

Personal, Social and Emotional Development

1. Have emotional fluency, be in tune with themselves and attuned to others

- Skills in conflict resolution
- Ability to self-regulate
- **Express and manage feelings**

2. Be able to build strong relationships

- Developing independence and interdependent, and experiencing reciprocity
- Confident with social communication skills
- Have experience of loving relationships

3. Know themselves as a great learner meta learning

- Have agency
- Strength in executive functioning
- Setting own goals and taking risks
- Building Learning Power capacities (4 Rs)
- **Solve problems when stuck**

4. Know own uniqueness and embrace diversity

- Have a strong identity
- Confident in self-expression
- Awareness of place in the world, family, community, culture
- Embrace diversity, recognising and celebrating difference

5. Have a healthy body and make healthy choices

- Independent and motivated in self-care
- Ability to “listen to their body” (interoception)
- Aware of healthy diets and oral health

6. Belong and contribute to a group

- Enjoy a sense of belonging
- Participate in adult lead learning experiences
- Show satisfaction when accomplishing things as a group

Communication and Language

1. Be attentive listeners, who value listening as a life skill

- Engaging in sustained and shared thinking
- Able to watch, wait and wonder
- Experiences silence
- Joint attention

2. Be an inspired and inspiring storyteller

- Retelling and rephrasing, using real experiences
- Confident to imitate, innovate and invent
- Can share verbal and non-verbal narratives
- Drawing from breadth of story and book
- Use a variety of storytelling methods

3. Use enriched and extended vocabulary

- Explaining, expressing ideas, understanding, theories, naming and describing
- Proud and confident to use home language

4. Engage in curious and sustained conversations

- Responding to, and using questioning to sustain conversations
- Understanding turn taking in conversation
- Being participatory
- Using conversations to process thought

Physical Development

1. Be big, bold movers

- With core strength and balance
- Rising to physical challenge
- Agility, coordination, resilience, dexterity, stamina, suppleness

2. Have control and co-ordination

- Confident to Boing!, Whoosh! Roly-poly! Push-and-pull
- Negotiate space with spatial and positional awareness

3. Be able to assess and take risks

- Be adventurous and resilient

4. Control and manipulate tools and materials

- Including writing tools

5. Respond to immersive experiences with all their senses

- Explore the world with their body
- Paying attention to the sensations, images, thoughts and feelings

Literacy Development

1. Have a love of books

- See yourself and be represented
- Experience the intimacy of sharing books
- Ignite imagination, creativity and possibilities
- Find out and build knowledge

2. I am Ready-to-Read, playing with sounds, songs, and rhymes

- Have phonological awareness and can discriminate sounds
- Experience the joy of the spoken word, rhythm and rhyme, silly sounds

3. Engage in book talk

- Know how books work, how they are structured, the routine of a book
- Engage with the ideas of author and illustrator
- Develop comprehension through oracy

4. Know I am an author

- Aware that marks carry meaning
- **Use marks to communicate meaning**
- Motivated to write, with exploration and purpose
- Recognising and writing words of significance
- Notice adults writing in context

Mathematical Development

1. Count to find out how many

- Be confident, fluent counters
- Show understanding of 5 principles
- Count back, up, on and in sequence
- Subitise

2. See patterns and make connections

- Play with patterns, play with numbers
- Know patterns that are visual, auditory, movement, temporal, numerical
- Recognise repetition, regularity and relationships
- Seeing underlying rules and structures

3. Apply understanding of shape, space and measure

- Recognise and represent spatial relations and shape properties
- Know navigation, direction, position, routes, perspective taking
- Compose and decompose shapes
- Use symmetry and tessellation

4. Use mathematical reasoning to solve problems

- In everyday experiences

5. Talk mathematically

- Use maths vocabulary and maths specific language
- Explain, describe, think, explore and verbalize what they notice

Understanding the World

1. Experience and care for the fragile, diverse and natural world

- Knowing our social responsibility for caring for the world
- Noticing skills
- Reflecting on sustainability and ethics

2. Connect with wider world

- Have Be immersed in awe and wonder
- Getting out and about

3. Question and respond to community, culture and global events

- Moral responsibility for inclusion, equalities, fairness, justice

4. Be a scientist, engage in Scientific Enquiry

- Observe, question, predict, hypothesise

5. Connect with before, now and after

Expressive Art and Design

1. Be able to express themselves through the '100 languages'

- Multi-modal

2. To engage with cultural centres, artists, art, performance and carnival

3. Experience own and others musicality

4. Be creative thinkers

5. Have skills to explore, design and make