

## Farmer Duck (Preschool)

### Physical Development

#### Moving and Handling-

- . Makes connections between their movement and the marks they make (16-26m)
- . Runs safely on whole foot (22-36m)
- . Can kick a large ball (22-36m)
- . Shows control in holding and using jugs to pour, hammers, books and mark-making tools (22-36m)
- . Beginning to use three fingers (tripod grip) to hold writing tools (22-36m)
- . Imitates drawing simple shapes such as circles and lines (22-36m)
- . May be beginning to show preference for dominant hand (22-36m)

#### Health and self-care

- . Starts to communicate urination, bowel movement (8-20m)
- . Develops own likes and dislikes in food and drink (16-26m)
- . Willing to try new textures and tastes (16-26m)
- . Holds cup with both hands and drinks without much spilling (16-26m)
- . Clearly communicates wet or soiled nappy or pants (16-26m)
- . Shows some awareness of bladder and bowel urges (16-26m)
- . Shows awareness of what a potty or toilet is used for (16-26m)
- . Shows a desire to help with dressing/ undressing and hygiene routines (16-26m)
- . Feeds self competently with spoon (22-36m)
- . Drinks well without spilling (22-36m)

### Mathematics

#### Number-

- . Beginning to organise and categorise objects, e.g. putting all the teddy bears together or teddies and cars in separate piles (16-26m)
- . Says some counting words randomly (16-26m)
- . Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two.' (22-36m)
- . Recites some number names in sequence (22-36m)
- . Creates and experiment with symbols and marks representing ideas of number (22-36m)

#### Shape, Space and Measures-

- . Recognises big things and little things in meaningful contexts (8-20m)
- . Uses blocks to create their own simple structures and arrangements (16-26m)
- . Beginning to understand that things might happen 'now' (16-26m)
- . Notices simple shapes and patterns in pictures (22-36m)
- . Beginning to categorise objects according to shape or size (22-36m)
- . Begins to understand the language of size (22-36m)
- . Understands some talk about immediate past and future e.g. 'before', 'later' or 'soon.' (22-36m)
- . Anticipates specific time-based events such as mealtimes or home time (22-36m)

### Personal, Social and Emotional

#### Making relationships-

- . Interested in others' play and starting to join in (22-36m)
- . Seeks out others to share experiences (22-36m)
- . Shows affection and concern for people who are special to them (22-36m)
- . May form a special friendship with another child (22-36m)

#### Self-confidence and self-awareness-

- . Gradually able to engage in pretend play with toys (supports child to understand their own thinking may be different from others) (16-26m)
- . Expresses own preferences and interests (22-36m)
- . Can select and use activities and resources with help (30-50m)

#### Managing feelings and behaviour

- . Begins to learn that some things are theirs, some things are shared and some things belong to other people (16-26m)
- . Seeks comfort from familiar adults when needed (22-36m)
- . Aware that some actions can hurt or harm others (22-36m)
- . Shows understanding and cooperates with some boundaries and routines (22-36m)

### Communication and Language

#### Listening and Attention-

- . Listens to and enjoys rhythmic patterns in rhymes and stories (16-26m)
- . Listens with interest to the noises adults make when they read stories (22-36m)
- . Shows interest in play with sounds, songs and rhymes (22-36m)
- . Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus (22-36m)

#### Understanding-

- . Selects familiar objects by name and will go and find objects when asked, or identify objects from a group (16-26m)
- . Identifies action words by pointing to the right picture e.g. 'Who's jumping?'
- . Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.' (22-36m)
- . Developing understanding of simple concepts (e.g. big/ little) (22-36m)

#### Speaking-

- . Copies familiar expressions e.g. 'oh dear' 'All gone' (16-26m)
- . Beginning to put two words together (e.g. 'want ball', 'more juice.') (16-26m)
- . Uses different types of words (nouns, verbs and adjectives e.g. banana, go, sleep, hot(16-26)
- . Beginning to ask simple questions (16-26m)
- . Beginning to talk about people and things that are not present (16-26m)
- . Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts (22-36m)
- . Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it' (22-36m)

### Expressive Arts and Design

#### Exploring and using media and materials-

- . Joins in singing favourite songs (22-36m)
- . Experiments with blocks, colours and marks (22-36m)
- . Joins in singing favourite songs (22-36m)
- . Creates sounds by banging, shaking, tapping or blowing (22-36m)
- . Shows an interest in the way musical instruments sound (22-36m)
- . Experiments with blocks, colours and marks (22-36m)

#### Being Imaginative-

- . Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.' (22-36m)
- . Beginning to make-believe by pretending (22-36m)
- . Developing preferences for forms of expression (30-50m)

### Understanding the World

People and Communities- . Is curious about people and shows interest in stories about themselves and their family (16-26m) . Enjoys pictures and stories about themselves, their families and other people (16-26m) . Has a sense of own immediate family and relations (22-36m) . Beginning to have their own friends (22-36m)

The World- . . Remembers where objects belong (16-26m),. Notices detailed features of objects in their environment (22-36m)

Technology- . Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them (16-26m)  
. Seeks to acquire basic skills in turning on and operating some ICT equipment (22-36m) . Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car (22-36m)

### Literacy

#### Reading-

- . Handles books and printed material with interest (8-20m)
- . Interested in books and rhymes and may have favourites (16-26m)
- . Has some favourite stories, rhymes, songs, poems or jingles (22-36m)
- . Repeats words or phrases from familiar stories (22-36m)
- . Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...' (22-36m)

#### Writing-

- . Distinguishes between the different marks they make (22-36m)
- . Sometimes give meaning to marks as they draw and paint (30-50m)