

# Early Learning Guidelines



Child's Name ..... Date of Birth .....

Teacher\Practitioner .....

Assessment	Baseline	Review 1	Review 2	Review 3	Review 4	Review 5	Review 6	Review 7
Date								
C.A								

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## Introduction

The Early Learning Guidelines have been revised by the Early Years SEN Inclusion Service to support all practitioners in recording the achievements of the children in their care, following the changes to the Early Years Foundation Stage Curriculum, 2012.

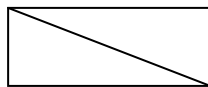
They are not intended to be used as a checklist but as a tool. They will enable practitioners to record, in detail, the children's strengths, to highlight areas for development and to facilitate the planning of the next steps.

## Record Keeping Guidance

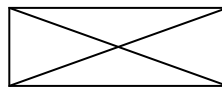
For members of the Early Years SEN Inclusion Service it is envisaged that the baseline assessment will be recorded on completion of the initial assessment in conjunction with the writing of the initial report. Progress will then be recorded termly. To standardise the record keeping system the following key will be used:-

- Baseline - red
- Review 1 - green
- Review 2 - blue
- Review 3 - orange
- Review 4 - yellow
- Review 5 - purple
- Review 6 - black underlined
- Review 7 - grey underlined

This information will then be transferred to the summary sheets for the child. These are dated for each assessment period undertaken using the same colour coding as the record keeping sheets. Recording on the summary sheet should be done as follows:-



Emerging  
30%



Developing  
60%



Secure  
90-100%

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## Personal, Social and Emotional Development

AGE	Making Relationships		Smaller Steps
<b>Birth-11 months</b>	<ul style="list-style-type: none"> <li>Enjoys the company of others and seeks contact with others from birth.</li> <li>Gazes at faces and copies facial movements e.g. sticking out tongue, opening mouth and widening eyes.</li> <li>Responds when talked to, for example, moves arms and legs, changes facial expression, moves body and makes mouth movements.</li> <li>Recognises and is most responsive to main carer's voice: face brightens, activity increases when familiar carer appears.</li> <li>Responds to what carer is paying attention to, e.g. following their gaze.</li> <li>Likes cuddles and being held: calms, snuggles in, smiles, gazes at carer's face or strokes carer's skin.</li> </ul>	0-3m	Most responsive to prime carer's voice. Begins to hold eye contact with you. Turns eyes and or head towards voice. Gazes a long time at your face, especially when feeding. Stops crying when picked up. Copies facial expressions and mouth shapes. Smiles at interesting objects. Maintains eye contact during interactions with a familiar person. Makes own sounds or physical response when talked to.
		3-6m	Laughs or squeals to express pleasure when happy or excited. Shows delight at tickling & anticipation games.
		6-9m	Smiles more often to familiar rather than unfamiliar people. Likes and responds to cuddles and being held. Makes body stiff and vocalises when protesting.
		9-12m	Responds to facial expressions of happiness and sadness in others. Makes use of special people for comfort and security. Shows stranger anxiety. Interested in watching others, especially children. Laughs with favourite people. Becomes distressed if thwarted. Reacts to audience, repeats activity or action when encouraged.
<b>8-20 months</b>	<ul style="list-style-type: none"> <li>Seeks to gain attention in a variety of ways, drawing others into social interaction.</li> <li>Builds relationships with special people.</li> <li>Is wary of unfamiliar people.</li> <li>Interacts with others and explores new situations when supported by familiar person.</li> <li>Shows interest in the activities of others and responds differently to children and adults, e.g. may be more interested in watching children than adults or may pay more attention when children talk to them.</li> </ul>	12-18m	Shows delight at active rough & tumble play. May look concerned if hears crying or excited if hears familiar, happy voice. Shows growing range of feelings and emotions. Initiates interaction with other children, e.g. vocalising, reaching, moving towards. Uses other person as a tool, eg, to access or activate toy. Seeks reactions, eg, to minor injury. Dislikes other children getting attention.
<b>16-26 months</b>	<ul style="list-style-type: none"> <li>Plays alongside others.</li> <li>Uses a familiar adult as a secure base from which to explore independently in new environments, e.g. ventures away to play and interact with others, but returns for a cuddle or reassurance if becomes anxious.</li> <li>Plays cooperatively with a familiar adult, e.g. rolling a ball back and forth.</li> </ul>		

## Personal, Social and Emotional Development

AGE	Making Relationships		Smaller Steps
22-36 months	<ul style="list-style-type: none"> <li>Interested in others play and starting to join in.</li> <li>Seeks out others to share experiences.</li> <li>Shows affection and concern for people who are special to them.</li> <li>May form a special friendship with another child.</li> </ul>	18-24m	Cooperates in social activities. Starts to 'give and take'. Plays alongside other children (parallel play).
		24-30m	Maintains attachments with special people. Enjoys conversation with carers. Engages in play with other children. Complies with requests, although may also be stubborn. Shows understanding of some rules and routines. May intentionally hurt another person if angry.
30-50 months	<ul style="list-style-type: none"> <li>Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</li> <li>Initiates play, offering cues to peers to join them.</li> <li>Keeps play going by responding to what others are saying or doing.</li> <li>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li> </ul>	30-36m	Enjoys gaining attention of others and sustaining interaction. Defends own possessions. Seeks to comfort other children.
		36-42m	Some co-operative play. Joins in group activities. Shows initiative and autonomy in relating with others. Identifies self with children of same age and sex.
		42-48m	Understands that own actions affect other people e.g. may comfort a child they have upset. Monitors other children's behaviour with a sense of right and wrong. Initiates play by giving peer a role, e.g. "you be the mummy". Generally more cooperative and amenable to rules and routines, has fewer tantrums. Begins to select friends and exclude others.
40-60+ months	<ul style="list-style-type: none"> <li>Initiates conversations, attends to and takes account of what others say.</li> <li>Explains own knowledge and understanding, and asks appropriate questions to others.</li> <li>Takes steps to resolve conflicts with other children, e.g. finding a compromise.</li> <li><b>Early Learning Goal</b> <b>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.</b></li> </ul>	48-54m	Gets satisfaction from doing things with other children and adults. Joins in imaginative play. More confident in new social situations e.g. playgroup.
		54-60m	Work independently in small and large groups. Turn takes and shares resources and equipment with peers. Aware that there are different ways in which to behave dependent on the situation and company they are in.

## Personal, Social and Emotional Development

AGE	Self-confidence and self-awareness		Smaller Steps
<b>Birth-11 months</b>	<ul style="list-style-type: none"> <li>Laughs and gurgles, e.g. shows pleasure at being tickled and other physical interactions.</li> <li>Uses voice, gesture, eye contact and facial expression to make contact with people and keep their attention.</li> </ul>	0-3m	Begins to hold eye contact with you. Makes sounds, eye contact and movements to initiate social interaction with a familiar person.
		3-6m	Smiles in response to eye contact, touch or sound. Makes special sounds to get attention. Laughs to express pleasure when happy or cries when upset. Enjoys playing with own hands and fingers.
		6-9m	Is wary of unfamiliar events. Enjoys playing with own feet and toys. Repeats action, e.g. dropping toy, accompanying with vocalising to attract adult's attention.
<b>8-20 months</b>	<ul style="list-style-type: none"> <li>Enjoys finding own nose, eyes or tummy as part of naming games.</li> <li>Learns that own voice and actions have effects on others.</li> <li>Uses pointing with eye gaze to make requests, and to share an interest.</li> <li>Engages other person to help achieve a goal, e.g. to get an object out of reach.</li> </ul>	9-12m	Initiates simple game, inviting adult to join in by pausing, looking, e.g. banging objects together.
		12-18m	Looks back to familiar adult to check if not sure about something. May be distressed if left. Repeats action when responded to. Points and vocalises to draw adult's attention to something of interest. Briefly demonstrates a scenario in their play related to their everyday life, e.g. wiping doll's face.
<b>16-26 months</b>	<ul style="list-style-type: none"> <li>Explores new toys and environments, but 'checks' in regularly with familiar adult as and when needed.</li> <li>Gradually able to engage in pretend play with toys (support child to understand their own thinking may be different from others).</li> <li>Demonstrates sense of self as an individual, e.g. wants to do things independently, says 'No' to adult.</li> </ul>	18-24m	Shows autonomy, e.g. by defiance. Smiles or laughs when successful. Seeks reassurance from familiar adult when tired, upset or hurt.
		24-30m	Separates from main carer with support. May have a tantrum if frustrated or misunderstood, less easily distracted. Shows persistence in expressing needs, if not met.
<b>22-36 months</b>	<ul style="list-style-type: none"> <li>Separates from main carer with support and encouragement from a familiar adult.</li> <li>Expresses own preferences and interests.</li> </ul>		

## Personal, Social and Emotional Development

AGE	Self-confidence and self-awareness		Smaller Steps
30-50 months	<ul style="list-style-type: none"> <li>• Can select and use activities and resources with help.</li> <li>• Welcomes and values praise for what they have done.</li> <li>• Enjoys responsibility of carrying out small tasks.</li> <li>• Is more outgoing towards unfamiliar people and more confident in new social situations.</li> <li>• Confident to talk to other children when playing, and will communicate freely about own home and community.</li> <li>• Shows confidence in asking adults for help.</li> </ul>	30-36m	Shows active sense of humour, does things to make others laugh. Very aware of others' reactions, likes to demonstrate ability. Searches out familiar adult for comfort. Shyness with strangers, especially adults. Likes to sit, cuddle and share events of the day with familiar adults.
		36-42m	May have a special friend. Is more outgoing towards strangers and more confident in new social situations, but may be anxious at first. Able to take turns and share to some extent. Shows strong personal preference for food, clothes. Separates from main carer with confidence.
40-60+ months	<ul style="list-style-type: none"> <li>• Confident to speak to others about own needs, wants, interests and opinions.</li> <li>• Can describe self in positive terms and talk about abilities.</li> <li>• <b>Early Learning Goal</b>  <b>Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</b> </li> </ul>	42-48m	Expresses personal views in conversation. May argue to achieve own wishes. Is confident in seeking comfort, reassurance and help from special people.
		48-54m	Expresses wishes and needs clearly, can wait, modify and defer. Enjoys receiving praise for achievements. Approaches new challenges with confidence.
		54-60m	Able to negotiate and accept others' perspectives. Often actively seeks sharing and fairness. Can describe self in positive terms and talk about abilities. Shows confidence and ability to stand up for themselves.

## Personal, Social and Emotional Development

AGE	Managing feelings and behaviour		Smaller Steps
<b>Birth-11 months</b>	<ul style="list-style-type: none"> <li>Is comforted by touch and people's faces and voices.</li> <li>Seeks physical and emotional comfort by snuggling in to trusted adults.</li> <li>Calms from being upset when held, rocked, spoken or sung to with soothing voice.</li> <li>Shows a range of emotions such as pleasure, fear and excitement.</li> <li>Reacts emotionally to other people's emotions, e.g. smiles when smiled at and becomes distressed if hears another child crying.</li> </ul>	0-3m	Calms from being upset when held, rocked, spoken or sung to with soothing voice. Smiles or quietyens to familiar voice or face.
<b>8-20 months</b>	<ul style="list-style-type: none"> <li>Uses familiar adult to share feelings such as excitement or pleasure and for 'emotional refuelling' when feeling tired, stressed or frustrated.</li> <li>Growing ability to soothe themselves, and may like to use a comfort object.</li> <li>Cooperates with care giving experiences, e.g. dressing.</li> <li>Beginning to understand 'yes, 'no' and some boundaries.</li> </ul>	3-6m	Shows emotional responses to that of others e.g. smiling. Anticipates care routines by showing excitement.
<b>16-26 months</b>	<ul style="list-style-type: none"> <li>Is aware of others' feelings, for example, looks concerned if hears crying or looks excited if hears a familiar happy voice.</li> <li>Growing sense of will and determination may result in feelings of anger and frustration which are difficult to handle, e.g. may have tantrums.</li> <li>Responds to a few appropriate boundaries, with encouragement and support.</li> <li>Begins to learn that some things are theirs, some things are shared, and some things belong to other people.</li> </ul>	6-9m	Reacts to toys being withdrawn. Shows distress at being left alone and pleasure at return of familiar people.
		9-12m	Begins to express a range of emotional responses. Makes use of special people for comfort and security. Needs constant supervision due to dangers of increased exploration.
		12-18m	Can usually be distracted when upset. Cooperates in dressing. Begins to test boundaries.
		18-24m	Looks back to familiar adult to check if not sure about something. Temper tantrums if frustrated, but can be easily distracted. Pleased by praise. Aware when they have done something wrong. Shows an awareness of what belongs to them. Shows an awareness of what belongs to other people.



## Personal, Social and Emotional Development

AGE	Managing feelings and behaviour		Smaller Steps
<b>22-36 months</b>	<ul style="list-style-type: none"> <li>Seeks comfort from familiar adults when needed.</li> <li>Can express their own feelings such as sad, happy, cross, scared, worried.</li> <li>Responds to the feelings and wishes of others.</li> <li>Aware that some actions can hurt or harm others.</li> <li>Tries to help or give comfort when others are distressed.</li> <li>Shows understanding and cooperates with some boundaries and routines.</li> <li>Can inhibit own actions/behaviour, e.g. stop themselves from doing something they shouldn't do.</li> <li>Growing ability to distract self when upset, e.g. by engaging in a new play activity.</li> </ul>	24-30m	<p>Aware that others have feelings. Needs immediate satisfaction does not modify or defer. Sometimes complies with requests, sometimes may be stubborn.</p>
<b>30-50 months</b>	<ul style="list-style-type: none"> <li>Aware of own feelings, and knows that some actions and words can hurt others' feelings.</li> <li>Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</li> <li>Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</li> <li>Can usually adapt behaviour to different events, social situations and changes in routine.</li> </ul>	30-36m	<p>Temper tantrums when thwarted, less easily distracted. Begins to modify own behaviour with support. Aware adult may approve/disapprove of their actions, e.g. checks to see if adult is watching, or looks guilty if caught in the act.</p>
<b>40-60+ months</b>	<ul style="list-style-type: none"> <li>Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li> <li>Aware of the boundaries set, and of behavioural expectations in the setting.</li> <li>Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</li> </ul>	36-42m	<p>Can modify behaviour to fit in with what others are doing. Some understanding of sharing e.g play things, sweets. Has strong sense of own space and own possessions. Complies with familiar rules, e.g. not climbing as they may fall.</p>
		42-48m	<p>Takes turns. Asks permission to use a toy peer is playing with. Understands that own actions affect other people, may comfort a child they have upset.</p>

## Personal, Social and Emotional Development

AGE	Managing feelings and behaviour		Smaller Steps
	<ul style="list-style-type: none"> <li>• <b>Early Learning Goal.</b> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride</li> </ul>	48-54m	Strongly self willed, particularly rebellious with parents. Easily upset by failure. Understands the need to argue with words rather than blows. Expresses needs and feelings in appropriate ways.
		54-60m	Understands what is right, what is wrong and why. Has awareness of the boundaries set and behavioural expectations within the setting. Engages in socially acceptable behaviour in public.

## Physical Development

AGE	Moving & Handling		Smaller Steps
<b>Birth-11 months</b>	<ul style="list-style-type: none"> <li>• Turns head in response to sounds and sights.</li> <li>• Gradually develops ability to hold up own head.</li> <li>• Makes movements with arms and legs which gradually become more controlled.</li> <li>• Rolls over when lying from front to back, and from back to front.</li> <li>• When lying on tummy becomes able to lift first head then chest, supporting self with forearms and then straight arms.</li> <li>• Watches and explores hands and feet e.g. when lying on back lifts legs into vertical position and grasps feet.</li> <li>• Reaches out for, touches and begins to hold up objects.</li> <li>• Explores objects with mouth, often picking up an object and holding it in the mouth.</li> </ul>	0-3m	Turns head or eyes towards light or sounds. Turns head to the side when placed on tummy. Is able to hold head steady for several seconds when being moved from lying to sitting. Rolls from side to back. Keeps hands closed, thumbs tucked in against palm, mostly. Grasps finger if palm is touched. Opens hand if back of hand is touched. Takes hand to mouth.
		3-6m	Can lift head when lying on tummy and move it from side to side. When lying on tummy, lifts head using forearms to support. Holds head in the middle when lying on back. Able to control head when supported in an upright position Moves head to look around, lying on back, or supported in sitting. Holds head and upper body up by themselves when supported in sitting. When lying on tummy can lift head and chest and support self with straight arms and flat hands. Weight bears when held standing on a hard surface. Moves arms and legs, arms more than legs and chuckles when played with. Arm and leg movements become smoother and more continuous, no longer so sudden and jerky. When lying on back, lifts legs into vertical position and grasps feet. Reaches and plays with toes when lying on back or sitting up with support. Closes hand firmly around objects placed in palm. Uses whole hand to hold objects (palmar grasp). Brings hands to mouth when lying on side or tummy. Explores objects with mouth. Holds rattle, placed in palm, for a couple of seconds. Hands are open most of the time when not holding objects. Starts to reach out to toys or objects. Uses two hands to scoop up toys. Reaches out to objects and faces with both hands to grasp them.

## Physical Development

AGE	Moving & Handling		Smaller Steps
<b>8-20 months</b>	<ul style="list-style-type: none"> <li>• Sits unsupported on the floor.</li> <li>• When sitting, can lean forward to pick up small toys.</li> <li>• Pull to standing, holding on to furniture or person for support</li> <li>• Crawls, bottom shuffles or rolls continuously to move around.</li> <li>• Walks around furniture lifting one foot and stepping sideways (cruising), and walks with one or both hands held by adult.</li> <li>• Takes first few steps independently.</li> <li>• Passes toys from one hand to another.</li> <li>• Holds an object in each hand and brings them together in the middle, e.g. holds two blocks and bangs them together.</li> <li>• Picks up small objects between thumb and fingers.</li> <li>• Enjoys the sensory experience of making marks in damp sand, paste or paint.</li> <li>• Holds pen or crayon using a whole hand (palmar) grasp and makes random marks with different strokes.</li> </ul>	3-6m cont'd	Feels and plays with toys and objects of different textures. Passes toys from hand to hand. Holds two toys, one in each hand. Plays with objects by turning them around in their hands.
		6-9m	Sits propped up. Crawling movements with arms and legs when lying on tummy. Kicks legs vigorously, one leg then the other. Puts arms up to be lifted. Takes weight through legs and bounces up and down when held in a standing position. Rolls over from front to back. Tries to sit up from lying on back when hands are held. Raises self into sitting. Sits alone without support, with straight back. Pulls self up to standing but cannot lower self down again (falls backward with a bump). Takes most objects to mouth. Plays with objects, by shaking & turning them around in their hands. Accepts and holds second cube. Picks up things between thumb and fingers in an immature pincer grasp, e.g. currant. Begins to pull objects out of containers.
		9-12m	Sits alone without support with a straight back. Can lean forward when sitting. Can move from a sitting position to hands and knees (crawl position). Crawls, bottom shuffles or rolls continuously to move around. Supports whole weight on legs if holding on to support. Can rise to sitting position from lying down. Kneels up against furniture. Pulls self up to standing against furniture and can lower self back down again. Walks around furniture lifting one foot and stepping sideways (cruising). Walks with one or both hands held by adult.

## Physical Development

AGE	Moving & Handling		Smaller Steps
<b>16-24 months</b>	<ul style="list-style-type: none"> <li>• Walks upstairs holding hand of adult.</li> <li>• Comes downstairs backwards on knees (crawling).</li> <li>• Beginning to balance blocks to build a small tower.</li> <li>• Makes connections between their movement and the marks they make.</li> </ul>	9-12m cont'd	Stands by themselves for a few seconds. Sits and manipulates toys with hands When sitting, can pick up a toy without losing balance. Climbs onto low edge or step. Plays with objects by banging, shaking, turning. Stretches out with one hand to grasp toy if offered. Looks at and pokes small objects such as crumbs with index finger. Can release toy from grasp by dropping or pressing against a firm surface, but cannot yet place down deliberately. Holds an object in each hand and brings them together in the middle, for example, holds two blocks and bangs them together. Repeats actions to explore object properties, for example, sound of rattle.
		12-18m	Takes first few steps: feet wide apart, uneven steps, arms raised for balance. Can stand up alone, without holding on to anything. Sits down from standing with a bump. Crawls up stairs. Comes downstairs backwards on knees (crawling). Bends to pick up a toy from the floor when standing up holding onto furniture. Throws toys or objects deliberately. Carries large toy or several toys while walking. Pulls toy on string along behind while walking. Walks with shorter steps and legs closer together, no longer needs to hold arms up for balance. Walks upstairs holding hand of adult. Bumps down a few steps on bottom. Climbs forwards onto adult's chair then turns and sits. Gets onto child's chair themselves backwards or sideways. Squats to pick up toy from floor, usually using hands to stand up again. 'Walks into' large ball when trying to kick it. Runs carefully but not smoothly, cannot continue around obstacles. Builds a tower with two blocks.

## Physical Development

AGE	Moving & Handling		Smaller Steps
<b>22-36 months</b>	<ul style="list-style-type: none"> <li>• Runs safely on whole foot.</li> <li>• Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.</li> <li>• Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.</li> <li>• Can kick a large ball.</li> <li>• Turns pages in a book, sometimes several at once.</li> <li>• Shows control in holding and using jugs to pour, hammers, books and mark-making tools.</li> <li>• Beginning to use three fingers (tripod grip) to hold writing tools</li> <li>• Imitates drawing simple shapes such as circles and lines.</li> <li>• Walks upstairs or downstairs holding onto a rail two feet to a step.</li> <li>• May be beginning to show preference for dominant hand.</li> </ul>	12-18m cont'd	Fits large round shapes into posting box, puzzle or shape sorter. Learns to pick up small objects easily between thumb and index finger (pincer grasp). Uses index finger to point at objects. Picks up larger objects such as a teddy or a ball. Drops toys or objects deliberately. Takes toys or objects out of a container. Removes pieces from inset puzzle and large pegs from pegboard. Turns over container to tip out contents. Builds a tower with three blocks. Participates in a range of sensory experiences, sand, water, corn flour paste. Uses either hand for task but begins to show a preference.
		18-24m	Sits on small tricycle, moving it with feet pushing on floor. Has a wide variety of different ways to sit to play. Kneels upright on flat surface without support. Runs without bumping into obstacles. Climbs onto and down from furniture without help. Walks up and down stairs holding on, putting two feet on each step (with supervision). Throws small ball overhand. Pulls play dough apart. Builds a tower of 5 bricks.
		24-30m	Runs safely stopping and starting with ease, avoiding obstacles. Squats with steadiness to rest or play with object on the ground, rises to feet without using hands. Stands on one foot while kicking ball with other foot. Pushes and pulls large toys, difficulty steering around obstacles.

## Physical Development

AGE	Moving & Handling		Smaller Steps
<b>30-50 months</b>	<ul style="list-style-type: none"> <li>• Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</li> <li>• Mounts stairs, steps or climbing equipment using alternate feet.</li> <li>• Walks downstairs, two feet to each step while carrying a small object.</li> <li>• Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</li> <li>• Can stand momentarily on one foot when shown.</li> <li>• Can catch a large ball.</li> <li>• Draws lines and circles using gross motor movements.</li> <li>• Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</li> <li>• Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</li> <li>• Holds pencil near point between first two fingers and thumb and uses it with good control.</li> <li>• Can copy some letters, e.g. letters from their name.</li> </ul>	24-30m cont'd	Places large round pegs in pegboard. Builds a tower of up to six blocks. Threads large beads onto firm cord, stick or pipe cleaner. Shows a preference for one hand. Uses both hands together and in the middle. Uses one hand to hold and the other to manipulate. Uses appropriate actions to explore properties of objects, e.g. turning, twisting, rolling and pressing. Throws ball over hand with directed aim. Picks up tiny objects accurately and quickly. Holds pencil in preferred hand with improved tripod grasp.
		30-36m	Jumps with two feet together from floor. Can stand on tiptoe when holding onto something. Can kick a large ball forcibly. Attempts to catch a large ball with body & arms. Climbs confidently, begins using nursery climbing equipment. Walks downstairs, two feet each step while carrying a toy. Walks backwards, forwards and sideways. Jumps with two feet together from low step. Jumps forward repeatedly. Sits on tricycle and steers with hands, attempting to pedal. Stands on one foot for a few seconds. Negotiates obstacles and turn corners when running and pushing toys. Places objects down neatly and precisely. Builds a tower of seven plus cubes using preferred hand, whilst steadying tower with other. Fits increasingly small shapes and objects into holes during posting activities. Threads large beads onto floppier cord, for example, washing line cord or a heavy shoelace. Makes snips in paper with child scissors, possibly using 2 hands, with paper held for them. Can put tiny objects into a small container.

## Physical Development

AGE	Moving & Handling		Smaller Steps
<b>40-60 months</b>	<ul style="list-style-type: none"> <li>• Experiments with different ways of moving.</li> <li>• Jumps off an object and lands appropriately.</li> <li>• Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>• Travels with confidence and skill around, under, over and through balancing and climbing equipment.</li> <li>• Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> <li>• Uses simple tools to effect changes to materials.</li> <li>• Handles tools, objects, construction and malleable materials safely and with increasing control.</li> <li>• Shows a preference for a dominant hand.</li> <li>• Begins to use anticlockwise movement and retrace vertical lines.</li> <li>• Begins to form recognisable letters.</li> <li>• Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</li> </ul>	36-42m	Rides tricycle using pedals. Can walk on tiptoe. Kicks smaller ball forcibly. Can stand momentarily on one foot when shown. Threads large beads onto shoelace. Folds paper in half. Rolls play dough into balls. Climbs nursery equipment confidently and with agility. Pedals trike and can steer round wide corners. Single cuts in paper, scissors held in one hand.
		42-48 m	Walks upstairs using alternating feet, one foot per step. Walks forward on a straight line. Runs changing direction. Marches. Moves spontaneously to rhythm and music. Runs on tiptoe. Hops on preferred foot. Jumps backwards. Walks along a balance beam. Turns rotating handles. Screws and unscrews jar lids, nuts and bolts. Can build tower of ten or more cubes. Makes consecutive cuts in self held paper.
		48-54m	Runs fast outdoors, avoids obstacles. Walks up and down stairs, alternate feet, alone. Rides tricycle very well, turns sharp u-turns easily. Plays games involving throwing, catching, bouncing, kicking. Uses a range of large and small equipment. Moves in a variety of ways, rolling, crawling, slithering, shuffling. Sits cross legged. Catches a bounced ball.



## Physical Development

AGE	Moving & Handling		Smaller Steps
	<ul style="list-style-type: none"> <li><b>Early Learning Goal. Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</b></li> </ul>	48-54m Cont'd	Bends from waist, knees straight, to reach objects on floor. Cuts strip off edge of paper after demonstration. Uses hands and body to catch ball.
		54-60m	Walks easily on a narrow line. Negotiates appropriate pathway when walking, running, using wheelchair or mobility aids, both indoors and outdoors. Constructs with large materials. Shows respect for other children's personal space when playing around them. Skips on alternate feet. Hops forward. Builds three steps from six bricks. Draws good circle, square and triangle. Cuts 6" square within half a centimetre. Cuts out 2" circle.

## Physical Development

AGE	Health and self-care		Smaller Steps
<b>Birth-11 months</b>	<ul style="list-style-type: none"> <li>• Responds to and thrives on warm, sensitive physical contact and care.</li> <li>• Expresses discomfort, hunger or thirst.</li> <li>• Anticipates food routines with interest.</li> </ul>	0-3m	Opens mouth for bottle when corner of mouth is touched. Sucking strong and rhythmic with coordinated swallow. Closes mouth around bottle teat to achieve seal. Fixes on carer's face while feeding with contented gaze. Feeds at regular intervals throughout the day. Sleeps for periods of two hours or more.
		3-6m	Puts hands on bottle when feeding. Has predictable sleeping pattern. Sleeps more at night than during the day.
		6-9m	Has regular sleeps during the day. Tries to grasp spoon when being fed. Holds own bottle or sipper cup. Drinks from feeder cup with help. Grasps finger foods and brings them to mouth. Opens mouth for spoon and food. Accepts range of tastes. Accepts range of consistency (runny, thick, paste). Tolerates face and hair washing with appropriate soap and shampoo. Can locate mouth with an empty spoon. Accepts range of texture (smooth puree, chopped food, small soft lumps).
<b>8-20 months</b>	<ul style="list-style-type: none"> <li>• Opens mouth for spoon.</li> <li>• Holds own bottle or cup.</li> <li>• Grasps finger foods and brings them to mouth.</li> <li>• Attempts to use spoon: can guide towards mouth but food often falls off.</li> <li>• Can actively cooperate with nappy changing (lies still, helps hold legs up).</li> <li>• Starts to communicate urination, bowel movement.</li> </ul>	9-12m	Starts to show own food preferences. Drinks from feeder cup independently. Attempts to use spoon. Bites finger foods. Eats lumps (for example, in yogurt or semi pureed food). Chews lumpy food. Only having one nap during the day. Plays with range of bath toys. Pulls off hat, gloves, socks.

## Physical Development

AGE	Health and self-care		Smaller Steps
<b>16-26 months</b>	<ul style="list-style-type: none"> <li>• Develops own likes and dislikes in food and drink</li> <li>• Willing to try new food textures and tastes.</li> <li>• Holds cup with both hands and drinks without much spilling.</li> <li>• Clearly communicates wet or soiled nappy or pants.</li> <li>• Shows some awareness of bladder and bowel urges.</li> <li>• Shows awareness of what a potty or toilet is used for.</li> <li>• Shows a desire to help with dressing/undressing and hygiene routines.</li> </ul>	12-18m	<p>Begins to participate in bathing holding out arms and legs for washing and later uses sponge, following verbal prompt. Cooperate with drying hands. Tolerates use of toothbrush and toothpaste. Actively cooperates with nappy changing (lies still, helps hold legs up). Starts to communicate urination, bowel movement. Assists with dressing e.g. holds out arm or leg. Attempts to put shoes on. Accepts new textures and tastes such as larger pieces of food and increasing range.</p>
		18-24m	<p>Scoops food onto spoon independently. Accepts food from a fork. Holds open cup with both hands, drinks without much spilling. Drinks from a straw. Takes spoon from plate to mouth with some spilling. Inserts spoon in mouth without turning it upside down. Starts to be less messy with food. Tolerates use of toothpaste and brush. Rubs hands with soap and rinses under water. Shows awareness of what a potty or toilet is used for. Clearly communicates wet or soiled nappy or pants. Puts on hat and slip on shoes. Pulls down zip on coat. Assists with removing loose garments e.g. pyjama bottoms, unbuttoned coat, cardigan.</p>
<b>22-36 months</b>	<ul style="list-style-type: none"> <li>• Feeds self competently with spoon.</li> <li>• Drinks well without spilling.</li> <li>• Clearly communicates their need for potty or toilet.</li> <li>• Beginning to recognise danger and seeks support of significant adults for help.</li> <li>• Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt.</li> <li>• Beginning to be independent in self-care, but still often needs adult support.</li> </ul>	24-30m	<p>Beginning to brush own hair. Asks, or searches for food when hungry. Feeds self with spoon without spilling. Drinks well without spilling. Replaces cup on table without difficulty. Keeps most food in bowl or on plate. Indicates need for toilet by behaviour (such as dancing movements or holding self). Tolerates sitting on potty or toilet.</p>

## Physical Development

AGE	Health and self-care		Smaller Steps
30-50 months	<ul style="list-style-type: none"> <li>• Can tell adults when hungry or tired or when they want to rest or play.</li> <li>• Observes the effects of activity on their bodies.</li> <li>• Understands that equipment and tools have to be used safely.</li> <li>• Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</li> <li>• Can usually manage washing and drying hands.</li> <li>• Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</li> </ul>	24-30m cont'd	Locates arms in coat or shirt when held by an adult. Washes own arms, legs, tummy while being bathed. Pulls top down over head. Inserts arms independently.
		30-36m	Eats individual pieces of food from tub or box with lid. Able to blow, e.g. candles or when cooling food. Pours drink from jug with some spillage. Eats with a fork and a spoon. Helps wash self. Turns taps on and off. Helps dry self after washing. Toilet trained with infrequent accidents. Removes or pulls up trousers.
		36-42m	Washes and dries own hands. Blows nose when tissue is held up. Asks for toilet using voice, gesture or action, for example, leads adult to toilet and asks verbally or makes a sign. Usually able to control bowel with occasional accidents. Pulls down own pants when using the toilet. Flushes toilet with support. Waits to be wiped after using toilet or potty. Helps wash own hair. Brushes own teeth. Puts arms into coat or shirt. Usually initiates use of toilet when needed, and seeks help as required. Dresses and undresses, needs help with fastenings.
40-60+ months	<ul style="list-style-type: none"> <li>• Eats a healthy range of foodstuffs and understands need for variety in food.</li> <li>• Usually dry and clean during the day.</li> <li>• Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</li> <li>• Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</li> <li>• Shows understanding of how to transport and store equipment safely.</li> <li>• Practices some appropriate safety measures without direct supervision.</li> </ul>	42-48m	Helps with food preparation. Beginning to use a knife for spreading. Have food preferences and wishes and expresses them. Understands need for variety in food. Eats a healthy range of foods. Knows when to wash hands and face. Carries scissors carefully. Developing sense of road safety.

## Physical Development

AGE	Health and self-care		Smaller Steps
	<ul style="list-style-type: none"> <li>• <b>Early Learning Goal. Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</b></li> </ul>	48-54m	Uses personal hygiene materials competently. Reliably dry and clean during the day. Understands not to touch cooker.
		54-60m	Shows negative reactions to lack of cleanliness in food, personal items and so on. Understands need for hygiene in food preparation, serving and eating. Begins to take responsibility for self care in washing, teeth cleaning. Knows routine of wiping self and hand washing and usually carries this out.

## Communication and Language

AGE	Listening and attention		Smaller Steps
<b>Birth-11 months</b>	<ul style="list-style-type: none"> <li>• Turns toward a familiar sound then locates range of sounds with accuracy.</li> <li>• Listens to, distinguishes and responds to intonations and sounds of voices.</li> <li>• Reacts in interaction with others by smiling, looking and moving.</li> <li>• Quietens or alerts to the sound of speech.</li> <li>• Looks intently at a person talking, but stops responding if speaker turns away.</li> <li>• Listens to familiar sounds, words or finger play.</li> <li>• Fleeting attention – not under child’s control, new stimuli takes whole attention.</li> </ul>	0-3m	Startles to sudden sounds. Responds to significant sensory changes in environment e.g. light, sound, vibration. Quietens or alerts to the sound of speech. Turns quickly to your voice across the room. Responds differently to different tones of voice or speech sounds. Is calmed by soft speech or song.
<b>8-20 months</b>		3-6m	Pays attention to music, mobile or similar. Shows excitement at approaching voices or footsteps. Searches for and looks at people talking. Turns immediately to familiar voices across a room. Listens to familiar voices even when they can’t see that person.
<b>8-20 months</b>		6-9m	Responds to different tones of voice. Watches with interest the actions of others. Responds to familiar rhymes and finger play by eye gaze and body movements.
<b>8-20 months</b>		9-12m	Responds to music by swaying, bouncing and so on. Locates the direction of sounds by looking. Associates some environmental sounds e.g. looking when phone rings.
<b>8-20 months</b>		12-18m	Bounces rhythmically when being sung to or when listening to music. Enjoys nursery rhymes and demonstrates listening by trying to join in with actions or vocalisations. Stops in response to ‘No’. Waits for ‘go’ in “Ready, Steady, Go” games.
<b>16-26 months</b>	<ul style="list-style-type: none"> <li>• Listens to and enjoys rhythmic patterns in rhymes and stories.</li> <li>• Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations.</li> <li>• Rigid attention – may appear not to hear.</li> </ul>	18-24m	Attention focused on the activity so that they may appear not to hear or respond. Sings along with favourite action rhymes (although words may not be clear) Acts in response to action words, e.g. claps in response to ‘Clap hands’. Looks to adult to gain their attention before initiating interaction.

## Communication and Language

AGE	Listening and attention		Smaller Steps
22-36 months	<ul style="list-style-type: none"> <li>Listens with interest to the noises adults make when they read stories.</li> <li>Recognises and responds to many familiar sounds e.g. turning to a knock on the door, looking at or going to the door.</li> <li>Shows interest in play with sounds, songs and rhymes.</li> <li>Single channelled attention. Can shift to a different task if attention fully obtained – using child’s name helps focus.</li> </ul>	18-24m Cont’d	Listens with interest to general conversation, responding to familiar words that interest them, e.g. ‘biscuit’.
		24-30m	Picks out a familiar sound even when there is background noise, for example ‘dinner time’, ‘no’ or ‘stop now’. Recognises and responds to many familiar sounds, for example responding to a knock on the door by turning, looking at or going to the door. Listens to music and responds when it is turned off, for example stops singing or dancing or turns to look at the stereo.
30-50 months	<ul style="list-style-type: none"> <li>Listens to others one to one or in small groups, when conversation interests them.</li> <li>Listens to stories with increasing attention and recall.</li> <li>Joins in repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>Focusing attention – still listen or do, but can shift own attention.</li> <li>Is able to follow directions (if not intently focused on own choice of activity)</li> </ul>	30-36m	Recognises and joins in with songs and actions, such as ‘The Wheels on the Bus’. Briefly attends to activities of others. Watches and copies adults and other children in play. Can move from one activity to another with adult direction. Supplies repeated refrains from familiar stories.
		36-42m	Will look up when door opens or to a loud noise when playing.
40-60+ months	<ul style="list-style-type: none"> <li>Maintains attention, concentrates and sits quietly during appropriate activity.</li> <li>Two-channelled attention – can listen and do for short span.</li> <li><b>Early Learning Goal. Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</b></li> </ul>	42-48m	Can return to a task after interruption. Persists for extended periods of time to an activity of their choosing, e.g. 15-20 minutes.
		48-54m	Enjoys listening to stories however can only focus on one thing at a time. Can tell what is missing from selection of items when one is removed. Recall four objects seen in a picture.
		54-60m	Listens to longer stories with adult. Listens attentively to stories/songs/rhymes in a class group.

## Communication and Language

AGE	Understanding		Smaller Steps
<b>Birth-11 months</b>	<ul style="list-style-type: none"> <li>Stops and looks when hears own name.</li> <li>Starts to understand contextual clues e.g. familiar gestures, words and sounds.</li> </ul>	0-3m	Quietens to carer's voice.
		3-6m	Responds to "no" and other inhibitive sounds.
		6-9m	Understands simple instructions with gesture 'Give it to Mummy'.
<b>8-20 months</b>	<ul style="list-style-type: none"> <li>Developing the ability to follow others' body language, including pointing and gesture.</li> <li>Responds to the different things said when in a familiar context with a special person (e.g. 'where's mummy?', 'where's your nose?').</li> <li>Understanding of single words in context is developing e.g. 'cup', 'milk', 'daddy'.</li> </ul>	9-12m	Beginning to follow adult point. Responds by looking e.g. 'Where's Daddy?'. Immediately turns to name. Responds to several familiar words e.g. family names, cup, spoon, car. Understands simple instructions with a gesture e.g. 'Give it to Mummy'.
		12-18m	Understands names of some common objects e.g. picks up or points to a toy or item when it is named. Responds appropriately to 'where' questions by looking or pointing. Understands simple instructions from familiar adult without cue e.g. 'Get your cup'. Points on request to familiar person. Understands familiar words in new contexts e.g. 'bath' at home and elsewhere.
<b>16-26 months</b>	<ul style="list-style-type: none"> <li>Selects familiar objects by name and will go and find objects when asked or identify objects from a group.</li> <li>Understands simple sentences (e.g. 'throw the ball').</li> </ul>	18-24m	Understands and follows simple instructions in context such as 'give me the ball' or 'kiss Daddy night, night'. Follows familiar instructions in context e.g. 'come and sit down' when food is placed on the table. Gives one named object from selection of four on request. Selects familiar objects by name and will go and find objects when asked or identify objects from a group. Responds to formula questions, e.g. 'What does the dog say?' 'What goes on your feet?' Understands approximately 50 words.
<b>22-36 months</b>	<ul style="list-style-type: none"> <li>Identifies action words by pointing to the right picture e.g. 'Who's jumping?'.</li> <li>Understands more complex sentences e.g. 'Put your toys away and then we'll read a book'.</li> <li>Understands 'who', 'what', 'where' in simple questions (e.g. who's that? what's that? where is...?).</li> <li>Developing understanding of simple concepts (e.g. big/little).</li> </ul>	24-30m	Responds appropriately to simple two part instructions or requests such as 'get your shoes and put on your coat' or 'pick up the ball and give it to me'. Indicates correct picture of described action, e.g. 'show me girl drinking.' Points to five body parts on request.



## Communication and Language

AGE	Understanding		
30-50 months	<ul style="list-style-type: none"> <li>Understands use of objects (e.g. 'what do we use to cut things?').</li> <li>Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</li> </ul>	30-36m	<p>Follows simple, two part instruction, e.g. 'Put your shoes in the cupboard'.</p> <p>Can identify objects described by their functions, e.g. 'What do we sit on?'</p> <p>Understands more complex sentences such as 'Put your toys away and then we'll read a book'.</p> <p>Shows understanding of prepositions 'in' and 'on' such as 'Put dolly in the box' by carrying out action or selecting correct picture.</p> <p>Indicate object from choice of two using the concept of size, e.g. big\little.</p>
40-60+ months	<ul style="list-style-type: none"> <li>Responds to simple instructions e.g. to get or put away an object.</li> <li>Beginning to understand 'why' and 'how' questions.</li> <li>Responds to instructions involving a two-part sequence.</li> <li>Understands humour e.g. nonsense rhymes, jokes.</li> <li>Able to follow a story without pictures or props.</li> <li>Listens and responds to ideas expressed by others in conversation or discussion.</li> </ul> <p><b>Early Learning Goal. Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</b></p>	36-42m	<p>Brings 2\3 objects at a time from another room when asked.</p> <p>Can identify picture or object at 3 key word level e.g. 'big girl jumping'.</p> <p>Shows understanding of prepositions such as 'under' and 'behind' by carrying out action or selecting correct picture.</p> <p>Provides appropriate information in response to 'where?' questions.</p>
		42-48m	<p>Shows understanding of prepositions such as 'on top' and 'next to'.</p> <p>Understands all pronouns: 'they', 'he', 'she', 'him' and 'her'.</p>
		48-54m	<p>Aware of roles of people who help us, e.g. doctor, and incorporates into play scenarios.</p> <p>Understands most opposites, e.g. full\empty.</p> <p>Carries out two unrelated directions.</p>
		54-60m	<p>Understands time and distance, e.g. the shops are nearer than the seaside.</p> <p>Links significant events from own experience and from stories, paying attention to sequence and how events lead one to another.</p> <p>Predicts what might happen next after listening to part of a story.</p>

## Communication and Language

AGE	Speaking		Smaller Steps
<b>Birth-11 months</b>	<ul style="list-style-type: none"> <li>Communicates needs and feelings in a variety of ways including crying, gurgling, babbling and squealing.</li> <li>Makes own sounds in response when talked to by familiar adults.</li> <li>Lifts arms in anticipation of being picked up.</li> <li>Practices and gradually develops speech sounds (babbling) to communicate with adults; says sounds like 'baba, nono, gogo'.</li> <li>Uses sounds in play e.g. 'brrrm' for toy car.</li> </ul>	0-3m	Cries to express needs and feelings, for example when contented, hungry, angry or in pain.
<b>8-20 months</b>	<ul style="list-style-type: none"> <li>Uses single words.</li> <li>Frequently imitates words and sounds.</li> <li>Enjoys babbling and increasingly experiments with using sounds and words to communicate for a range of purposes (e.g. teddy, more, no, bye-bye).</li> <li>Uses pointing with eye gaze to make requests and to share an interest.</li> <li>Creates personal words as they begin to develop language.</li> </ul>	3-6m	Gurgles, uses own special sounds to get attention. Vocalises back when talked to (making own sounds) especially to familiar adult and when a smiling face is used. Makes sounds for pleasure e.g. tuneful vocalisation to self when lying in cot or at play.
		6-9m	Vocal turn taking develops. Begins to produce recognisable sounds e.g. dadada. Begins to develop and use vowel sounds from the language used at home, for example 'a' as in hat or 'e' as in pet. Begins to babble by repeating a series of the same sounds (reduplicated babble), for example 'ba ba ba', 'ma ma ma'.
		9-12m	Vocalises more when adults use child-directed speech. Uses voice or gesture to: <ul style="list-style-type: none"> <li>Attract attention (e.g. holding up objects, waving arms).</li> <li>Ask for things (e.g. reaching, opening and shutting hands).</li> <li>Refuse (e.g. pushing objects away, shaking head).</li> </ul> Produces and copies non-speech sounds e.g. coos, raspberries. Babbles using consonants and vowels such as 'baba', 'gaga'. Begins to develop and use some consonant sounds, for example p b d m. Makes a sound and waits for a response. Uses a single word appropriately.
<b>16-26 months</b>	<ul style="list-style-type: none"> <li>Copies familiar expressions e.g. 'Oh dear', 'all gone'.</li> <li>Beginning to put two words together (e.g. 'want ball', 'more juice').</li> <li>Uses different types of everyday words (nouns, verbs and adjectives e.g. banana, go, sleep, hot).</li> </ul>	12-18m	Copies the speech sounds of others. Voice starts to have the tone and rhythm of home language. Copies and uses voice spontaneously as part of games or familiar routines e.g. 'bye bye' or 'all gone'. Uses 5 words appropriately. Makes requests, may have own set of sounds. Communicates for a range of purposes, e.g. to greet, request, protest, label. Simple conversation with the adult focussing on the here and now.

## Communication and Language

AGE	Speaking		Smaller Steps
<b>16-26 Months Cont'd</b>	<ul style="list-style-type: none"> <li>Beginning to ask simple questions.</li> <li>Beginning to talk about people and things that are not present.</li> </ul>	18-24m	<p>Names pictures of common objects when they are pointed to.            Uses verbs e.g. 'go', 'sleep' and adjectives e.g. 'hot', 'big'.            Comments using a single word or known phrase to describe a situation e.g. 'doggy' or 'fall down'.            Copies familiar expressions such as 'oh dear' or 'all fall down'.            Uses a mixture of words and vocalisation (jargon) combined with or instead of gestures when playing.            Talks to self continuously when playing, although may not be readily understood.            Begins to combine words into simple sentences, usually two words at first.            Uses 50 or more words appropriately.            Supplies missing word when adult pauses, e.g. 'Let's put on your (coat)'.</p>
<b>22-36 months</b>	<ul style="list-style-type: none"> <li>Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</li> <li>Holds a conversation, jumping from topic to topic.</li> <li>Learns new words very rapidly and is able to use them when communicating.</li> <li>Uses gestures, sometimes with limited talk e.g. reaches toward toy saying 'I have it'.</li> <li>Uses a variety of questions (e.g. what, where, who).</li> <li>Uses simple sentences (e.g. 'Mummy gonna work').</li> <li>Beginning to use word endings (e.g. going, cats).</li> </ul>	24-30m	<p>Has a vocabulary of 100-300 words.            Uses personal pronouns, e.g. 'me', 'my', (not always grammatically correct, e.g. 'my do it'.)            Asks 'what', 'where' questions.            Uses short phrases, 'my got one'.            Links noun and verb, e.g. 'daddy sleeping'.            Anticipates key events and important phrases in familiar rhymes and stories.</p>
<b>30-50 months</b>	<ul style="list-style-type: none"> <li>Beginning to use more complex sentences to link thoughts (e.g. using 'and', 'because').</li> <li>Can retell a simple past event in correct order (e.g. went down slide, hurt finger).</li> <li>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</li> <li>Questions why things happen and gives explanations e.g. asks 'who', 'what', 'when', 'how'.</li> <li>Uses a range of tenses (e.g. play, playing, will play, played).</li> </ul>	30-36m	<p>Uses several pronouns correctly such as 'I', 'me' and 'you'.            Uses 10-15 verbs (action words) e.g. 'eat', 'sleep', 'wash', 'finish'.            Makes longer sentences, e.g. 'mummy go shop now'.            Talks to self in play.            Tells own name and age.            Asks "Who?" and "Why?" questions.</p>

## Communication and Language

AGE	Speaking		Smaller Steps
30-50 Months Cont'd	<ul style="list-style-type: none"> <li>• Uses intonation, rhythm and phrasing to make the meaning clear to others.</li> <li>• Uses vocabulary focused on objects and people that are of particular importance to them.</li> <li>• Builds a vocabulary that reflects the breadth of their experiences.</li> <li>• Uses talk in pretending that objects stand for something else in play e.g. 'This box is my castle'.</li> </ul>	36-42m	Retells a simple past event in order e.g. fell down, hurt finger. Answers 'yes/no' questions appropriately. Can give information about self and favourite things. Begins to use more complex sentences. Talks with peers during play: <ul style="list-style-type: none"> <li>• About what they are doing</li> <li>• To direct them, e.g. "You be the Mummy".</li> </ul> Use of tenses developing, (not always accurate).
40-60+ months	<ul style="list-style-type: none"> <li>• Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> <li>• Uses language to imagine and recreate roles and experiences in play situations.</li> <li>• Links statements and sticks to a main theme or intention.</li> <li>• Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> <li>• Introduces a storyline or narrative into their play.</li> </ul>	42-48m	Uses possessives, for example 'the boy's teddy'. Asks increasingly detailed questions to find out information. Answers questions more fully, providing more than one piece of information. Uses plurals, for example 'cats'. Uses 'and', 'because', 'so' to link phrases. Uses a range of tenses.
		48-54m	Can retell a simple story recalling events and characters. Uses future tense e.g. 'will play'. Names time of day associated with activities. Talks about absurdities in pictures.
	<ul style="list-style-type: none"> <li>• <b>Early Learning Goal. Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</b></li> </ul>	54-60m	Gives a connected account of events or experiences. Tells long stories, sometimes mixing fact and fiction. Uses complex sentences e.g. 'I want to come and look because...'. Speech is grammatically correct.

## Literacy

AGE	Reading		Smaller Steps
<b>Birth-11 months</b>	<ul style="list-style-type: none"> <li>Enjoys looking at books and other printed material with familiar people.</li> </ul>	0-3m	Show preference for high definition colours
<b>8-20 months</b>	<ul style="list-style-type: none"> <li>Handles books and printed material with interest</li> </ul>	3-6m	Handles fabric and squidgy (plastic) bath books
<b>16-20 months</b>	<ul style="list-style-type: none"> <li>Interested in books and rhymes and may have favourites.</li> </ul>	6-9m	Actively seeks out and experiences 'touchy/feely' parts on pages. Shows interest in picture books. Turns several pages at a time. Enjoys interactive rhymes e.g. 'Row, Row' and anticipates actions.
<b>22-36 months</b>	<ul style="list-style-type: none"> <li>Has some favourite stories, rhymes, songs, poems or jingles.</li> <li>Repeats words or phrases from familiar stories.</li> <li>Fills in the missing words or phrase in a known rhyme, story or game e.g. 'Humpty Dumpty sat on a...'</li> </ul>	9-12m	Responds by action e.g. clapping hand in response to verbal prompt from familiar rhyme.
<b>30-50 months</b>	<ul style="list-style-type: none"> <li>Enjoys rhyming and rhythmic activities.</li> <li>Shows awareness of rhyme and alliteration.</li> <li>Recognises rhythm in spoken words.</li> <li>Listens to and joins in stories and poems, one-to-one and also in small groups.</li> </ul>	12-18m	Shares books with an adult by turning pages, lifting flaps and touching textures. Shows an interest in illustrations, labelling and commenting. Points to named items in picture books. Lifts flaps or engages in some other way. Holds books the correct way up. Turns some pages singly.
		18-24m	Points to 3-5 named items on page. Looks at and talks about picture. Listens to short stories.
		24-30m	Listens attentively to short stories. Chooses story to be read from a selection. Looks through picture books independently. Names 4 to 5 pictures in a book. Has favourite books.
		30-36m	Supplies missing words in familiar rhyme if adult pauses. Recognises own name with picture. Shows interest in print in books and in the environment. Turns pages appropriately. Tells what happens next in a repetitive story. Starts at the front of book independently.

## Literacy

AGE	Reading		Smaller Steps
<b>30-50 Months Cont'd</b>	<ul style="list-style-type: none"> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>• Beginning to be aware of the ways stories are structured.</li> <li>• Suggests how the story might end.</li> <li>• Listens to stories with increasing attention and recall.</li> <li>• Describes main story settings, events and principal characters.</li> <li>• Shows interest in illustrations and print in books and print in the environment.</li> <li>• Recognises familiar words and signs such as own name and advertising logos.</li> <li>• Looks at books independently.</li> <li>• Handles books carefully.</li> <li>• Knows information can be relayed in the form of print.</li> <li>• Holds books the correct way up and turns pages.</li> <li>• Knows that print carries meaning and, in English, is read from left to right and top to bottom.</li> </ul>	36-42m	Enjoys familiar stories. Listens and joins in with stories and rhymes 1:1. Repeats simple story using pictures as a prompt. Recognises initial letter of name. Matches own name to card model. Recognises own name in familiar situation, e.g. name card at pre-school. Recognises and supplies a word when omitted from a familiar story. Listens attentively to short story in a small group. Handles books carefully.
		42-48m	Recognises own name in variety of situations. Listens to stories with increasing attention and recall. Shows awareness of conventions of print, i.e. left to right, top to bottom, front to back. Suggests how the story might end. Knows information can be relayed in print. Looks at books independently.
		48-54m	Pretends to read text. Recognises familiar words e.g. McDonalds or other logos, sister's name. Recognises name in all different situations. Listens attentively to a story in a medium sized group, (up to 15 children). Recognises initial letter of familiar words. Points to separate words on a page as adult reads.
<b>40-60+ months</b>	<ul style="list-style-type: none"> <li>• Continues a rhyming string.</li> <li>• Hears and says the initial sound in words.</li> <li>• Can segment the sounds in simple words, blend them together and know which letter represents some of them.</li> <li>• Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>• Begins to read words and simple sentences.</li> <li>• Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> <li>• Enjoys an increasing range of books.</li> <li>• Knows that information can be retrieved from books and computers.</li> </ul>	54-60m	Recognises some familiar words. Recognises key words. Begins to read words and simple sentences. Makes up stories. Sequences 3-5 elements of a story with help.

**Literacy**

<b>AGE</b>	<b>Reading</b>		<b>Smaller Steps</b>
	<ul style="list-style-type: none"><li>• <b>Early Learning Goal. Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read common irregular words. They demonstrate understanding when talking to others about what they have read.</b></li></ul>		

## Literacy

AGE	Writing		Smaller Steps
<b>Birth-11 months</b>		0-3m	
		3-6m	
		6-9m	
		9-12m	
		12-18m	Makes scribbles on paper. Scribbles spontaneously but marks may go off the page. Holds pencil in palmar grip and begins to scribble.
<b>8-20 months</b>		18-24m	Holds pencil usually in preferred hand. Scribbles spontaneously and makes dots on paper.
		24-30m	Immature tripod grasp. Scribbles spontaneously: <ul style="list-style-type: none"> <li>• Circular.</li> <li>• To and fro.</li> <li>• Vertical and horizontal.</li> <li>• Dots.</li> </ul> Imitates modelled pencil movements, circular scribble and vertical lines.
<b>16-26 months</b>			
<b>22-36 months</b>	<ul style="list-style-type: none"> <li>• Distinguishes between the different marks they make.</li> </ul>	30-36m	Holds pencil in preferred hand with improved tripod grasp. Imitates modelled pencil movements – vertical and horizontal. Scribbles confined to page. Imitates drawing a simple face, circles for head with eyes, nose and mouth. Sometimes gives meaning to marks as they draw and paint.
		36-42m	Imitates drawing a circle. Hold pencil with preferred hand , tripod grasp, near point, using with control. Draws spontaneous and unrecognisable forms. Mark making including 'v' shape and vertical lines. Ascribes meaning to marks.
<b>30-50 months</b>	<ul style="list-style-type: none"> <li>• Sometimes gives meaning to marks as they draw and paint.</li> <li>• Ascribes meaning to marks that they see in different places.</li> </ul>		
<b>40-60+ months</b>	<ul style="list-style-type: none"> <li>• Gives meaning to marks they make as they draw, write and paint.</li> <li>• Begins to break the flow of speech into words.</li> <li>• Continues a rhyming string.</li> <li>• Hears and says the initial sound in words.</li> <li>• Can segment the sounds in simple words and blend them together.</li> </ul>		



## Literacy

AGE	Writing		Smaller Steps
<b>40-60+ months Cont'd</b>	<ul style="list-style-type: none"> <li>• Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>• Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>• Writes own name and other things such as labels and captions.</li> <li>• Attempts to write short sentences in meaningful contexts.</li>   <li>• <b>Early Learning Goal. Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</b></li> </ul>	42-48m	Copies X. Can trace a simple outline. Holds pencil between first two fingers and thumb, near the point and uses with good control. Draws person with head and one or two other features and parts.
		48-54m	Copies X, well drawn, and V, H, T, O. Traces over dotted line. Traces over their own name and copies under a model. Understands that writing is a form of communication.
		54-60m	Colours within simple shape with 75% accuracy. Forms recognisable letters, most of which are formed correctly. Writes a few letters spontaneously. Makes a recognisable attempt at own name. Writes own name on paintings and drawings. Writes a few familiar letters and words. Uses phonic knowledge to make sound/letter match. Attempts to write some familiar words. Uses writing as a means of recording and communicating.

## Mathematics

AGE	Numbers		Smaller Steps
<b>Birth-11 months</b>	<ul style="list-style-type: none"> <li>Notices changes in number of objects/images or sounds in group of up to 3.</li> </ul>	0-3m	Looks at pictures and moving objects. Looks from one object to another and back again (shifting visual attention). Responds to sensory stimuli in the environment.
		3-6m	Watches own hands intently. Repeats actions that have an effect, e.g. touching mobile. Persistently and deliberately reaches out to touch things that interest them.
		6-9m	Reacts to familiar sounds or sights by changes in behaviour e.g. smiling, looking, reaching.
<b>8-20 months</b>	<ul style="list-style-type: none"> <li>Develops an awareness of number names through their enjoyment of action rhymes and songs that relate to their experience of numbers.</li> <li>Has some understanding that things exist, even when out of sight.</li> </ul>	9-12m	Develops object permanence by: <ul style="list-style-type: none"> <li>Quickly finding toy hidden whilst they watch.</li> <li>Looking towards floor when object is dropped.</li> <li>Watching as they deliberately drop toy repeatedly.</li> </ul> Enjoys putting objects in and out of containers.
<b>16-26 months</b>	<ul style="list-style-type: none"> <li>Knows that things exist, even when out of sight.</li> <li>Beginning to organise and categorise objects e.g. putting all the teddy bears together or teddies and cars in separate piles.</li> <li>Says some counting words randomly.</li> </ul>	12-18m	Anticipates movement of objects e.g. expects ball to roll out from under other end of sofa. Demonstrates increasingly persistent search for objects, even when hidden. Begins to demonstrate an understanding of cause and effect by repeating actions. Interested in things that go together, e.g. cup and saucer. Sorts similar items into sets.
		18-24m	Enjoys number rhymes and songs and tries to join in. Recites numbers 1-3. Demonstrates some understanding of quantity e.g. 'take one biscuit'.

## Mathematics

AGE	Numbers		Smaller Steps
<b>22-36 months</b>	<ul style="list-style-type: none"> <li>Selects a small number of objects from a group when asked, for example 'please give me one', 'please give me two'.</li> <li>Recites some number names in sequence.</li> <li>Creates and experiments with symbols and marks representing ideas of number.</li> <li>Begins to make comparisons between quantities.</li> <li>Uses some language of quantities, such as 'more' and 'a lot'.</li> </ul>	24-30m	Demonstrates some understanding of quantity e.g. 'there are lots of...' Knows which of two sets has 'more'. Joins in with number rhymes and songs.
<b>30-50 months</b>	<ul style="list-style-type: none"> <li>Knows that a group of things changes in quantity when something is added or taken away.</li> <li>Uses some number names and number language spontaneously.</li> <li>Uses some number names accurately in play.</li> <li>Recites numbers in order to 10.</li> <li>Knows that numbers identify how many objects in a set.</li> <li>Beginning to represent numbers using fingers, marks on paper or pictures.</li> <li>Sometimes matches numeral and quantity correctly.</li> <li>Shows curiosity about numbers by offering comments or asking questions.</li> <li>Compares two groups of objects, saying when they have the same number.</li> <li>Shows an interest in number problems.</li> <li>Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</li> <li>Shows an interest in numerals in the environment.</li> <li>Shows an interest in representing numbers.</li> <li>Realises not only objects, but anything can be counted, including steps, claps or jumps.</li> </ul>	30-36m	Understands concept of "2" e.g. can give 2 blocks when asked. Counts by rote to 5.
		36-42m	Can count reliably up to 3 objects. Can recognise when they and a friend both have 1 or 2 items. Shares out sweets or biscuits equally (up to 2 objects each). Can identify numerals that have significance for them, e.g. their age, house number.

## Mathematics

AGE	Numbers		Smaller Steps
<b>40-60+ months</b>	<ul style="list-style-type: none"> <li>• Recognises some numerals of personal significance.</li> <li>• Recognises numerals 1 to 5.</li> <li>• Counts up to three or four objects by saying one number name for each item.</li> <li>• Counts actions or objects which cannot be moved.</li> <li>• Counts objects to 10 and beginning to count beyond 10.</li> <li>• Counts out up to six objects from a larger group.</li> <li>• Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</li> <li>• Counts an irregular arrangement of up to ten objects.</li> <li>• Estimates how many objects they can see and checks by counting them.</li> <li>• Uses the language of 'more' or 'fewer' to compare two sets of objects.</li> <li>• Finds the total number of items in two groups by counting them all.</li> <li>• Says the number that is one more than a given number.</li> <li>• Finds one more or one less from a group of up to five objects, then ten objects.</li> <li>• In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</li> <li>• Records using marks that they can interpret and explain.</li> <li>• Begins to identify own mathematical problems based on own interests and fascination.</li> <li>• <b>Early Learning Goal. Children count reliably with numbers 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers problems including doubling, halving and sharing.</b></li> </ul>	42-48m	Recites numbers 1-10. Can count reliably up to 5 objects. Able to understand adding on and taking away in a counting rhyme. Aware of zero in number rhymes. Understands 'how many' requires them to count all objects in two sets. Can count on, say what comes next, when prompted 'what comes after' up to 5.
		48-54m	Shows interest in numbers in everyday life. Beginning to recognise numerals 0-5. Gives specified number (0-5) of objects on request. Can count reliably up to 10 objects. Holds up correct number of fingers for a number in a rhyme e.g. 5 sugar buns. Can count on, say what comes next, when prompted 'what comes after' up to 10. Shares out sweets or biscuits equally (up to 5 objects each).
		54-60m	Counts 0-15 correctly. Matches numerals to objects 0-5. Matches objects to numerals 0-5. Recognises numbers of spots on dice without counting. States last number in count when asked "How many?". Knows next number without counting when asked "One more?" Recognises numerals 0-10. Matches numerals to objects 0-10. Matches objects to numerals 0-10. Orders numerals 0-10. Holds up correct number of fingers to 10 on request. Can say what number is one less than a give number (up to 10). Shares out sweets or biscuits equally (up to 10 objects each). Uses the language of 'more' or 'less' when comparing two sets of objects.

## Mathematics

AGE	Shape, Space and Measure		Smaller Steps	
Birth-11 months		0-3m	See <b>Number</b>	
		3-6m	Begins to look around a room with interest.	
		6-9m	Transfers objects from hand to hand. Begins to be interested in small objects or the detail of a toy e.g. small beads in a rattle. Shows anticipation and enjoyment of familiar caring routines and simple games. Recognises patterns of their day and may protest e.g. being placed in cot to sleep.	
		9-12m	Intensely curious, actively explores using all senses. Uses objects to make sound, bangs them together, hits toys with hammer, shakes rattle. Imitates observed actions if able to execute e.g. bang their hands on the table. Watches and copies what adult does e.g. holds beater and bangs drum, pushes button on a toy. Enjoys knocking down towers built by adult. Enjoys putting objects in and out of containers. Anticipates what happens next e.g. sees bottle, expects to be fed, may be distressed if doesn't happen.	
8-20 months	<ul style="list-style-type: none"> <li>Recognises big things and small things in meaningful contexts.</li> <li>Gets to know and enjoy daily routines such as getting-up time, mealtimes, nappy time and bedtime.</li> </ul>			
16-26 months	<ul style="list-style-type: none"> <li>Attempts, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles.</li> <li>Uses blocks to create their own simple structures and arrangements.</li> <li>Enjoys filling and emptying containers.</li> <li>Associates a sequence of actions with daily routines.</li> <li>Beginning to understand that things might happen 'now'.</li> </ul>	12-18m	Use a trial and error to place, post and fit. Puts circle into form board. Puts square into form board. Puts 3" man into hole. Begins to drop objects into large containers. Removes 1" peg from board. Begins to build towers with blocks. Anticipates what happens next from visual clues e.g. carer gets coat, child expects to go out.	

## Mathematics

AGE	Shape, Space and Measure		Smaller Steps
<b>22-36 months</b>	<ul style="list-style-type: none"> <li>• Notices simple shapes and patterns in pictures.</li> <li>• Beginning to categorise objects according to properties such as shape or size.</li> <li>• Begins to use the language of size.</li> <li>• Understands some talk about immediate past and future e.g. 'before', 'later' or 'soon'.</li> <li>• Anticipates specific time-based events such as mealtimes or home time.</li> </ul>	18-24m	Begins to discern basic difference in shape e.g. lock-a-block. Begins to build a tower of 5 bricks. Begin to discern basic difference of size e.g. rocker stacker. Anticipates e.g. sits self at table when table laid for dinner. Anticipates what might happen by what people say. Recognises and anticipates everyday routines e.g. carer gets buggy, child may look for coat, get into buggy.
		24-30m	Completes a 3 piece form board. Understands that s/he can build a tower with cubes. Nests 4 boxes. Matches pictures. Fits pieces in set puzzle with increasing accuracy. Fits together 2 piece jiggled puzzle.
<b>30-50 months</b>	<ul style="list-style-type: none"> <li>• Shows an interest in shape and space by playing with shapes or making arrangements with objects.</li> <li>• Shows awareness of similarities of shapes in the environment.</li> <li>• Uses positional language.</li> <li>• Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</li> <li>• Shows interest in shapes in the environment.</li> <li>• Uses shapes appropriately for tasks.</li> <li>• Beginning to talk about the shapes of everyday objects e.g. 'round' and 'tall'.</li> </ul>	30-36m	Understands oppositional concepts: <ul style="list-style-type: none"> <li>• Up/down</li> <li>• In/out</li> <li>• Open/shut</li> </ul> Follows instructions containing in and on. Identifies roundness in everyday objects e.g. wheels. Identifies squareness in everyday objects e.g. windows. Understands size differences, e.g. selects the big or small object or picture when asked. Begins to develop sense of time, understands term such as 'later' means will have to wait. Completes 4 piece inter-locking jigsaw.
		36-42m	Identifies and names a circle. Identifies and names a square. Copies a 3 block bridge. Places shapes and makes arrangements. Uses positional language: in/on/under. Begins to distinguish between big and little using size language. Begins to differentiate between past and present.

## Mathematics

AGE	Shape, Space and Measure		Smaller Steps
<b>40-60+ months</b>	<ul style="list-style-type: none"> <li>• Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</li> <li>• Selects a particular named shape.</li> <li>• Can describe their relative position such as 'behind' or 'next to'.</li> <li>• Orders two or three items by length or height.</li> <li>• Orders two items by weight or capacity.</li> <li>• Uses familiar objects and common shapes to create and recreate patterns and build models.</li> <li>• Uses everyday language related to time.</li> <li>• Beginning to use everyday language related to money.</li> <li>• Orders and sequences familiar events.</li> <li>• Measures short periods of time in simple ways.</li>   <li>• <b>Early Learning Goal. Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</b></li> </ul>	36-42m Cont'd	Begins to develop sense of time terms such as yesterday/tomorrow though may confuse. Understands and anticipates sequence of the day e.g. after pre-school, lunch then park. Sequences events, in order of their daily routines, in their play e.g. gets up, has breakfast, goes to work.
		42-48m	Identifies and names a triangle. Identifies and names a rectangle. Recognises and copies patterns with coloured objects and beads. Makes spatial patterns e.g. coloured beads on board. Orders objects according to size. Tells if an object is heavy or light. Sorts everyday objects into sets by shape. Sorts everyday objects into sets by size. Uses and understands comparative language e.g. longer/shorter. Describes things they see using descriptive words e.g. tall, round. Associates time of day with routines or activities. Identifies night and day. Sequences events in own life e.g. 'When I was a baby'. Remembers and talks about significant events.
		48-54m	Begins to select by comparative adjective e.g. big, bigger, biggest. Understands and uses terms such as 'tomorrow' and 'yesterday'. Asks questions about the future e.g. 'What are we doing today?' Copies a six brick stair.
		54-60m	Orders 2-3 items by length or height. Orders 2 items by weight or capacity. Recognises hexagon and diamond. Demonstrates an understanding of position, first, middle and last. Enjoys talking about past experiences, the present and future plans with sense of chronology. Appreciates the meaning of clock time in relation to daily programme.

## Understanding the World

AGE	People and Communities		Smaller Steps	
Birth-11 months	<ul style="list-style-type: none"> <li>Is curious about people and shows interest in stories about themselves and their family.</li> <li>Enjoys pictures and stories about themselves, their families and other people.</li> </ul>	0-3m	See <b>Making Relationships</b>	
		3-6m	Persists in vocalising to attract attention.	
8-20 months		6-9m	Reaches out to other children and adults. Likes to have sight of familiar adults. Recognises the voices of key people in their lives.	
		9-12m	Begins to play social games e.g. peep boo, and 'give and take' games. Clings to familiar adults, may hide face from strangers. May become distressed when main carer leaves room.	
		12-18m	Recognises familiar adult in photo.	
16-26 months		<ul style="list-style-type: none"> <li>Has a sense of own immediate family and relations.</li> <li>In pretend play, imitates everyday actions and events from own family and cultural background e.g. making and drinking tea.</li> <li>Beginning to have their own friends.</li> <li>Learns that they have similarities and differences that connect them to and distinguish them from others.</li> </ul>	18-24m	Notices details about the adults they meet, e.g. reaching for glasses, touching jewellery. Enjoys sharing photographs of their family.
22-36 months		<ul style="list-style-type: none"> <li>Shows interest in the lives of people who are familiar to them.</li> <li>Remembers and talks about significant events in their own experience.</li> </ul>	24-30m	Enjoys being with other children. Begins parallel play. Demands all carer's attention if others are present, e.g. mum holds another child. Shyness with adult strangers returns. Recreates everyday experiences in their own play.
30-50 months			30-36m	Displays curiosity about the world by looking at objects, events and people. Plays alongside other children and occasionally allows them to join in, e.g. may hand them a toy. Includes another child into their play sequence and may talk to them, e.g. hands them a drink.



## Understanding the World

AGE	People and Communities		Smaller Steps
30-50 Months Cont'd	<ul style="list-style-type: none"> <li>Recognises and describes special times or events for family and friends.</li> <li>Shows interest in different occupations and ways of life.</li> <li>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends and family.</li> </ul>	36-42m	Recounts to others significant events from immediate past. Dresses up as different people. Some co-operative play. May join in group activities.
40-60+ months	<ul style="list-style-type: none"> <li>Enjoys joining in with family customs and routines.</li> <li><b>Early Learning Goal. Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</b></li> </ul>	42-48m	Remembers and talks about significant events. Enjoys participating in family celebrations. Answers phone or talks to familiar people. Follows rules in adult led game. Plays unsupervised with other children for 20-30 minutes
		48-54m	Gives connected accounts about experiences. Begins to select friends and exclude others. Shows concerns for younger siblings or playmates in distress. Expresses feelings about personal events.
		54-60m	Know there are different religious celebrations, some of which they take part in. Prefers to be with playmates. Demonstrates socially acceptable behaviour in public. Chooses own friends.

## Understanding the World

AGE	The World		Smaller Steps
<b>Birth-11 months</b>	<ul style="list-style-type: none"> <li>• Moves eyes, then head, to follow moving objects.</li> <li>• Reacts with abrupt change when a face or object suddenly disappears from view.</li> <li>• Looks around a room with interest; visually scans environment for novel, interesting objects and events.</li> <li>• Smiles with pleasure at recognisable playthings.</li> </ul>	0-3m	See <b>Listening and Attention</b>
		3-6m	Actively explores the environment with all senses. Explores hands and fingers e.g. watches them, presses hands together, clasps and unclasps hands. Plays with and explores objects by touching them, looking at them, placing them in the mouth and listening to the sounds they make. Persistently and deliberately reaches out for toys that interest them.
		6-9m	Turns to look at things of interest. Begins to be interested in small objects or the detail of a toy.
<b>8-20 months</b>	<ul style="list-style-type: none"> <li>• Repeats actions that have an effect e.g. kicking or hitting a mobile or shaking a rattle.</li> <li>• Closely observes what animals, people and vehicles do.</li> <li>• Watches toy being hidden and tries to find it.</li> <li>• Looks for dropped objects.</li> <li>• Becomes absorbed in combining objects e.g. banging two objects or placing objects into containers.</li> <li>• Knows things are used in different ways e.g. a ball for rolling or throwing, a toy car for pushing.</li> </ul>	9-12m	Actively explores objects using all senses e.g. links together different ways of handling objects: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking. Watches people and events for an increasingly long time. Stares with increased interest when a new object is shown to them. Attempts to get objects that are out of reach. May pull a mat towards them to make a toy or object come closer.
12-18m		Explores immediate environment. Points to objects of interest out of doors. Roots to investigate boxes and cupboards. Solves simple problems independently e.g. retrieving out of reach toys or carrying toys from one place to another.	
18-24m		Explores different ways of playing with toys and media, e.g. pulls dough apart, splashes in puddles. Matches parts of objects that fit together e.g. puts lid on teapot.	
<b>16-26 months</b>	<ul style="list-style-type: none"> <li>• Explores objects by linking together different approaches: shaking, hitting, feeling, tasting, mouthing, pulling, turning and poking.</li> <li>• Remembers where objects belong.</li> <li>• Matches parts of objects that fit together e.g. puts lid on teapot.</li> </ul>		

## Understanding the World

AGE	The World		Smaller Steps
22-36 months	<ul style="list-style-type: none"> <li>Enjoys playing with small-world models such as a farm, a garage or a train track.</li> <li>Notices detailed features of objects in their environment.</li> </ul>	24-30m	Small world play in the here and now, farmer feeds animals. Displays curiosity about their world by looking intently at objects, events and people. Asks questions about what they see.
30-50 months	<ul style="list-style-type: none"> <li>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</li> <li>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>Talks about why things happen and how things work.</li> <li>Developing an understanding of growth, decay and changes over time.</li> <li>Shows care and concern for living things and the environment.</li> </ul>	30-36m	Observes and comments on changes in the environment e.g. 'It's raining'. Understands simple explanations and reasons given by others.
40-60+ months	<ul style="list-style-type: none"> <li>Looks closely at similarities, differences, patterns and change.</li> <li><b>Early Learning Goal. Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.</b></li> </ul>	36-42m	Continually asking questions. Begins to understand about handling pets and animals with care.
		42-48m	Shows interest in the natural world, likes to collect leaves, stones, shells. Understands the features of different environments e.g. knows trees grow in a forest, that there will be sea and sand at the seaside.
		48-54m	Notices and comments on changes in the environment e.g. leaves falling from trees in autumn. Compares things they see to own experiences e.g. (half) 'moon looks like half a Pringle'. Arranges objects into categories, e.g. things made of wood.
		54-60m	Able to describe indoor and outdoor environments. Uses appropriate term to describe features of objects in outdoor environment. Comments on apparent anomalies e.g. 'It's sunny but it's cold!'

## Understanding the World

AGE	Technology		Smaller Steps
Birth-11 months	<ul style="list-style-type: none"> <li>Anticipates repeated sounds, sights and actions e.g. when an adult demonstrates an action toy several times.</li> <li>Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them.</li> <li>Seeks to acquire basic skills in turning on and operating some ICT equipment.</li> <li>Operates mechanical toys e.g. turns the knob on a wind-up toy or pulls back a friction car.</li> <li>Knows how to operate simple equipment e.g. turns on CD player and uses remote control.</li> <li>Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</li> <li>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movement or new images.</li> <li>Knows that information can be retrieved from computers.</li> <li>Completes a simple program on a computer.</li> <li>Uses ICT hardware to interact with age-appropriate computer software.</li> <li><b>Early Learning Goal. Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</b></li> </ul>	0-3m	Shows interest in mobiles or music.
		3-6m	Attends to toys that have lights and/or sounds.
8-20 months		6-9m	Repeats actions e.g. shakes rattle, hits out at mobile.
		9-12 m	Activates simple cause and effect toys. Likes switching light on/off when held by adult.
16-26 months		12-18m	Shows an interest in computer screen, adult initiated. Knows CD or DVD needs to be inserted into machine to work.
		18-24m	Experiences cause and effect using a switch with a computer or toy. Switches TV on and off.
22-36 months		24-30m	Activates mechanical toy using switches, buttons, knobs and keys. Can use two switches alternately.
		30-36m	Associates clicking a mouse with cause and effect. Knows how to operate simple ICT equipment e.g. CD Player by pressing buttons.
30-50 months		36-42m	Knows how to operate simple ICT equipment e.g. CD Player, remote control cars.
		42-48m	Can use a mouse with some success. Uses mouse to select an object on screen. Knows which buttons to push to turn on TV/DVD player.
	48-54m	Uses mouse to select, drag and drop on screen. Uses mouse to draw.	
40-60+ months	54-60m	Completes a simple programme on the computer. Instructs a programmable toy. Developing keyboard skills using letters and numbers. Follows track with mouse. Follows verbal instructions to operate computer. Follows computer instructions with supervision.	

## Expressive Arts and Design

AGE	Exploring and Using Media and Materials		Smaller Steps		
Birth-11 months		0-3m			
		3-6m	Aware of colour and light, especially bright colours, high definition. Enjoys hand play, own and others.		
		6-9m	Handles, feels, manipulates, mouths 3D objects and materials.		
		9-12m	Aware that hand movements can leave a mark, e.g. plays with food on tray of highchair. Responds to simple action song. Intensely curious, actively explores objects using all senses. Imitates actions using whole body. Imitates familiar action rhyme though whole body movement e.g. leans back and forwards while hands held for 'Row, Row'. Can imitate clapping hands.		
8-20 months	<ul style="list-style-type: none"> <li>• Explores and experiments with a range of media through sensory exploration and using whole body.</li> <li>• Move their whole body to sounds they enjoy, such as music or a regular beat.</li> <li>• Imitates and improvises actions they have observed e.g. clapping or waving.</li> </ul>	12-18m	Bounces rhythmically when being sung to or when listening to music. Uses paint to make intentional marks. Responds to a simple action song. Plays vocal games with you, copying noises you make.		
		16-26 months	<ul style="list-style-type: none"> <li>• Begins to move to music, listen to or join in with rhymes or songs.</li> <li>• Notices and is interested in the effects of making movements which leave marks.</li> </ul>	18-24m	Dances to music on request. Plays with tactile materials, e.g. pasta, flour, water, dough and clay. Builds structures and knocks them down again.
		22-36 months	<ul style="list-style-type: none"> <li>• Joins in singing favourite songs.</li> <li>• Creates sounds by banging, shaking, tapping or blowing.</li> <li>• Shows an interest in the way musical instruments sound.</li> <li>• Experiments with blocks, colours and marks.</li> </ul>	24-30m	Constructs with ready-made forms e.g. bricks, boxes. Uses paint to make separate marks. Enjoys nursery rhymes and songs, tries to join in. Makes sounds in a variety of ways. Matches by colour.

## Expressive Arts and Design

AGE	Exploring and Using Media and Materials		Smaller Steps
<b>30-50 months</b>	<ul style="list-style-type: none"> <li>• Enjoys joining in with dancing and ring games.</li> <li>• Sings a few familiar songs.</li> <li>• Beginning to move rhythmically.</li> <li>• Imitates movement in response to music.</li> <li>• Taps out simple repeated rhythms.</li> <li>• Explores and learns how sounds can be changed.</li> <li>• Explores colour and how colours can be changed.</li> <li>• Understands that they can use lines to enclose a space and then begin to use their shapes to represent objects.</li> <li>• Beginning to be interested in and describe the texture of things.</li> <li>• Uses various construction materials.</li> <li>• Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</li> <li>• Joins construction pieces together to build and balance.</li> <li>• Realises tools can be used for a purpose.</li> </ul>	30-36m	<p>Experiments with different body movements in response to music.            Able to describe textures using own words e.g. 'prickly' jumper.            Responds to the tempo of a piece of music.            Joins in songs involving finger play and action rhymes.            Invents own tunes.            Indicates common colours            Correctly labels 3 colours</p>
<b>40-60+ months</b>	<ul style="list-style-type: none"> <li>• Begins to build a repertoire of songs and dances.</li> <li>• Explores the difference sounds of instruments.</li> <li>• Explores what happens when they mix colours.</li> <li>• Experiments to create different textures.</li> <li>• Understands that different media can be combined to create new effects.</li> <li>• Manipulates materials to achieve a planned effect.</li> <li>• Constructs with a purpose in mind, using a variety of resources.</li> <li>• Uses simple tools and techniques competently and appropriately.</li> <li>• Selects appropriate resources and adapts work where necessary.</li> <li>• Selects tools and techniques needed to shape, assemble and join materials they are using.</li> </ul>	36-42m	<p>Experiments with different body movements in response to music.            Uses paint to produce separate and overlapping blocks of colour.            Labels several colours.            Describes marks as representing pictures.            Uses variety of materials e.g. clay, dough, card, feathers.            Attempts to initiate tunes.            Experiments with moving in different ways and at different speeds in response to music.            Attempts to imitate tunes and uses melody pattern from learnt song spontaneously.</p>
		42-48m	<p>Can discuss different textures of materials.            Knows tools to select for tasks.            Names wide range of familiar tools and equipment.            Moves rhythmically to music.            Experiments with different body movements in response to music.            Names familiar tunes.            Knows and joins in with some songs.            Marches in time to music.            Claps to beat in song.            Can switch from one movement to another during dance.            Plays simple instruments.            Responds to suggested beat.            Develops voice control.            Draws simple objects.            Begins to draw pictures that include several items.            Creates pictures using a variety of media.</p>

## Expressive Arts and Design

AGE	Exploring and Using Media and Materials		Smaller Steps
	<ul style="list-style-type: none"> <li><b>Early Learning Goal. Children sing songs, make music and dance and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</b></li> </ul>	48-54m	Knows the names of a range of instruments. Uses fingers and tools to create forms that represent ideas. Mixes own colours. Chooses appropriate equipment for task e.g. thin brush for thin line. Produces complex pictures using variety of media. Investigates natural materials. Moves rhythmically to music. Performs simple dance-like steps e.g. pretends to be a ballerina.
		54-60m	Expresses and communicates ideas using a wide range of media and forms. Mixes own colours and knows adding white lightens colour and black darkens it. Uses movements to interpret music e.g. will respond to a sad song. Invents own tunes. Puts own words to songs. Delights in reciting singing rhymes and jingles.

## Expressive Arts and Design

AGE	Being Imaginative		Smaller Steps
<b>Birth-11 months</b>	<ul style="list-style-type: none"> <li>Expresses self through physical action and sound.</li> <li>Pretends that one object represents another, especially when objects have characteristics in common.</li> </ul>	0-3m	Looks at pictures or moving objects.
		3-6m	Repeats action that has an effect e.g. batting at mobile.
		6-9m	Uses comfort toy or object to calm self when in an unfamiliar environment.
<b>8-20 months</b>		9-12m	Responds to simple action songs. Responds to facial expressions. Developing own range of facial expressions.
		12-18m	Knows way to play with familiar toy e.g. car is for pushing. Uses 'symbolic sounds' for objects and animals in play. Beginning of simple imaginary play e.g. pretending to be asleep, feeding dolly. Shows understanding of familiar objects by actions e.g. pretends to drink from an empty cup or uses a brush on their hair. Experiments with different objects to look for new properties e.g. bowl is hat, drum or container.
<b>16-26 months</b>		18-24m	Imitates everyday tasks e.g. sweeping. Plays with dolls, tea set, teddies. Uses one (similar) object as another e.g. sweeping brush may become horse, cardboard box becomes car.
<b>22-36 months</b>	<ul style="list-style-type: none"> <li>Beginning to use representation to communicate e.g. drawing a line and saying 'that's me'.</li> <li>Beginning to make-believe by pretending.</li> </ul>	24-30m	Begins role play e.g. being a postman.



## Expressive Arts and Design

AGE	Being Imaginative		Smaller Steps
<b>30-50 months</b>	<ul style="list-style-type: none"> <li>• Developing preferences for forms of expression.</li> <li>• Uses movement to express feelings.</li> <li>• Creates movement in response to music.</li> <li>• Sings to self and makes up simple songs.</li> <li>• Makes up rhythms.</li> <li>• Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</li> <li>• Engages in imaginative role-play based on own first-hand experience.</li> <li>• Builds stories around toys e.g. farm animals needing rescuing from an armchair 'cliff'.</li> <li>• Uses available resources to create props to support role-play.</li> <li>• Captures experiences and responses with a range of media, such as music, dance, paint and other materials or words.</li> <li>• Create simple representations of events, people and objects.</li> </ul>	30-36m	Uses actions to indicate the role they are adopting e.g. mother. Uses scenes from everyday life in their play e.g. making dinner. Enjoys dressing up.
		36-42m	Scenes from everyday life extended, other children assigned role e.g. baby. Makes up simple songs. Chooses appropriate colour when drawing/painting e.g. yellow for sun.
		42-48m	Uses storyline or narrative in their play. Plays alongside other children in the same play theme e.g. hospital. Small world play may be set in an imagined landscape e.g. chair arm may be a cliff.
		<b>40-60+ months</b>	<ul style="list-style-type: none"> <li>• Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</li> <li>• Chooses particular colours to use for a purpose.</li> <li>• Introduces a storyline or narrative into their play.</li> <li>• Plays alongside other children who are engaged in the same theme.</li> <li>• Plays co-operatively as part of a group to develop and act out a narrative.</li> <li>• <b>Early Learning Goal. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</b></li> </ul>
54-60m	Revisits imaginative play themes with increasing complexity. Engages in imaginative and role play based on their own experiences. Uses a range of voices in the imaginative play. Plays co-operatively as part of a group to act out a narrative.		

# Child Profile Summary Sheet

Child's Name: ..... Date of Birth:.....

Teacher/Practitioner: .....

<b>Months</b>								
<b>54-60</b>								
<b>48-54</b>								
<b>42-48</b>								
<b>36-42</b>								
<b>30-36</b>								
<b>24-30</b>								
<b>18-24</b>								
<b>12-18</b>								
<b>9-12</b>								
<b>6-9</b>								
<b>3-6</b>								
<b>0-3</b>								
	<b>Making Relationships</b>	<b>Self confidence &amp; Self Awareness</b>	<b>Managing Feelings &amp; Behaviour</b>	<b>Moving &amp; Handling</b>	<b>Health &amp; Self-Care</b>	<b>Listening &amp; Attention</b>	<b>Understanding</b>	<b>Speaking</b>
	<b>Personal, Social, Emotional Development</b>			<b>Physical Development</b>		<b>Communication &amp; Language</b>		

<b>Assessment</b>	Baseline	Review 1	Review 2	Review 3	Review 4	Review 5	Review 6	Review 7
<b>Date</b>								
<b>C.A</b>								

# Child Profile Summary Sheet

Child's Name: ..... Date of Birth:.....

Teacher/Practitioner: .....

<b>Months</b>									
54-60									
48-54									
42-48									
36-42									
30-36									
24-30									
18-24									
12-18									
9-12									
6-9									
3-6									
0-3									
	Reading	Writing	Numbers	Shape, Space & Measure	People & Communities	The World	Technology	Exploring & Using Media & Materials	Being Imaginative
	<b>Literacy</b>		<b>Mathematics</b>		<b>Understanding The World</b>			<b>Expressive Arts &amp; Design</b>	

<b>Assessment</b>	Baseline	Review 1	Review 2	Review 3	Review 4	Review 5	Review 6	Review 7
<b>Date</b>								
<b>C.A</b>								