–13 hours in a 24-hour period which may include a nap, with regular sleep and wake-up times [] Feeds self competently [] Can hold a cup with two hands and drink well without spilling [] Develops some independence in self-care and shows an awareness of routines such as handwashing or teeth cleaning but still often needs adult support [] Develops increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet [] Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots [] Begins to recognise danger and seeks the support and comfort of significant adults [] Can increasingly express their thoughts and emotions through words as well as continuing to use facial expressions. [] Shows an increasing desire to be independent, such as wanting to feed themselves and dress or undress. [] Starts eating independently [] gradually learns how to use a knife and fork.

**Literacy Range 4**

**Reading Range 4:**  [] 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 … Begins to recognise familiar logos from children’s popular culture, commercial print or icons for apps [] Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes. [] Has favourite books and seeks them out, to share with an adult, with another child, or to look at alone. [] Asks questions about books. [] Makes comments about stories/books and shares their own ideas – with prompts and encouragement from staff [] Notices some print, such as the first letter of their name, a bus or door number, or a familiar logo. []

**Writing Range 4:** [] 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. [] Enjoys drawing freely. [] Adds some marks to their drawings, which they give meaning to. For example: “That says mummy.” [] Makes marks on their picture to stand for their name.

**Mathematics Range 4**

**Comparison Range 4** [] Beginning to compare and recognise changes in numbers of things, using words like more, lots or ‘same’ [] Begins to compare some amounts, saying ‘lots’, ‘more’ or ‘same’

**Counting Range 4** [] Begins to say numbers in order, some of which are in the right order (cordinality) [] Counts in everyday contexts, sometimes skipping numbers – ‘1-2-3-5’.

**Cardinality** **Range 4** (How many?) [] In everyday situations, takes or gives two or three objects from a group [] Beginning to notice numerals (number symbols) [] Beginning to count on their fingers.

**Spatial Awareness Range 4** [] Moves their bodies and toys around objects and explores fitting into spaces [] Begins to remember their way around familiar environments [] Responds to some spatial and positional language [] Explores how things look from different viewpoints including things that are near or far away.

**Shape Range 4**: [] Chooses puzzle pieces and tries to fit them in [] Recognises that two objects have the same shape [] Makes simple constructions.

**Pattern Range 4**: [] Joins in and anticipates repeated sound and action patterns [] Is interested in what happens next using the pattern of everyday routines [] Begins to notice patterns and arranges things in simple patterns. []

**Measures Range 4** [] Explores differences in size, length, weight and capacity [] Beginning to understand some talk about immediate past and future [] Beginning to anticipate times of the day such as mealtimes or home time. [] Compares sizes, weights etc. using gesture and language - ‘bigger/little/smaller’, ‘high/low’, ‘tall’, ‘heavy.

**Understanding the World Range 4**

**People and Communities Range 4:** [] Has a sense of own immediate family and relations and pets [] In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird [] Beginning to have their own friends [] Learns that they have similarities and differences that connect them to, and distinguish them from, others [] Makes connections between some features of their family and other families. []

**The World Range 4:** [] Notices detailed features of objects in their environment [] Can talk about some of the things they have observed such as plants, animals, natural and found objects [] Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake. [] Explores and responds to different natural phenomena in their setting and on trips.

**Technology Range 4:** [] Seeks to acquire basic skills in turning on and operating some digital equipment [] Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car [] Plays with water to investigate “low technology” such as washing and cleaning [] Uses pipes, funnels and other tools to carry/ transport water from one place to another.

**Expressive Arts and Design Range 4**

**Creating with Materials Range 4:** [] Joins in singing songs [] Creates sounds by rubbing, shaking, tapping, striking or blowing [] Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow [] Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects [] Enjoys and responds to playing with colour in a variety of ways, for example combining colours [] Uses 3D and 2D structures to explore materials and/or to express ideas. [] Explores a range of sound-makers and instruments and plays them in different ways. [] Notices patterns with strong contrasts. Is attracted by patterns resembling the human face. []

**Being Imaginative and Creative Range 4:** [] Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations [] Begins to make believe by pretending using sounds, movements, words, objects Beginning to describe sounds and music imaginatively, e.g. scary music [] Creates rhythmic sounds and movements. [] Starts to make marks intentionally. [] Explores paint, using fingers and other parts of their bodies as well as brushes and other tools. [] Expresses ideas and feelings through making marks. [] Sometimes gives a meaning to the marks they make when drawing and painting.

***See also termly Music Plans for more specific foci here***