

## Early Years Outcomes

The EYFS requires early years practitioners to review children's progress and share a summary with parents at two points:

- Between the ages of 24 and 36 months via the progress check; and
- At the end of reception via the EYFS profile

This document is a non-statutory guide to support practitioners. It can be used by childminders, nurseries and others, such as Ofsted, throughout the early years as a guide to making best-fit judgements about whether a child is showing typical development for their age, may be at risk of delay or is ahead for their age.

The following tables set out what you should be observing a child doing at each stage, if they are developing typically for their age.

**Department for Education, September 2013.**

# Early Years Foundation Stage Areas of Learning & Development

## Prime Areas

Communication & Language

Physical Development

Personal, Social & Emotional Development



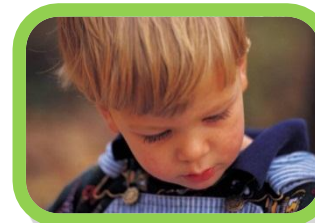
Birth to 11 months



8 to 20 months



16 to 26 months



22 to 36 months



30 to 50 months



40 to 60 months +

Children develop at their own rates, and in their own ways. The development statements and their order should not be taken as necessary steps for individual children.

They should not be used as checklists. The age/stage bands overlap because these are not fixed age boundaries but suggest a typical range of development

## Specific Areas

Literacy


Mathematics

Understanding the World

Expressive Arts & Design

## Tracking & monitoring children's progress

Monitor children's progress by using this document to identify their stage of development and record it using a tracker or other form to record your assessment.


**North Yorkshire County Council**  
 Children and Young People's Service

**North Yorkshire Early Years Assessment**

Child's Name: \_\_\_\_\_ Childminder: \_\_\_\_\_

0-11 months	8-20 months	16-26 months	22-36 months	30-50 months	40-60 months	Early Learning Goal	Exceeding
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Prime Areas		On Entry	First Term	Second Term	Final Term
		Date:	Date:	Date:	Date:
PSED	Self-confidence and self-awareness				
	Managing feelings and behaviour				
	Making relationships				
Communication and Language	Listening and attention				
	Understanding				
	Speaking				
Physical Development	Moving and handling				
	Health and self care				

Specific Areas		On Entry	First Term	Second Term	Final Term
		Date:	Date:	Date:	Date:
Literacy	Reading				
	Writing				
Numeracy	Numbers				
	Shape, space and measure				
Understanding the World	People and communities				
	The world				
	Technology				
Expressive Arts and Design	Exploring and using media and materials				
	Being imaginative				

**What I can do**

Name: \_\_\_\_\_ I am \_\_\_\_\_ months

My family have noticed that I am interested in

Others have noticed that I am interested in

**Personal, Social and Emotional Development**  
What I can do now:

What I need help with:

How you are going to support me:

How I learn best

**Communication and Language**  
What I can do now:

What I need help with:

How you are going to support me:

**Physical Development**

What I can do now:

What I need help with:

How you are going to support me:

Signatures: \_\_\_\_\_ Date: \_\_\_\_\_

# Birth to 11 months

## Communication & Language

### Listening & Attention

- Turns towards a familiar sound then locates range of sounds with accuracy
- Listens to, distinguishes and responds to intonations and sounds of voices
- Reacts in interaction with others by smiling, looking and moving
- Quietens or alerts to the sound of speech
- Looks intently at a person talking, but stops responding if speaker turns away
- Listens to familiar sounds, words or finger plays
- Fleeting attention—not under child's control, new stimuli takes whole attention

### Speaking

- Communicates needs and feelings in a variety of ways including crying, gurgling, babbling and squeaking
- Makes own sounds in response when talked to by familiar adults
- Lifts arm in anticipation of being picked up
- Practises and gradually develops speech sounds (babbling) to communicate with adults; says sounds like 'baba, nono, gogo'

### Understanding

- Stops and looks when hears own name
- Starts to understand contextual clues, e.g. familiar gestures, words & sounds



## Birth to 11 months

### Physical Development

#### Moving & Handling

- Turns head in response to sounds and sights
- Gradually develops ability to hold up own head
- Makes movement with arms and legs which gradually become more controlled
- Rolls over from front to back, from back to front
- When lying on tummy becomes able to lift first head and then chest, supporting self with forearms and then straight arms
- Watches & explores hands & feet
- Reaches out for, touches & begins to hold objects
- Explores objects with mouth, often picking up an object and holding it to the mouth

#### Health & Self-care

- Responds to and thrives on warm, sensitive physical contact & care
- Expresses discomfort, hunger or thirst
- Anticipates food routines with interest



# Birth to 11 months

## Personal, social & emotional development

### Managing feelings & behaviour

- Is comforted by touch and people's faces and voices
- Seeks physical & emotional comfort by snuggling into trusted adults
- Calms from being upset when held, rocked, spoken or sung to with soothing voice
- Shows a range of emotions such as pleasure, fear and excitement
- Reacts emotionally to other people's emotions, e.g. smiles when smiled at & becomes distressed if hears another child crying

### Making relationships

- Enjoys the company of others & seeks contact with others from birth
- Gazes at faces & copies facial movements, e.g. sticking out tongue, opening mouth and widening eyes
- Responds when talked to, for example, moves arms and legs, changes facial expression, moves body & makes mouth movements
- Recognises and is most responsive to main carer's voice: face brightens, activity increases when familiar carer appears
- Responds to what carer is paying attention to, e.g. following their gaze
- Likes cuddles & being held: calms, snuggles in, smiles, gazes at carer's face or strokes carer's skin

### Self-confidence & self-awareness

- Laughs & gurgles, e.g. shows pleasure at being tickled and other physical interventions
- Uses voice, gesture, eye contact & facial expression to make contact with people and keep their attention



## Birth to 11 months

### Literacy

#### Writing

- Children's later writing is based on skills & understandings which they develop as babies & toddlers. Before they can write, they need to learn to use spoken language to communicate. Later they learn to write down the words they can say.
- Early mark making is not the same as writing. It is a sensory & physical experience for babies & toddler, which they do not yet communicate meaning

#### Reading

- Enjoys looking at books and other printed material with familiar people

### Mathematics

#### Numbers

- Notices changes in number of objects/images or sounds of up to 3.

#### Shape, space & measures

- Babies' early awareness of shape, space and measure grows from their sensory awareness and opportunities to observe objects and their movements, and to play and explore.



## Birth to 11 months

### Understanding the World

#### People & Communities

The beginnings of understanding of people & communities lie in early attachment and other relationships

#### The World

- Moves eyes, then head, to follow objects
- Reacts with abrupt change when a face or object suddenly disappears from view
- Looks around a room with interest; visually scans environment for novel, interesting objects and events.
- Smiles with pleasure at recognisable playthings
- Repeats actions that have an effect, e.g. kicking or hitting a mobile or shaking a rattle

#### Technology

The beginnings of technology lie in babies exploring & making sense of objects & how they behave.

### Expressive Arts & Design

#### Exploring & using media & materials

Babies explore media & materials as part of their exploration of the world around them.

#### Being imaginative

Babies & toddlers need to explore the world & develop a range of ways to communicate before they can express their own ideas through arts & design





## 8 to 20 months

### Communication & Language

#### Listening & Attention

- Moves whole body to sounds they enjoy, such as music or a regular beat
- Has a strong exploratory impulse
- Concentrates intently on an object or activity of own choosing for short periods
- Pays attention to dominant stimulus—easily distracted by noises or other people talking

#### Speaking

- Using sounds in play, e.g. 'brrrm' for a toy car
- Uses single words
- Frequently imitates words & sounds
- Enjoys babbling & increasingly experiments with sounds and words to communicate for a range of purposes (e.g. teddy, more, no, bye bye)
- Uses pointing with eye gaze to make requests, & to share an interest
- Creates personal words as they begin to develop language

#### Understanding

- Developing the ability to follow others body language, including pointing & gesture
- Responds to the different things said when in a familiar context with a special person (e.g. 'Where's Mummy?', 'Where's your nose?')
- Understanding of single words in context is developing, e.g. 'cup', 'milk', 'daddy'



# 8 to 20 months

## Physical Development

### Moving & Handling

- Sits unsupported on the floor
- When sitting, can lean forward to pick up small toys
- Pulls to standing, holding on to furniture or person for support
- Crawls, bottom shuffles or rolls continuously to move around
- Walks around furniture lifting one foot & stepping sideways (cruising), & walks with one or both hands held by adult
- Takes first few steps independently
- Passes toys from one hand to the other
- Holds an object in each hand & brings them together in the middle, e.g. holds 2 blocks & bangs them together
- Picks up small objects between thumb & finger
- Enjoys the sensory experience of making marks in damp sand, paste or paint
- Holds pen or crayon using a whole hand (palmar) grasp & makes random marks with different strokes

### Health & Self-care

- Opens mouth for spoon
- Holds own bottle or cup
- Grasps finger foods & brings them to mouth
- Attempts to use spoon: can guide towards mouth but food often falls off
- Can actively co-operate with nappy changing (lies still, helps hold legs up)
- Starts to communicate urination, bowel movement



## 8 to 20 months

### Personal, social & emotional development

#### Managing feelings & behaviour

- Uses familiar adult to share feelings such as excitement or pleasure, and for 'emotional refuelling' when feeling tired, stressed or frustrated
- Growing ability to soothe themselves, and may like to use a comfort object
- Co-operates with caregiving experiences, e.g. dressing
- Beginning to understand 'yes', 'no' and some boundaries

#### Self-confidence & self-awareness

- Enjoys finding own nose, eyes or tummy as part of naming games
- Learns that own voice & actions have effects on others
- Uses pointing with eye gaze to make requests, and to share an interest
- Engages other person to help achieve a goal, e.g. to get an object out of reach

#### Making relationships

- Seeks to gain attention in a variety of ways, drawing others into social interaction
- Builds relationship with special people
- Is wary of unfamiliar people
- Interacts with others & explores new situations when supported by a familiar person
- Shows interest in the activities of others & responds differently to children & adults, e.g. may be more interested in watching children than adults or may pay more attention when children talk to them



## 8 to 20 months

### Literacy

#### Writing

- Children's later writing is based on skills & understandings which they develop as babies & toddlers. Before they can write, they need to learn to use spoken language to communicate. Later they learn to write down the words they can say.
- Early mark making is not the same as writing. It is a sensory & physical experience for babies & toddler, which they do not yet communicate meaning

#### Reading

- Handles books and printed material with interest

### Mathematics

#### Numbers

- Develops an awareness of number names through their enjoyment of action rhymes & songs that relate to their experience of numbers
- Has some understanding that things exist, even when out of sight

#### Shape, space & measures

- Recognises big things & small things in meaningful contexts
- Gets to know & enjoy daily routines, such as getting-up time, mealtimes, nappy time and bedtime



## 8 to 20 months

### Understanding the World

#### The World

- Closely observes what animals, people & vehicles do
- Watches toy being hidden and tries to find it
- Looks for dropped objects
- Becomes absorbed in combining objects, e.g. banging two objects or placing objects into containers
- Knows things are used in different ways, e.g. a ball for rolling or throwing, a toy car for pushing.

#### People & Communities

The beginnings of understanding of people & communities lie in early attachment and other relationships

#### Technology

The beginnings of technology lie in babies exploring & making sense of objects & how they behave.



## 8 to 20 months

### Expressive Arts & Design

#### Exploring & using media & Materials

*(this is typical for 16-26 months also)*

- Explores and experiments with a range of media through sensory exploration, and using whole body
- Move their whole bodies to sounds they enjoy, such as music or a regular beat
- Imitates and improvises actions they have observed, e.g. clapping or waving
- Begins to move to music, listen to or join in rhymes or songs
- Notices and is interested in the effects of making movements which leave marks

#### Being imaginative

Babies & toddlers need to explore the world & develop a range of ways to communicate before they can express their own ideas through arts & design



## 16 to 26 months

### Communication & Language

#### Listening & Attention

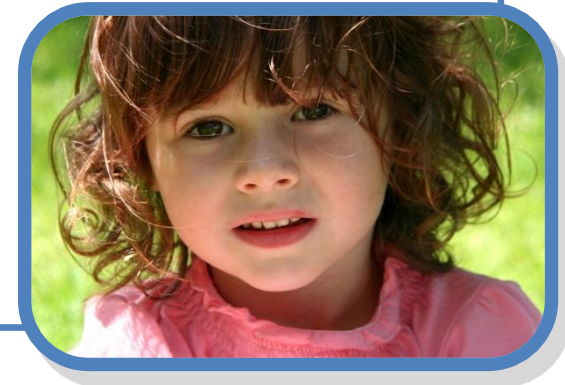
- Listens to and enjoys rhythmic patterns in rhymes & stories
- Enjoys rhymes & demonstrates listening by trying to join in with actions or vocalisations
- Rigid attention—may appear not to hear

#### Speaking

- Copies familiar expressions, e.g. 'Oh dear', 'All gone'
- Beginning to put two words together (e.g. 'want ball', 'more juice')
- Uses different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot)
- Beginning to ask simple questions
- Beginning to talk about people and things that are not present

#### Understanding

- Selects familiar objects by name & will go & find objects when asked, or identify objects from a group
- Understands simple sentences (e.g. 'Throw the ball')



## 16 to 26 months

### Physical Development

#### Health & Self-care

- Develops own likes & dislikes in food and drink
- Willing to try new food textures & tastes
- Holds cup with both hands and drinks without too much spilling
- Clearly communicates wet or soiled nappy or pants
- Shows some awareness of bladder or bowel urges
- Shows awareness of what a potty or toilet is used for
- Shows a desire to help with dressing/undressing and hygiene routines

#### Moving & Handling

- Walks upstairs holding hand of an adult
- Comes downstairs backwards on knees (crawling)
- Beginning to balance blocks to build a small tower
- Makes connections between their movement and the marks they make





## 16 to 26 months

### Personal, social & emotional development

#### Making relationships

- Plays alongside others
- Uses a familiar adult as a secure base from which to explore independently in new environments, e.g. ventures away to play & interact with others, but returns for a cuddle or reassurance if becomes anxious
- Plays co-operatively with a familiar adult, e.g. rolling a ball back & forth

#### Managing feelings & behaviour

- Is aware of other's feelings, for example, looks concerned if hears crying or looks excited if hears a familiar happy voice
- Growing sense of will & determination may result in feelings of anger & frustration which are difficult to handle, e.g. my have tantrums
- Responds to a few appropriate boundaries, with encouragement and support
- Begins to learn that some things are theirs, some things are shared & some belong to other people

#### Self-confidence & self-awareness

- Explores new toys & environments, but 'checks in' regularly with familiar adult as and when needed
- Gradually able to engage in pretend play with toys (supports child to understand their own thinking may be different from others)
- Demonstrates sense of self as an individual, e.g. wants to do things independently, says 'No' to adult



## 16 to 26 months

### Mathematics

#### Shape, space & measures

- Attempts, sometimes unsuccessfully, to fit shapes into spaces on inset boards or jigsaw puzzles
- Uses blocks to create their own simple structures & arrangements
- Enjoys filling & emptying containers
- Associates a sequence of actions with daily routines
- Beginning to understand that things might happen 'now'

#### Numbers

- Knows that things exist, even when out of sight
- Beginning to organise & categorise objects, e.g. putting all the teddy bears together or teddies and cars in separate piles
- Says some counting words randomly

### Literacy

#### Writing

- Children's later writing is based on skills & understandings which they develop as babies & toddlers. Before they can write, they need to learn to use spoken language to communicate. Later they learn to write down the words they can say.
- Early mark making is not the same as writing. It is a sensory & physical experience for babies & toddler, which they do not yet connect to forming symbols which can communicate meaning

#### Reading

- Interested in books & rhymes and may have favourites



## 16 to 26 months

### Understanding the World

#### The World

- Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning & poking
- Remembers where objects belong
- Matches parts of objects that fit together, e.g. puts lid on a teapot

#### People & Communities

- Is curious about people & shows interest in stories about themselves and their family
- Enjoys pictures & stories about themselves, their families and other people

#### Technology

- Anticipates repeated sounds, sights & actions, e.g. when an adult demonstrates an action toy several times
- Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them



## 16 to 26 months

### Expressive Arts & Design

#### Exploring & using media & Materials

*(this is typical for 8-20 months also)*

- Explores and experiments with a range of media through sensory exploration, and using whole body
- Move their whole bodies to sounds they enjoy, such as music or a regular beat
- Imitates and improvises actions they have observed, e.g. clapping or waving
- Begins to move to music, listen to or join in rhymes or songs
- Notices and is interested in the effects of making movements which leave marks

#### Being imaginative

- Expresses self through physical action and sound
- Pretends that one object represents another, especially when objects have characteristics in common



## 22 to 36 months

### Communication & Language

#### Listening & Attention

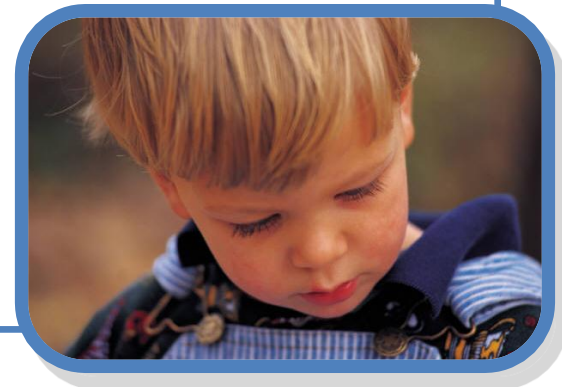
- Listens with interest to the noises adults make when they read stories
- Recognises & responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door
- Shows interest in play with sounds, songs & rhymes
- Single channelled attention. Can shift to a different task if attention fully obtained—using child's name helps focus

#### Speaking

- Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts
- Holds a conversation, jumping from topic to topic
- Learns new words very rapidly & is able to use them in communicating
- Uses gestures, sometimes with limited talk, e.g. reaches towards toy, saying 'I have it'
- Uses a variety of questions (e.g. what, where, who)
- Uses simple sentences (e.g. 'Mummy gonna work')
- Beginning to use word endings (e.g. going, cats)

#### Understanding

- Identifies action words by pointing to the right picture, e.g. 'Who's jumping?'
- Understands more complex sentences, e.g. 'Put your toys away & then we'll read a book'
- Understands 'who', 'what', 'where' in simple questions (e.g. who's that? What's that? Where is?)
- Developing understanding of simple concepts (e.g. big/little)



## 22 to 36 months

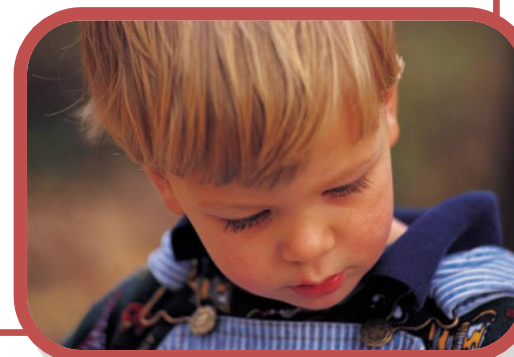
### Physical Development

#### Moving & Handling

- Runs safely on whole foot
- Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands
- Climbs confidently & is beginning to pull themselves up on play climbing equipment
- Can kick a large ball
- Turns pages in a book, sometimes several at once
- Shows control in holding and using jugs to pour, hammers, books and mark-making tools
- Beginning to use three fingers (tripod grip) to hold writing tools
- Imitates drawing simple shapes such as circles and lines
- Walks upstairs or downstairs holding onto a rail two feet to a step
- May be beginning to show preference for dominant hand

#### Health & Self-care

- Feeds self competently with food
- Drinks well without spilling
- Clearly communicates their need for potty or toilet
- Beginning to recognise danger and seeks support of significant adults for help
- Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt
- Beginning to be independent in self-care, but still often needs adult support



## 22 to 36 months

### Personal, social & emotional development

#### Managing feelings & behaviour

- Seeks comfort from familiar adults needed
- Can express their own feelings such as sad, happy, cross, scared, worried
- Responds to the feelings and wishes of others
- Tries to help or give comfort when others are distressed
- Shows understanding and co-operates with some boundaries and routines
- Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do
- Growing ability to distract self when upset, e.g. by engaging in a new play activity

#### Making relationships

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

#### Self-confidence & self-awareness

- Separates from main carer with support and encouragement from a familiar adult
- Expresses own preferences and interests



## 22 to 36 months

### Literacy

#### Reading

- Has some favourite stories, rhymes, songs, poems or jingles
- Repeats words or phrases from familiar stories
- Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a...'

#### Writing

- Distinguishes between the different marks they make





## 22 to 36 months

### Mathematics

#### Numbers

- Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'
- Recites some number names in sequence
- Creates & experiments with symbols & marks representing ideas of number
- Begins to make comparisons between quantities
- Uses some language of quantities, such as 'more' and 'a lot'
- Knows that a group of things changes in quantity when something is added or taken away

#### Shape, space & measures

- Notices simple shapes and patterns in pictures
- Beginning to catalogue objects according to properties such as shape or size
- Begin to use the language of size
- Understands some talk about immediate past and future, e.g. 'before', 'later', 'soon'
- Anticipates specific time-based events such as mealtimes or home time



## 22 to 36 months

### Understanding the World

#### The World

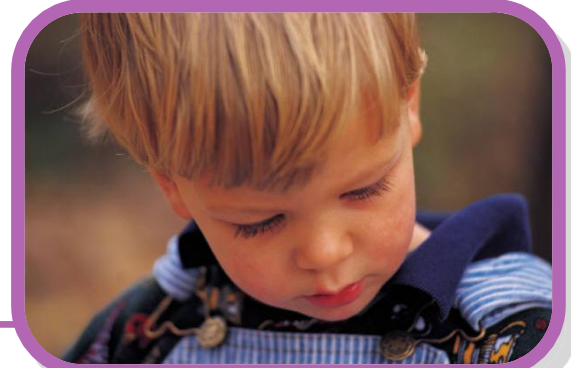
- Enjoys playing with small-world models such as a farm, a garage, or a train track
- Notices detailed features of objects in their environment

#### Technology

- Seeks to acquire basic skills in turning on and operating equipment
- Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car

#### People & Communities

- Has a sense of own immediate family and relations
- In pretend play, imitates everyday actions and events from own family & cultural background, e.g. making and drinking tea
- Beginning to have their own friends
- Learns that they have similarities and differences that connect them to, and distinguish them from, others



## 22 to 36 months

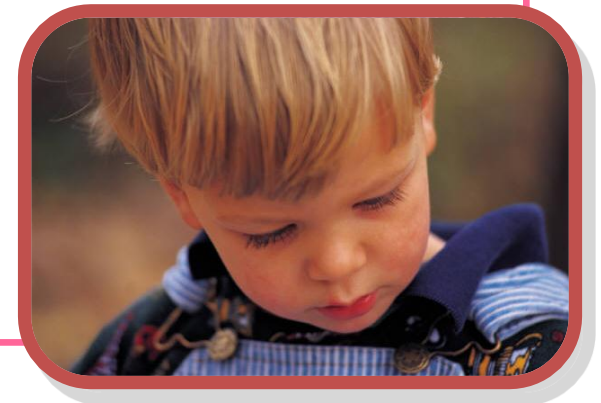
### Expressive Arts & Design

#### Exploring & using media & Materials

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

#### Being imaginative

- Beginning to use representation to communicate, e.g. drawing a line and saying 'that's me'
- Beginning to make-believe by pretending



## 30 to 50 months

### Communication & Language

#### Listening & Attention

- Listens to others 1 to 1 or in small groups when conversation interests them
- Listens to stories with increasing attention & recall
- Joins in with repeated refrains & anticipates key events & phrases in rhymes and stories
- Focusing attention—still listen or do but can shift own attention
- Is able to follow directions (if not intently focused on own choice of activity)

#### Speaking

- Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts
- Holds a conversation, jumping from topic to topic
- Learns new words very rapidly & is able to use them in communicating
- Uses gestures, sometimes with limited talk, e.g. reaches towards toy, saying 'I have it'
- Uses a variety of questions (e.g. what, where, who)
- Uses simple sentences (e.g. 'Mummy gonna work')
- Beginning to use word endings (e.g. going, cats)

#### Understanding

- Understands use of objects (e.g. 'What do we use to cut things?')
- Shows understanding of prepositions such 'under', 'on top', 'behind' by carrying out an action or selecting correct picture
- Responds to simple instructions, e.g. to get or put away an object
- Beginning to understand 'why' and 'how' questions



## 30 to 50 months

### Communication & Language

#### Speaking

- Beginning to use more complex sentences to link thoughts (e.g. using and, because)
- Can retell a simple past event in correct order (e.g. went down slide, hurt finger)
- Uses talk to connect ideas, explain what is happening & anticipate what might happen next, recall & relive past experiences
- Questions why things happen & gives explanations. Asks e.g. who, what, when, how
- Uses a range of tenses (e.g. play, playing, will play, played)
- Uses intonation, rhythm and phrasing to make the meaning clear to others
- Uses vocabulary focused on objects and people that are of particular importance to them
- Builds up vocabulary that reflects the breadth of their experiences
- Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle'



## 30 to 50 months

### Physical Development

#### Moving & Handling

- 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
- Mounts stairs, steps or climbing equipment using alternate feet
- Walks downstairs, two feet to each step while carrying a small object
- Runs skilfully & negotiates space successfully, adjusting speed or direction to avoid obstacles
- Can stand momentarily on one foot when shown
- Can catch a large ball
- Draws lines & circles using gross motor movements
- Uses one handed tools & equipment, e.g. makes snips in paper with child scissors
- Holds pencil between thumb & 2 fingers, no longer using whole hand grasp
- Holds pencil near point between first two fingers and thumb



## 30 to 50 months

### Physical Development

#### Health & Self-care

- Can tell adults when hungry or tired or when they want to rest or play
- Observes the effect of activity on their bodies
- Understands that equipment and tools have to be used safely
- Gains more bowel & bladder control and can attend to toileting needs most of the time themselves
- Can usually manage washing and drying hands
- Dresses with help, e.g. puts hands into open fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom



## 30 to 50 months

### Personal, social & emotional development

#### Self-confidence & self-awareness

- Can select & use activities & resources with help
- Welcomes & values praise for what they have done
- Enjoys the responsibility of carrying out small tasks
- Is more outgoing towards unfamiliar people & more confident in new social situations
- Confident to talk to other children when playing, and will communicate freely about own home and community
- Shows confidence in asking adults for help

#### Managing feelings & behaviour

- Aware of own feelings and knows that some actions and words can hurt others' feelings
- Begins to accept the needs of others and can take turns and share resources, sometimes with support from others
- Can usually tolerate delay when needs are not met immediately, and understands wishes may not always be met
- Can usually adapt behaviour to different events, social situations and changes in routine





## 30 to 50 months

### Personal, social & emotional development

#### Making relationships

- Can play in a group, extending & elaborating play ideas, e.g. building up role play activity with other children
- Initiates play, offering cues to peers to join them
- Keeps play going by responding to what others are saying or doing
- Demonstrates friendly behaviour, initiating conversations & forming good relationships with peers and familiar adults



## 30 to 50 months

### Literacy

#### Reading

- Enjoys rhyming and rhythmic activities
- Shows awareness of rhyme and alliteration
- Recognises rhythm in spoken words
- Listens to and joins in with stories and poems, one to one and also in small groups
- Joins in with repeated refrains & anticipates key events & phrases in rhymes and stories
- Beginning to be aware of the way stories are structured
- Suggests how the story might end
- Listens to stories with increasing attention and recall
- Describes main story settings, events & principal characters
- Shows interest in illustrations & print in books & print in the environment
- Recognises familiar words and signs such as own name & advertising logos
- Looks at books independently

#### Writing

- Sometimes gives meaning to marks as they draw and paint
- Ascribes meanings to marks that they see in different places



## 30 to 50 months

### Mathematics

#### Numbers

- Uses some number names and number language spontaneously
- Uses some number names accurately in play
- Recites numbers in order to 10
- Knows that numbers identify how many objects are in a set
- Beginning to represent numbers using fingers, marks on paper or pictures
- Sometimes matches numeral and quantify correctly
- Shows curiosity about numbers by offering comments or asking questions
- Compares two groups of objects, saying when they have the same number
- Shows an interest in number problems
- Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same
- Shows an interest in numerals in the environment
- Shows an interest in representing numbers
- Realises not only objects, but anything can be counted, including steps, claps or jumps



## 30 to 50 months

### Mathematics

#### Shape, space & measures

- Shows an interest in shape & space by playing with shapes or making arrangements with objects
- Shows awareness of similarities of shapes in the environment
- Uses positional language
- Shows an interest in shape by sustained construction activity or by talking about shapes or arrangements
- Shows interests in shapes in the environment
- Uses shapes appropriately for tasks
- Beginning to talk about the shapes of everyday objects, e.g. 'round', 'tall'



## 30 to 50 months

### Understanding the World

#### The World

- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world
- Can talk about some of the things they have observed such as plants, animals, natural and found objects
- Talks about why things happen and how things work
- Developing an understanding of growth, decay and changes over time
- Shows care and concern for living things and the environment

#### People & Communities

- Shows interest in the lives of people who are familiar to them
- Remembers and talks about significant events in their own experiences
- Recognises and describes special times or events for family or friends
- Shows interest in different occupations and ways of life
- Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family

#### Technology

- Knows how to operate simple equipment
- Shows a real interest in technological toys with knobs or pulleys, or real objects
- Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images
- Knows that information can be retrieved from computers



## 30 to 50 months

### Expressive Arts & Design

#### Exploring & using media & materials

- Enjoys joining in with dancing and ring games
- Sings a few familiar songs
- Beginning to move rhythmically
- Imitates movement in response to music
- Taps out simple repeated rhythms
- Explores and learns how sounds can be changed
- Explores colour and how colours can be changed
- Understand that they can use lines to enclose a space and then begin to use these shapes to represent objects
- Beginning to be interested in and describe the texture of things
- Uses various construction materials
- Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces
- Joins construction pieces together to build & balance
- Realises tools can be used for a purpose



## 30 to 50 months

### Expressive Arts & Design

#### Being imaginative

- Developing preferences for forms of expression
- Uses movement to express feelings
- Creates movement in response to music
- Sings to self and makes up simple songs
- Makes up rhythms
- Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there
- Engages in imaginative role play based on own first-hand experiences
- Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'
- Uses available resources to create props to support role play
- Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words



## 40 to 60 months +

### Communication & Language

#### Listening & Attention

- Maintains attention, concentrates and sits quietly during appropriate activity
- Two-channelled attention—can listen and do for a short span

#### Early learning goal—listening & attention

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.

#### Understanding

- Responds to instructions involving a two-part sequence
- Understands humour, e.g. nonsense rhymes, jokes
- Able to follow a story without pictures or props
- Listens and responds to ideas expressed by others in conversation or discussion

#### Early learning goal—understanding

Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.





## 40 to 60 months+

### Communication & Language

#### Speaking

- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words
- Uses the language to imagine and create roles and experiences in play situations
- Links statements and sticks to a main theme or intention
- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events
- Introduces a storyline or narrative into their play

#### Early learning goal—speaking

Children express themselves effectively, showing awareness of listener's 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.



## 40 to 60 months+

### Physical Development

#### Moving & Handling

- Experiments with different ways of moving
- Jumps off an object and lands appropriately
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles
- Travels with confidence and skill around, under, over and through balancing and climbing equipment
- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it
- Uses simple tools to effect changes to materials
- Handles tools, objects, construction and malleable materials safely and with increasing control
- Shows a preference for a dominant hand
- Begins to use anticlockwise movement and retrace vertical lines
- Begins to form recognisable letters
- Uses a pencil and hold it effectively to form recognisable letters, most of which are correctly formed

#### Early learning goal—moving and handling

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.



## 40 to 60 months

### Physical Development

### Health & Self-care

- Eats a healthy range of foodstuffs and understands need for variety in food
- Usually dry and clean during the day
- Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health
- Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks
- Shows understanding of how to transport and store equipment safely
- Practices some appropriate safety measures without direct supervision

#### Early learning goal—health & self-care

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.



## 40 to 60 months +

### Personal, social & emotional development

#### Managing feelings & behaviour

- Understands that own actions affect other people, for example, becomes upset or tries to comfort another child
- Aware of boundaries set, and of behavioural expectations in the setting
- Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy

#### Early learning goal—managing feelings & behaviour

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some 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.

#### Self-confidence & self-awareness

- Confident to speak to others about own needs, wants, interests and opinions
- Can describe self in positive terms and talk about abilities

#### Early learning goal—self-confidence & self-awareness

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.



## 40 to 60 months+

### Personal, social & emotional development

#### Making relationships

- Initiates conversations, attends to and takes account of what others say
- Explains own knowledge and understanding, and asks appropriate questions of others
- Takes steps to resolve conflicts with other children, e.g. finding a compromise

#### Early learning goal—making relationships

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.



## 40 to 60 months+

### Literacy

### Reading

- Continues a rhyming string
- Hears and says the initial sound in words
- Can segment the sounds in simple words and blend them together and knows which letters represent some of them
- Links sounds to letters, naming and sounding the letters of the alphabet
- Begins to read words and simple sentences
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books
- Enjoys an increasing range of books
- Knows that information can be retrieved from books and computers

#### Early learning goals— reading

Children read and understand simple sentences. They use phonic knowledge to decode regular words and them aloud accurately. They also read some common regular words. They demonstrate understanding when talking with others about what they have read.



## 40 to 60 months +

### Literacy

#### Writing

- Gives meaning to marks they make as they draw, write and paint
- Begins to break the flow of speech into words
- Continues a rhyming string
- Hears and says the initial sound in words
- Can segment the sounds in simple words and blend them together
- Links sounds to letters, naming and sounding the letters of the alphabet
- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence
- Writes own name and other things such as labels, captions
- Attempts to write short sentences in meaningful contexts

#### Early learning goal—writing

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.



## 40 to 60 months +

### Mathematics - Numbers

- Recognise some numerals of personal significance
- Recognises numerals 1 to 5
- Counts up to three or four objects by saying one number name for each item
- Counts actions or objects which cannot be moved
- Counts objects to 10, and beginning to count beyond 10
- Counts out up to six objects from a larger group
- Selects the correct numeral to represent 1 to 5, then 1 to 10 objects
- Counts an irregular arrangement of up to 10 objects
- Estimates how many objects they can see and checks by counting them
- Uses the language of 'more' or 'fewer' to compare two sets of objects
- Finds the total number of items in two groups by counting all of them
- Says the number that is one more than a given number
- Finds one more or one less from a group of up to five objects, then ten objects
- In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting
- Records, using marks that they can interpret and explain
- Begins to identify own mathematical problems based on their own interests and fascinations

#### Early learning goal—Numbers

Children count reliably with numbers from 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 and count on or back to find the answer. They solve problems, including doubling, halving and sharing.





## 40 to 60 months +

### Mathematics

#### Shape, space & measures

- Beginning to use mathematical names for 'solid' 3D shapes, and 'flat' 2D shapes, and mathematical terms to describe shapes
- Selects a particular named shape
- Can describe their relative position such as 'behind' or 'next to'
- Orders two or three items by length or height
- Orders two items by weight or capacity
- Uses familiar objects and common shapes to create and recreate patterns and build models
- Uses everyday language related to time
- Beginning to use everyday language related to money
- Orders and sequences familiar events
- Measures short periods of time in simple ways

#### Early learning goal—shape, space and measures

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.



## 40 to 60 months +

### Understanding the World

#### People & Communities

- Enjoys joining in with family customs and routines.

#### Early learning goal—people and communities

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.



## 40 to 60 months +

### Understanding the World

#### Technology

- Completes a simple program on a computer
- Interacts with age-appropriate computer software

#### Early learning goal—technology

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

#### Early learning goal—the world

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 & how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

#### The World

- Looks closely at similarities, differences, patterns and change



## 40 to 60 months +

### Expressive Arts & Design

#### Exploring & using media & materials

- Begins to build a repertoire of songs and dances
- Explores the different sounds of instruments
- Explores what happens when they mix colours
- Experiments to create different textures
- Understands that different media can be combined to create new effects
- Manipulates materials to achieve a planned effect
- Constructs with a purpose in mind, using a variety of resources
- Uses simple tools & techniques competently and appropriately
- Selects appropriate resources and adapts work where necessary
- Selects tools and techniques to shape, assemble and join materials they are using

#### Early learning goal— exploring using media & materials

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools, techniques, experimenting with colour, design, texture, form and function.



## 40 to 60 months +

### Expressive Arts & Design

#### Being imaginative

- Create simple representations of events, people and objects
- Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences
- Chooses particular colours to use for a purpose
- Introduces a storyline or narrative into their play
- Plays alongside other children who are engaged in the same theme
- Plays co-operatively as part of a group to develop and act out a narrative

#### Early Learning Goal—being imaginative

Children use what they have learnt about media & 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 & stories.

