



Love God, Love others'

'let you light shine'

Blue Coat Infants Statement Overview

Aspects of Learning

Pre3 and Nursery

Listening, Attention and understanding	
Generally focus on an activity of their own choice and find it difficult to be directed by an adult. (Listening, Attention and Understanding)	Pre3
Listen to other people's talk with interest, but can easily be distracted by other things. (Listening, Attention and Understanding)	Pre3
Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'. (Listening, Attention and Understanding)	Pre3
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, can you stop now? We're tidying up". (Listening, Attention and Understanding)	Pre3
Can the child follow instructions with three key words like: "Can you wash dolly's face?". (Listening, Attention and Understanding)	Pre3
Listen to simple stories and understand what is happening, with the help of the pictures. (Listening, Attention and Understanding)	Pre3
Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'. (Listening, Attention and Understanding)	Pre3
Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. (Listening, Attention and Understanding)	Pre3
Understand simple questions about 'who', 'what' and 'where' (but generally not 'why'). (Listening, Attention and Understanding)	Pre3
Around the age of 3, can the child show that they understand action words by pointing to the right picture in a book. For example: "Who's jumping?". (Listening, Attention and Understanding)	Pre3
Enjoy listening to longer stories and can remember much of what happens. (Listening, Attention and Understanding)	Nur
Can find it difficult to pay attention to more than one thing at a time. (Listening, Attention and Understanding)	Nur
Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". (Listening, Attention and Understanding)	Nur
Understand 'why' questions, like: "Why do you think the caterpillar got so fat?". (Listening, Attention and Understanding)	Nur
Around the age of 3, can the child shift from one task to another if you fully obtain their attention, for example, by using their name?. (Listening, Attention and Understanding)	Nur
Can the child answer simple 'why' questions?. (Listening, Attention and Understanding)	Nur

Speaking	
Use intonation, pitch and changing volume when 'talking'. (Speaking)	Pre3
Start to develop conversation, often jumping from topic to topic. (Speaking)	Pre3
Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'. (Speaking)	Pre3
Is the child frequently asking questions, such as the names of people and objects?. (Speaking)	Pre3
Towards their third birthday, can the child 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). (Speaking)	Pre3
Is the child linking up to 5 words together?. (Speaking)	Pre3
Is the child using pronouns ('me', 'him', 'she'), and using plurals and prepositions ('in', 'on', 'under') - these may not always be used correctly to start with. (Speaking)	Pre3
Use a wider range of vocabulary. (Speaking)	Nur
Sing a large repertoire of songs. (Speaking)	Nur
Know many rhymes, be able to talk about familiar books, and be able to tell a long story. (Speaking)	Nur
Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. (Speaking)	Nur
Use longer sentences of four to six words. (Speaking)	Nur
Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. (Speaking)	Nur
Can start a conversation with an adult or a friend and continue it for many turns. (Speaking)	Nur
Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver.". (Speaking)	Nur
Around the age of 4, is the child using sentences of four to six words - "I want to play with cars" or "What's that thing called?"?. (Speaking)	Nur
Can the child use sentences joined up with words like 'because', 'or', 'and'? For example: "I like ice cream because it makes my tongue shiver". (Speaking)	Nur
Is the child using the future and past tense: "I am going to the park" and "I went to the shop"?. (Speaking)	Nur

Self-Regulation	
Find ways of managing transitions, for example from their parent to their key person. (Self-Regulation)	Pre3
Feel strong enough to express a range of emotions. (Self-Regulation)	Pre3
Be increasingly able to talk about and manage their emotions. (Self-Regulation)	Pre3
Safely explore emotions beyond their normal range through play and stories. (Self-Regulation)	Pre3
Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. (Self-Regulation)	Nur

Managing Self	
Express preferences and decisions. They also try new things and start establishing their autonomy. (Managing Self)	Pre3
Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person. (Managing Self)	Pre3
Begin 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. (Managing Self)	Pre3
Show more confidence in new social situations. (Managing Self)	Nur

Building Relationships	
Develop friendships with other children. (Building Relationships)	Pre3
Between the ages of 2 and 3, does the child start to enjoy the company of other children and want to play with them?. (Building Relationships)	Pre3
Become more outgoing with unfamiliar people, in the safe context of their setting. (Building Relationships)	Nur
Play with one or more other children, extending and elaborating play ideas. (Building Relationships)	Nur
Begin to understand how others might be feeling. (Building Relationships)	Nur
Around the age of 3, can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'?. (Building Relationships)	Nur
Around the age of 4, does the child play alongside others or do they always want to play alone?. (Building Relationships)	Nur
Does the child take part in pretend play (for example, being 'mummy' or 'daddy')?. (Building Relationships)	Nur
Does the child take part in other pretend play with different roles - being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play?. (Building Relationships)	Nur

Gross Motor Skills	
Walk, run, jump and climb - and start to use the stairs independently. (Gross Motor Skills)	Pre3
Spin, roll and independently use ropes and swings (for example, tyre swings). (Gross Motor Skills)	Pre3
Sit on a push-along wheeled toy, use a scooter or ride a tricycle. (Gross Motor Skills)	Pre3
Around their third birthday, can the child climb confidently, catch a large ball and pedal a tricycle?. (Gross Motor Skills)	Pre3
Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. (Gross Motor Skills)	Pre3
Learn to use the toilet with help, and then independently. (Gross Motor Skills)	Pre3
Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. (Gross Motor Skills)	Nur
Go up steps and stairs, or climb up apparatus, using alternate feet. (Gross Motor Skills)	Nur
Skip, hop, stand on one leg and hold a pose for a game like musical statues. (Gross Motor Skills)	Nur
Use large-muscle movements to wave flags and streamers, paint and make marks. (Gross Motor Skills)	Nur
Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. (Gross Motor Skills)	Nur

Fine Motor Skills	
Explore different materials and tools. (Fine Motor Skills)	Pre3
Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.	Pre3
Learn to use the toilet with help, and then independently.	Pre3
Use one-handed tools and equipment, for example, making snips in paper with scissors.	Nur
Use a comfortable grip with good control when holding pens and pencils. (Fine Motor Skills)	Nur
Start to eat independently and learning how to use a knife and fork. (Fine Motor Skills)	Nur
Show a preference for a dominant hand. (Fine Motor Skills)	Nur
Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. (Fine Motor Skills)	Nur
Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. (Fine Motor Skills)	Nur
Make healthy choices about food, drink, activity and toothbrushing. (Fine Motor Skills)	Nur

Comprehension	
Sing songs and say rhymes independently, for example, singing whilst playing.	Pre3
Repeat words and phrases from familiar stories.	Pre3
Ask questions about the book. Makes comments and shares their own ideas.	Pre3
Develop play around favourite stories using props.	Pre3
Engage in extended conversations about stories, learning new vocabulary.	Nur

Word Reading	
Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.	Pre3
Understand the five key concepts about print: print has meaning. (Word Reading)	Nur
Understand the five key concepts about print: print can have different purposes. (Word Reading)	Nur
Understand the five key concepts about print: we read English text from left to right and from top to bottom. (Word Reading)	Nur
Understand the five key concepts about print: the names of the different parts of a book. (Word Reading)	Nur
Understand the five key concepts about print: page sequencing. (Word Reading)	Nur
Develop their phonological awareness, so that they can: spot and suggest rhymes. (Word Reading)	Nur
Develop their phonological awareness, so that they can: count or clap syllables in a word. (Word Reading)	Nur
Develop their phonological awareness, so that they can: recognise words with the same initial sound, such as money and mother. (Word Reading)	Nur

Writing	
Make marks on their picture to stand for their name.	Pre3
Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. (Writing)	Nur
Write some or all of their name. (Writing)	Nur
Write some letters accurately. (Writing)	Nur

Number	
Compare amounts, saying 'lots', 'more' or 'same'.	Pre3
Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. (Number)	Pre3
Fast recognition of up to 3 objects, without having to count them individually ('subitising'). (Number)	Nur
Recite numbers past 5. (Number)	Nur
Say one number for each item in order: 1,2,3,4,5. (Number)	Nur
Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). (Number)	Nur
Show 'finger numbers' up to 5. (Number)	Nur
Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. (Number)	Nur
Experiment with their own symbols and marks as well as numerals. (Number)	Nur
Solve real world mathematical problems with numbers up to 5. (Number)	Nur
Compare quantities using language: 'more than', 'fewer than'. (Number)	Nur

Numerical Patterns	
Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. (Numerical Patterns)	Pre3
Notice patterns and arrange things in patterns.	Pre3
Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. (Numerical Patterns)	Nur
Understand position through words alone - for example, "The bag is under the table,"-with no pointing. (Numerical Patterns)	Nur
Discuss routes and locations, using words like 'in front of'and 'behind'. (Numerical Patterns)	Nur
Make comparisons between objects relating to size, length, weight and capacity. (Numerical Patterns)	Nur
Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. (Numerical Patterns)	Nur
Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. (Numerical Patterns)	Nur
Extend and create ABAB patterns - stick, leaf, stick, leaf. (Numerical Patterns)	Nur
Notice and correct an error in a repeating pattern. (Numerical Patterns)	Nur
Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'. (Numerical Patterns)	Nur

Past and Present	
Notice differences between people.	Pre3
Begin to make sense of their own life-story and family's history.	Nur

People, Culture and Communities	
Make connections between the features of their family and other families.	Pre3
Notice differences between people. (People, Culture and Communities)	Pre3
Show interest in different occupations. (People, Culture and Communities)	Nur
Explore how things work. (People, Culture and Communities)	Nur
Continue to develop positive attitudes about the differences between people. (People, Culture and Communities)	Nur
Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. (People, Culture and Communities)	Nur

The Natural World	
Explore and respond to different natural phenomena in their setting and on trips. (The Natural World)	Pre3
Use all their senses in hands-on exploration of natural materials.	Nur
Explore collections of materials with similar and/or different properties. (The Natural World)	Nur
Talk about what they see, using a wide vocabulary. (The Natural World)	Nur
Plant seeds and care for growing plants. (The Natural World)	Nur
Understand the key features of the life cycle of a plant and an animal. (The Natural World)	Nur
Begin to understand the need to respect and care for the natural environment and all living things. (The Natural World)	Nur
Explore and talk about different forces they can feel. (The Natural World)	Nur
Talk about the differences between materials and changes they notice. (The Natural World)	Nur

Creating with Materials	
Start to make marks intentionally.	Pre3
Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. (Creating with Materials)	Pre3
Explore different materials freely, in order to develop their ideas about how to use them and what to make. (Creating with Materials)	Nur
Develop their own ideas and then decide which materials to use to express them. (Creating with Materials)	Nur
Join different materials and explore different textures. (Creating with Materials)	Nur
Create closed shapes with continuous lines, and begin to use these shapes to represent objects. (Creating with Materials)	Nur
Draw with increasing complexity and detail, such as representing a face with a circle and including details. (Creating with Materials)	Nur
Use drawing to represent ideas like movement or loud noises. (Creating with Materials)	Nur
Explore colour and colour-mixing. (Creating with Materials)	Nur

Being Imaginative and Expressive	
Enjoy and take part in action songs, such as ' Twinkle, Twinkle Little Star'.	Pre3
Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.	Pre3
Use their imagination as they consider what they can do with different materials.	Pre3
Take part in simple pretend play, using an object to represent something else even though they are not similar.	Nur
Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.	Nur
Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.	Nur
Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.	Nur
Show different emotions in their drawings - happiness, sadness, fear etc.	Nur
Listen with increased attention to sounds.	Nur
Respond to what they have heard, expressing their thoughts and feelings.	Nur
Remember and sing entire songs.	Nur
Sing the pitch of a tone sung by another person ('pitch match').	Nur
Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	Nur
Create their own songs, or improvise a song around one they know.	Nur
Play instruments with increasing control to express their feelings and ideas.	Nur