

Skills List – to support teaching of Development Matters

0-6 Months

0-6 Communication and Language

Listening, Attention and Understanding

- Most responsive to primary carer's voice
- Makes own sounds or physical response when talked to
- Responds to significant sensory changes in environment e.g. light, sound, vibration
- Is calmed by soft speech or song
- Makes fleeting eye contact during interactions with prime carers or familiar adults
- Startles to sudden sounds
- Looks briefly at moving objects
- Responds to a familiar sound and / or voice e.g. quietens, alerts, body movement, eye flicker
- Imitates some facial expressions from prime carer and / or familiar adults e.g. a smile, sticking out their tongue
- Turns towards a familiar sound (e.g. footsteps) or voice, locating range of sounds with increasing accuracy
- Pays fleeting attention to music, mobile or similar
- Watches adults' faces when they talk
- Can distinguish between familiar voices
- Shows a simple reflex response to a range of sensory stimuli, objects, people and/or activities
- Shows a response that something has happened e.g. door closing or phone ringing
- May show excitement or anticipation when people approach
- Listens to familiar voices even though they can't see them

Speaking

- Communicates feelings by crying, gurgling and squealing, for example when contented, angry or in pain
- Communicates needs by crying, gurgling and squealing for example when hungry or tired
- Starts to make a range of sounds such as coos, gurgles, chuckling
- Makes own sounds in response to a familiar adult/to gain attention
- Lifts arms in anticipation of being picked up
- Makes sounds for pleasure e.g. tuneful vocalisation to self when lying in cot or at play
- Makes a range of different cries or sounds to show needs and feelings
- Begins to direct gaze towards desired object

0-6 Physical Development

Gross Motor Skills

- Startle reflex with whole body movement
- Grasps finger if palm touched or briefly grasps an object when it is placed in their hand
- Keeps hand closed with thumb tucked into palm
- Turns head to side when placed on tummy
- Holds head in midline when on back
- Waves arms and legs and can wiggle/squirm when lying on their back
- Rolls from side to back
- Blinks eyes spontaneously
- Closes eyes to bright lights
- Turns head or eyes towards light or sounds
- Shows a preference for high definition colours e.g. black/white
- Follows faces or objects with both eyes, when these are in close proximity to their face and are slowly moving side to side.
- Looks from one object to another
- Moves all limbs freely
- Able to hold head steady for few seconds when being moved from lying to sitting
- Moves arms more than legs
- When lying on their back, can bring hands together over their chest, touching their fingers
- When lying on their back, reaches randomly towards toys e.g. baby gym
- When lying on their back, lifts legs into a vertical position and grasps feet and plays with toes
- Moves head to look around when lying on their back or in supported sitting position (where appropriate)
- Able to control head e.g. not floppy when supported in an upright position
- Arm and leg movements become smoother and less jerky
- When lying on their tummy, child lifts head using forearms to support (straight arms and flat hands)
- Tracks primary caregiver/s with large body movements as they move around the room

When they have a toy in their hand(s), they hold it whilst looking at it, wave it about and may explore it orally
Using hands and / or feet, feels and plays with objects of different textures and tolerates new textures
Reaches out persistently and deliberately for toys and faces that interest them, developing awareness that their hands are their own and they can control them
May fix gaze on something of interest when looking around their environment
Begins to weight bear when held standing on a hard surface

Fine Motor Skills

Brings hands to mouth
Moves arms and legs
Hands start to open more e.g. may open in response to touch
Looks at own hands
Looks from one object to another i.e. shifts visual attention
Tracks a person or object with both eyes
Holds hands together
Reaches for toys with both hands
Explores hands and fingers e.g. watches them, presses hands together, clasps and unclasps hands
Holds object for a couple of seconds, when placed in palm of hand
Follows objects with both eyes in all directions
Brings hand / object to their mouth
Fixes gaze on something of interest when looking around their environment
Uses whole hand to hold objects for longer periods (palmer grasp)
Reaches out to faces with both hands to touch and explore

0-6 Personal, Social and Emotional Development (PSED)

Self-Regulation

Calms from being upset when held, rocked, spoken to, or sung to with soothing voice
Begins to recognise body sensations e.g. hunger
Shows a response to sounds and sights by eye tracking, head, or body movements
Begins to have facial expressions / sounds or gestures to communicate their feelings – different cries for different things
Seeks and accepts comfort – cries or vocalises when hungry / tired or has a need
Responds by snuggling in when held or fed by a familiar adult
Shows emotional responses to that of others e.g. smiling
Anticipates feeding care routines by showing excitement
Expresses feelings strongly through crying in order to make sure that their needs will be met
May whimper, scream and cry if left alone for too long
If their needs are not responded to, they may become withdrawn and passive
Is affirmed and comforted by familiar carers through voice, physical presence and touch, e.g. singing, cuddles, smiles or rocking

Managing Self

Sleeps for periods of two hours or more
Begins to look at familiar adult for brief periods
Makes sounds, eye contact and movements to initiate social interaction
Learns about their physical self through exploratory play with their hands and feet and movement
Expresses discomfort, hunger, or thirst
Opens mouth for bottle and/or breast or shows awareness of naso-gastric (NG) tube
Has predictable sleeping pattern and sleeps more at night than during the day
Makes sounds to get attention for comfort, nourishment or company
Laughs to express pleasure when happy or cries when upset
Enjoys playing with own hands and fingers
Participates in short shared interaction when sounds and expressions are mirrored back to them by close adults e.g. laughing and gurgling
Expresses awareness of their physical self through their own movements, gestures and expressions by touching their own and others' faces, eyes, and mouth in play and care events
Communicates discomfort or distress with a wet or soiled nappy
Anticipates food routines with interest

Building Relationships

Shows their readiness to be social through using their sensory abilities, following movement and gazing at faces intently
Most responsive to prime carer's voice
Begins to look at familiar adult for brief periods
Turns eyes and or head towards voice
Stops crying when picked up
Makes own sounds or physical response when talked to
Responds to interactions with small movement of fingers, arms, legs, eye flicker, turn head, smile (flicker), sounds
Moves body, arms and legs and changes facial expression in response to others e.g. sticking out tongue, opening mouth and widening eyes
Holds up arms to be picked up and cuddled and is soothed by physical touch such as being held, cuddled and stroked

Laughs or squeals to express pleasure when happy or excited
Shows delight at tickling and anticipation games
Begins to respond to other children touching them or interacting with them.
Interacts with others through turning their head, eye movements, body movements, rolling towards others etc

0-6 Literacy

Comprehension

Quietens to caregiver's voice
Notifies and engages with sounds and images in the environment
Reacts to familiar sounds or sights by changes in behaviour e.g. smiling, looking, reaching

Word Reading

Shows a preference for high definition colours
Looks towards black, white and yellow
Enjoys songs and rhymes, tuning in and paying attention
Aware of colour, especially bright colours by turning towards or looking at objects or pictures
Notifies sounds and images in the environment
Touches fabric or squishy books

Writing

Brings hands to mouth
Looks at own hands
Hands start to open more e.g. may open in response to touch
Looks from one object to another i.e. shifts visual attention
Holds hands together
Reaches for toys with both hands
Holds object for a couple of seconds, when placed in palm of hand
Brings hand / object to their mouth

0-6 Mathematics

Number

Looks at pictures and moving objects
Responds to sensory stimuli in the environment e.g. pictures, sounds, lights, smells, textures
Looks from one object to another and back again i.e. shifting visual attention
Watches own hands intently
Persistently and deliberately reaches out to touch things that interest them
Reacts to changes of amount when those amounts are significant (more than double)
Repeats actions that have an effect e.g. touching mobile

Numerical Patterns

Begins to have some awareness of body parts e.g. mouths and/or looks at hands
Begins to look around a room with interest
Explores space when they are free to move, roll and stretch
Explores differently sized and shaped objects by touching or mouthing

0-6 Understanding the World

Past and Present

Child is most responsive to primary carer's voice
Gazes a long time at your face, especially when feeding or changing
Maintains eye contact during interactions with a familiar person
Shows interest in less familiar adults' faces
Begins to repeat actions that have an effect

People, Culture and Communities

Begins to look towards familiar adults
Turns eyes and or head towards familiar voice
Often stops crying when picked up
Copies facial expressions and mouth shapes
Makes own sounds or physical response when talked to
Comforted by body contact / soothing noises
Cries in different ways to express needs and attract attention
Plays with and explores objects by touching them, looking at them, smelling them, placing them in their mouth and listening to the sounds they make

Recognises key people in their own life

The Natural World

Moves eyes, then head, to look towards moving objects, lights and sounds

Notices a visual / auditory change in their environment

Quietens or alerts to the sound of speech

Responds differently to different tones of voice or speech sounds

Is calmed by soft speech or song

Explores hands and fingers e.g. watches them, presses hands together, clasps and unclasps hand

Plays with and explores objects by touching them, looking at them, placing them in the mouth and listening to the sounds they make

Repeats actions that have an effect e.g. kicking or hitting a mobile or shaking a rattle

Persistently and deliberately reaches out for toys that interest them

Smiles / responds with pleasure at recognisable playthings

0-6 Expressive Arts and Design

Creating with Materials

Responds to high contrasts such as black and white pictures or objects

Aware of colour and light, especially bright colours, high definition

Enjoys hand play, own and others

Being Imaginative and Expressive

Responds to high contrast colours e.g. black and white or objects

Responds to familiar person's face and voice

Repeats action that has an effect e.g. batting at mobile

Begins to show attention to sounds and music

6-12 months

6-12 Communication and Language

Listening, Attention and Understanding

- Responds to familiar voices by smiling, looking or moving
- Turns to own name
- Responds to 'no' and other inhibitive sounds
- Responds to familiar rhymes, songs and finger play by eye gaze and / or body movements (e.g. flapping hands, moving legs)
- Watches with fleeting interest the actions of others
- Can focus on different sounds in their environment
- Demonstrates extended attention within familiar settings
- Shows a response to significant changes in a person's tone of voice/speech
- Shows a response to changes in the actions of others
- Show consistent awareness that something has happened or changed e.g. environment/people
- Begins to point to things they want
- Begins to respond to familiar gestures, single words and sounds e.g. waving 'bye bye' to familiar adults
- Responds to familiar rhymes and songs by moving their body parts and joining in with some actions during adult-led song time e.g. rocking for 'Row, Row, Row the Boat'
- Turns to an environmental sound or familiar name / object by looking e.g. doorbell, dog barking
- Begins to focus on an activity of their choice for short periods
- Responds to familiar words or phrases by looking or with gestures e.g. 'Daddy'
- Has a greater focus on motivating tasks for a longer period of time
- Responds to own name by stilling or turning
- Responds to familiar greetings through gesture/sound/eye gaze etc. e.g. turning/stilling
- Begins to respond to stimuli presented in an on/off pattern
- Begins to recognise and respond to key objects of reference e.g. nappy at changing time/ bottle/cup at snack time
- Begins to make a choice to select a desired object from two

Speaking

- Begins to babble by repeating a series of the same sounds e.g. 'ba ba ba', 'ma ma ma'
- 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 'takes turns' in conversation by babbling with a familiar person
- Gestures or looks to make requests and to share an interest
- Consistently directs gaze towards desired object
- Begins to imitate vocalisations within own repertoire of sounds
- Begins to vocalise or make physical contact to initiate an interaction
- Uses voice or gesture to attract attention (e.g. holding up objects, waving arms, eye gazing); ask for things (e.g. reaching, opening and shutting hands); refuse (e.g. pushing objects away, shaking head)
- 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
- Copies the speech sounds of others
- Uses a single word / sign / photograph / symbol appropriately e.g. 'cup'

6-12 Physical Development

Gross Motor Skills

- When placed in a sitting position, leans forward and then returns to original position
- Sits with support with head and back straight and turns head from side to side to look around
- Tries to sit up from lying on their back when hands are held
- Rolls over from front to back and from back to front
- Demonstrates pre-crawling movements with arms and legs when lying on tummy
- Takes weight through legs and bounces up and down when in a standing position (where appropriate)
- Makes stepping movements when held by an adult
- Pulls self to standing against a support e.g. furniture, but does not yet lower self down with control
- Puts arms up to be lifted
- Kicks legs vigorously one leg then the other
- When sitting, puts hands out when off balance to save self from falling
- Pulls self to sitting position

Sits unsupported on the floor and can adjust body posture when leaning forward to pick up and manipulate a toy without losing balance
Sits up from lying down

Rolls from front to back/back to front with deliberate intent and can roll from left to right and right to left
Moves around independently e.g. commando crawling / bottom shuffling / sliding on the back / crawling
Moves from a sitting position to a hands and knees crawling position
Whilst in a crawl position, reaches out with one arm and maintains balance
Takes weight through legs when placed in a supported standing position
Kneels up against furniture
Pulls self to standing against furniture and lowers self down with increasing control
Walks around furniture lifting one foot and stepping sideways (cruising)
Walks with one or both hands held by an adult
Stands by themselves for a few seconds when placed in a standing position
Gets onto a low edge or step
Walks with a push along walker or by pushing a stable toy
Stretches out with one hand to grasp a toy when offered
Throws toy or object with random aim

Fine Motor Skills

Takes most objects to mouth
Pats and bangs objects with open hand
Explores by grabbing or scratching textures and surfaces within reach
Holds a small object in their hand using a firm palmar grasp
Reaches for small objects
Brings fingers in towards the palm to curl fingers around an object (palmar grasp)
Uses fingers like a rake, curling fingers over objects to bring them close (raking grasp)
Shakes and bangs objects
Transfers objects from one hand to the other
Keeps hands open and relaxed most of the time
Begins to pick up small items

Grasps a toy using both hands at once
Accepts and holds a second item whilst maintaining hold of original item
Begins to pull objects out of containers
Splashes water with a flat hand
Releases an object voluntarily by dropping it but not yet placing object down deliberately
Explores objects by banging, shaking and turning them around in their hands
Explores different textures with hands in a sensory way e.g. cornflour, beans, icing sugar
Aware that hand movements can leave a mark, e.g. plays with food on tray of highchair
Bangs two toys together in the midline
Holds an object and bangs or taps it against a surface
Copies clapping hands
Begins to put objects into a container
Begins to isolate index finger
Manipulates malleable materials
Begins to stack blocks on top of each other

Uses two hands to lift small and large objects in and out of containers
Picks up objects using pads of the thumb and index finger (inferior pincer grasp)
Stretches out with one hand to grasp a toy if offered
Looks at and knocks down an object placed at table height, shoulder height or floor level
Intentionally pass an object to an adult

6-12 Personal, Social and Emotional Development (PSED)

Self-Regulation

Seeks physical and emotional comfort by snuggling in to trusted adults
Communicates a range of emotions (e.g. pleasure, interest, fear, surprise, anger and excitement) through making sounds, facial expressions, and moving their bodies
Caregiver and child are closely attentive to each other and engage in sensitive, responsive exchanges
Shows distress at being left alone and pleasure at return of familiar people
Makes use of special people for comfort and security
Reacts emotionally to other people's emotions; smiling when smiled at and becoming distressed if they hear another child crying
Reacts to toys being withdrawn
Responds to simple lap time e.g. stiffens / relaxes facial expression, eyes widening
Reacts differently to physical interactions e.g. rough and tumble play
Responds to different temperatures on the body e.g. getting cold after a bath
Aware of people near them e.g. by turning head or eyes towards them, quietens or increases sounds / vocalisations
Shows a wider variety of feelings, using crying, gestures and vocalisations freely to express their needs

Uses familiar adult to share feelings and for 'emotional refuelling' when feeling tired/anxious
Uses a comfort object, familiar others, routines or spaces to soothe themselves, particularly when separated from their close carer
Co-operates as they become familiar with and anticipate routines e.g. nappy changing, getting dressed
Begins to express a range of emotional responses: excited, worried, crying
Likes to have sight or hearing range of a familiar adult and reacts when main carer leaves the room

Managing Self

Has regular naps during the day
Opens mouth for spoon and food
Accepts a range of tastes, consistencies and textures (runny, thick, paste, puree, lumps)
Tolerates face and hair washing
Enjoys playing with own feet and toys
Repeats action, e.g. dropping toy, accompanying with vocalising to attract adult's attention
Chews on baby toothbrush
Drinks from two handled beaker with help
Starts to show own food preferences, including fruit and vegetables
Drinks from feeder cup independently
Has one nap during the day
Plays with range of bath toys
Pulls off hat, gloves, socks
Shows an interest in their reflection in a mirror, although may not yet realise that the reflection is them
Repeats action when responded to e.g. dropping spoon from highchair
Initiates simple game, inviting adult to join in by pausing, looking e.g. banging objects together
Expresses more awareness of their physical self by exploring objects around them inside and outdoors
Develops confidence to try new things
Begins to co-operate with nappy changing
Grasps finger foods
Tries to share control of the spoon
Tolerates hand over hand support e.g. holding a spoon

Building Relationships

Responds to what a carer is paying attention to e.g. following their gaze
Distinguishes between people, recognising the look, sound and smell of their close carer
Smiles more often to familiar rather than unfamiliar people
Likes and responds to cuddles and being held
Makes body stiff and vocalises when protesting
Shows anticipation when playing games through sounds and body movements
Makes choices by looking, turning head, eye flicker, body movements etc
Responds to facial expressions of happiness and sadness in others
Makes use of special people for comfort and security
Begins to display attachment behaviours such as wanting to stay near and becoming upset when left with an unfamiliar person
Becomes wary of unfamiliar people or people they have not seen for a while
Interested in watching others, especially children
Laughs with favourite people
Reacts to audience, repeats activity or action when encouraged
Shows delight at active rough and tumble play
Shows anticipation in interactive games such as peep po

6-12 Literacy

Comprehension

Turns when hears own name
Enjoys rhymes with actions, e.g. row the boat
Starts to understand contextual clues e.g. familiar gestures, words and sounds
Begins to follow adult point
Responds to familiar words or phrases by looking or with gestures e.g. 'Daddy'
Immediately responds to name
Responds to several familiar words e.g. family names, cup, spoon, car
Begins to anticipate some actions in rhymes
Starts to respond by action or gesture, e.g. clapping hands in response to verbal prompt and modelling from familiar rhyme
Understands simple instructions with gesture e.g. when adult holding out their hand, 'Give it to Mummy'

Word Reading

Shows an interest in picture books
Actively seeks out and experiences 'touchy / feely' parts on a page

Engages with sounds and images in the environment
Enjoys sharing books, rhymes or digital materials with familiar people
Reacts to sounds in the environment such as vehicles, sirens and birds
Engages with digital reading devices e.g. electronic books / toys
Handles books, beginning to turn pages, may be several at a time
Pays attention and responds to pictures or words
Begins to anticipate some actions in rhymes
Shows an interest in props related to rhymes, e.g. five little ducks

Writing

Takes most objects to mouth
Holds a small object in their hand using a firm palmer grasp
Brings fingers in towards the palm to curl fingers around an object (palmer grasp)
Uses fingers like a rake, curling fingers over objects to bring them close (raking grasp)
Begins to pick up small items
Releases an object voluntarily by dropping it but not yet placing object down deliberately
Explores different textures with hands in a sensory way e.g. cornflour, beans, icing sugar
Aware that hand movements can leave a mark, e.g. plays with food on tray of highchair
Isolates index finger with other fingers closed
Picks up objects using pads of the thumb and index finger (inferior pincer grasp)

6-12 Mathematics

Number

Engages in finger play in familiar contexts e.g. feeding, changing
Recognises patterns of their day and may protest them e.g. being placed in the cot to sleep
Show anticipation and enjoyment of familiar caring routines and simple games
Takes part in finger rhymes with numbers
Explores collections of objects e.g. treasure baskets
Begins to anticipate what happens next in predictable situations e.g. knowing a ball rolled back and forth will come to them
Watches and copies what an adult does e.g. holds beater, bangs drum, claps hands
Shows interest in patterned songs and rhymes, perhaps with repeated actions by watching, moving, smiling, clapping or making sounds

Numerical Patterns

Developing an awareness of their own bodies using hands, mouth and feet
Responds to size, reacting to very big or very small items that they see or try to pick up
Experiences patterned objects and images
Develops object permanence by quickly finding a toy hidden whilst they watch, looking towards the floor when object is dropped and watching as they deliberately drop toy repeatedly
Puts objects in and out of containers
Puts objects of similar shapes inside others and takes them out again
Climbs and squeezes self into or through different types of spaces
Shows interest in patterned songs and rhymes e.g. with repeated actions

6-12 Understanding the World

Past and Present

Consistently repeats actions that have effects
Shows attachment to familiar people e.g. sight / sound of adult
Shows affection towards familiar people e.g. hugs / pats / kisses
Co-operates with some familiar routines

People, Culture and Communities

Begins to be wary of strangers
Actively explores the environment with all senses
Shows a sense of belonging to their family and key carer
Begins to play social games e.g. peek-a-boo, and 'give and take' games
Clings to familiar adults and may hide face from strangers
May become distressed when main carer leaves room

The Natural World

Looks around a room with interest, visually scanning the environment for new and interesting objects and events
May focus on a particular area or resource
Begins to be interested in small objects or the detail of a toy
Responds to environments outside home or familiar setting e.g. feeling the breeze on their face
Explores, with appropriate support, a range of objects and materials in different ways e.g. 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 e.g. tries to pull a mat towards them to make a toy or object come closer

6-12 Expressive Arts and Design

Creating with Materials

Handles, feels, manipulates and mouths objects and materials
Experiments with a range of media (tools, materials, sounds, whole-body movement) through multi-sensory exploration
Notifies and becomes interested in their actions on materials and resources e.g. knocking down brick towers

Being Imaginative and Expressive

Is intensely curious, actively explores objects using all senses
Explores their voices and enjoys making sounds
Responds to familiar songs or action rhymes
Responds to and engages with the world that surrounds them e.g. sounds, movements, people, objects, sensations, emotions
Imitates actions using whole body
Begins to imitate familiar action rhyme through whole-body movement e.g. leans back and forwards while hands held for 'Row, Row', closing and opening hands, wriggling body and legs

12-18 months

Communication and Language

Listening, Attention and Understanding

- Consistently points to items of interest and use gestures to show things to adults
- Begins to listen and respond to one step instructions containing one key word e.g. get your cup
- Chooses between two objects e.g. 'do you want baby or car?'
- Begins to respond to simple commands / instructions when in a familiar context with a familiar adult e.g. point to Mummy, give the apple to Mummy
- Understands familiar single words in new contexts e.g. 'bath' at home and elsewhere
- Concentrates, for short periods, intently on an object or activity of own choosing / dominant stimulus
- Enjoys a wider range of nursery rhymes, trying to join in with some simple actions e.g. clapping hands and / or vocalisations
- Stops in response to 'no' or inhibitive sounds
- Becomes excited and waits during anticipation games e.g. waiting for 'go' in 'ready, steady, go' or, '1, 2, 3... go' games or songs
- Imitates a sequence of three or more actions

Speaking

- Says around ten words, although they may not be clear
- 'Takes turns' in conversation with babbling and some single words / recognisable sounds e.g. 'Dada' for 'Daddy'
- Uses single words / signing / photographs / symbols to communicate for a range of purposes e.g. 'more', 'bye-bye', 'teddy'
- Uses sounds in play e.g. 'brrrm' for toy car
- Frequently imitates words and sounds from adult production
- Uses pointing with eye gaze, and then fingers or hands, to make requests and to share an interest
- Creates personal words as they begin to develop language e.g. 'baba' for 'baby'
- Vocalisations start to have the tone and rhythm of home language

12-18 Physical Development

Gross Motor Skills

- Sits well and gets into sitting position independently
- Pulls to standing from sitting e.g. using furniture or adult support
- Sits down from a standing position with control
- Crawls upstairs and comes down backwards on knees
- Takes a few steps independently, these may be uneven
- Picks up an object on the floor with support from an adult or furniture
- Climbs forward onto adult's chair then turns and sits
- Gets onto child's chair themselves backwards or sideways

Fine Motor Skills

- Picks up, holds and releases small objects with precision using tips of fingers (superior or 'neat' pincer grasp)
- Notifies their hands or tools they use can make marks as they explore sensory materials
- Claps hands together spontaneously
- Waves goodbye
- Begins to stack blocks on top of each other
- Puts objects and toys into and out of containers with one hand
- Pulls along toys and items using a rope or string
- Uses a single finger to touch or point e.g. to indicate need, to explore an object or to activate a cause and effect device
- Points to and pokes objects with index finger
- Copies finger movements
- Begins to use a spoon and cup
- Helps turn the pages of a board book but may turn more than one at a time
- Fits large shapes into a posting box or shape sorter
- Removes pieces from an inset puzzle or pegs from a pegboard

12-18 Personal, Social and Emotional Development (PSED)

Self-Regulation

- Responds to emotions in key adult voices
- Explores the boundaries of behaviours, may look at an adult to check before acting or testing boundaries
- Needs constant supervision due to dangers of increased exploration
- Participates in daily activities as they become familiar with and anticipate routines e.g. getting dressed or finding their beaker

Can usually be distracted when upset with a gentle prompt

Managing Self

Begins to participate in bathing e.g. holding out arms and legs for washing and later uses sponge, following prompting
Cooperates with drying hands
Tolerates use of toothbrush and toothpaste
Actively cooperates with nappy changing e.g. lies still, helps hold legs up
Starts to communicate urination, bowel movement
Attempts to put shoes on
Accepts new textures and tastes such as larger pieces of food and increasing range
Looks back to familiar adult to check if not sure about something
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
Responds to their own name and enjoys finding own nose, eyes or tummy as part of interactive games
Shows separation anxiety (if left) as they become more aware of themselves as separate individuals
Shows an emerging autonomy through asserting choices and preferences such as different tastes and rejects things they do not want, e.g. by pushing them away
Understands that their own voice and actions causes an effect on others, e.g. clapping hands starts a game
Shows growing self-confidence through playing freely and with involvement

Building Relationships

Shows shyness around unfamiliar people and shows preference for certain people
May look concerned if hears crying, or displays excitement if hears familiar, happy voice
Initiates interaction with other children e.g. vocalising, reaching, moving towards
Engages another person to help achieve a goal e.g. to get an object out of reach
Seeks reactions e.g. to minor injury
Draws others into social interaction through calling, crying and babbling, smiling, laughing and moving their bodies and limbs
Cooperates with caregiving experiences, such as dressing

12-18 Literacy

Comprehension

Understands names of some common objects e.g. points to a toy or item when it is named
Points to a familiar named item in a picture book
Starts to follow simple instructions / statements from familiar adult with gestures or clues e.g. 'get your cup'
Points on request to a familiar person
Understands familiar words in a new context e.g. 'bath' at home and elsewhere
Responds to comments and gestures such as 'show me', 'find the' or 'point to'

Word Reading

Notifies and shows an interest in familiar pictures and symbols, recognising what they stand for
Recognises familiar adult in photo
Lifts flaps in books
Moves in response to simple rhythms in rhymes / songs
Interested in and explores the sounds made by banging and tapping familiar objects / instruments

Writing

Picks up, holds and releases small objects with precision using tips of fingers (superior or 'neat' pincer grasp)
Notifies their hands or tools they use can make marks as they explore sensory materials
Uses a single finger to touch or point e.g. to indicate need, to explore an object or to activate a cause and effect device
Points to objects with index finger
Copies finger movements

12-18 Mathematics

Number

Aware of number names through action rhymes and songs that relate to numbers and everyday routines
Engages in counting-like behaviour e.g. making sounds and pointing
Looks for things which have moved out of sight
Initiates and continues repeated actions
Gets to know and enjoys daily routines
Joins in with repeated actions in songs and stories by copying actions and words
Begins to sort similar items into sets

Numerical Patterns

Begins to anticipate times of the day such as mealtimes or home time
Responds to changes of shape e.g. when playing with malleable materials

Begins to demonstrate an understanding of cause and effect by repeating actions
Attempts to match shapes into spaces on inset boards or puzzles
Interested in emptying containers
Explores space and engages with position and direction e.g. pointing to where they would like to go
Stacks objects of interest
Shows an interest in different sized objects in meaningful contexts e.g. give the big bowl to the big teddy

12-18 Understanding the World

Past and Present

Plays happily alone but prefers to be near a familiar adult
Actively seeks out familiar activities to play with
Recognises familiar adult/s in photos

People, Culture and Communities

Plays alongside another child
Begins to watch other children playing
Initiates play / interaction with an adult by taking an object to them
Notices details about the adults they meet e.g. reaching for glasses, touching jewellery

The Natural World

Explores immediate environment
Closely observes what animals, people and vehicles do
Points to objects of interest out of doors
Seeks to investigate when a toy is hidden e.g. boxes, cupboards, blankets
Solves simple problems independently e.g. retrieving out of reach toys or carrying toys from one place to another
Begins, with appropriate support, to use or explore object functionally e.g. drink out of cup, pretending to eat fake fruit

12-18 Expressive Arts and Design

Creating with Materials

Explores tactile materials, e.g. pasta, flour, water, sand, fabrics
Empties and fills containers
Explores malleable materials e.g. playdough / slime by pulling, squashing, squeezing and poking

Being Imaginative and Expressive

Bounces rhythmically when being sung to or when listening to music
Moves whilst vocalising / playing with sound makers and instruments
Responds to a simple action song with anticipation e.g. row, row
Responds physically and emotionally to music when it changes
Knows way to play with familiar toy e.g. car is for pushing
Uses 'symbolic sounds' for objects and animals in play
Engages in 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 a hat, drum or container

18 months – 30 months

Communication and Language

Listening, Attention and Understanding

- Understands a range of single words and some simple action words
- Consistently listens and responds to simple one step instructions in context e.g. sit down
- Consistently listens and responds to one key word instructions e.g. when given a choice of teddy or dolly, will point to dolly, rather than teddy
- Listens to and enjoys rhythmic patterns in rhymes and stories with multiple / complex actions, trying to join in with some actions and attempting vocalisations, albeit not always clear e.g. 'Wind the Bobbin Up'
- Pays attention to own choice of activity, may move quickly from activity to activity
- Understands approximately 50 familiar naming words
- Attention focused on the activity so that they may appear not to hear or respond e.g. when playing with toys
- Listens with interest to general conversation, responding to familiar words that interest them, e.g. 'biscuit'

- Begins to show an interest in what other children are playing and will occasionally join in
- Understands more words than they can say – between 200-500 words
- Begins to respond 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'

- Begins to respond to two key word instructions e.g. when given the choice of teddy or dolly / choice of apple / cake, will respond by giving the apple to dolly
- Indicates understanding of action words by demonstrating with self / toy e.g. 'make teddy jump'
- Points to five body parts on request independently
- Picks out a simple familiar instruction even when there is background noise, for example 'dinner time', 'no' or 'stop now'
- Listens to music and responds when it is turned off, for example stops singing or dancing or turns to look at the stereo
- Begins to shift to a different task if attention fully obtained with adult / visual prompting and support
- Responds appropriately to 'who', 'what' and 'where' questions with gesture / single words

Speaking

- Uses a range of adult like speech patterns (jargon) and says around 20 words
- Copies familiar expressions e.g. 'Oh dear', 'All gone'
- Uses different types of everyday words including nouns (naming words), verbs (action words) and adjectives (describing words), e.g. banana, go, sleep, hot
- Begins to put two words together e.g. 'want ball', 'more juice'
- Begins to talk about people and things that are not present e.g. 'Mummy gone'
- Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'want it'
- Comments using a single word or known phrase to describe a situation e.g. 'doggy' or '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
- Says up to 50 words
- Uses gesture and / or signing to support others to understand their wants / needs
- Puts two or three words together
- Asks a variety of simple questions e.g. 'what?', 'where?'
- Uses personal pronouns, e.g. 'me', 'my' (not always grammatically correct) e.g. 'my do it'
- Uses short phrases, 'my got one'
- Uses a range of verbs to describe actions e.g. 'boy jumping'
- Links noun and verb e.g. 'Daddy sleeping'
- Learns new words very rapidly and can use them to communicate

18-30 Physical Development

Gross Motor Skills

- Sits and plays in more than one position e.g. kneeling, legs outstretched, legs crossed, side sitting
- Walks well, with shorter steps, legs closer together and no longer needs to hold arms up for balance
- Attempts to run carefully but not yet smoothly

- Changes direction whilst walking
- Walks backwards for a few steps when pulling an item or toy using rope or string
- Lifts leg whilst holding onto an adult to assist with dressing
- Gets onto a chair independently
- Runs well although not always avoiding obstacles

Kicks a ball e.g. stands on one foot while kicking with the other
Jumps with both feet off the ground
Squats down to pick up objects, occasionally falling
Returns to standing after squatting down to pick up an object
Carries large objects whilst walking
Moves a tricycle or bike by pushing feet along floor
Pushes and pulls large toys or objects, difficulty steering around obstacles
Walks upstairs holding an adult's hand or bannister by putting two feet on each step

Fine Motor Skills

Begins to pick up something small with their first finger and thumb i.e. a pincer grasp
Releases items when held with pincer grasp
Uses hands to twist, turn and manipulate an object
Scoops with a spoon at mealtimes or during play
Puts rings on a ring stacker
Builds a taller block tower
Turns pages of a book one at a time
Stabs food with a fork at mealtimes
Uses a pouring action when playing with containers in sand or water
Presses small switches and buttons using index finger
Squeezes toys or instruments to produce a sound (both two handed and using one hand)
Deliberately places small objects e.g. pegs in a pegboard, pieces into an inset puzzle
Builds tall structures without them falling over
More co-ordinated hand movements; using both hands at the same time
Uses appropriate actions to explore properties of objects e.g. turning, twisting, rolling and pressing

18-30 Personal, Social and Emotional Development (PSED)

Self-Regulation

Expresses positive feelings such as joy and affection and negative feelings such as anger, frustration and distress e.g. through actions and / or behaviours and a few words
Experiences a wide range of feelings with great intensity, such as anger and frustration
Developing impulse control, will look towards a caregiver before acting
May lose control of feelings, body and thinking when distressed
Tantrums if frustrated but can be easily distracted
Is aware of others' feelings and is beginning to show empathy by offering a comfort object to another child or sharing in another child's excitement
Asserts their own agenda strongly and may display frustration with having to comply with others' agendas and with change and boundaries

Pleased by praise
Developing an awareness when they have done something wrong
Can feel overwhelmed by intense emotions, resulting in an emotional collapse ('meltdown') when frightened, frustrated, angry, anxious or overstimulated (e.g. fight, flight, freeze)
Seeks comfort from familiar adults when needed, distracts themselves with a comfort object when upset
Responds to the feelings of others, showing concern and offering comfort
Joins in with familiar routines when in a small group
Expresses their own preferences for what they want to play / eat / wear
Shows a growing awareness that others have feelings
Sometimes complies with requests, sometimes may be stubborn

Managing Self

Holds open cup with both hands, drinks without much spilling
Starts to be less messy with food
Develops own likes and dislikes of food and drink
Tolerates use of toothpaste and brush and may help brush their teeth
Rubs hands with soap and rinses under water
Shows some awareness of what a potty or toilet is used for
Puts on hat and slip on shoes
Pulls down zip on coat
Assists with removing loose garments e.g. pyjama bottoms, unbuttoned coat, cardigan
Smiles or laughs when successful

- Seeks reassurance from familiar adult when tired, upset or hurt
- Is aware of and interested in their own and others' physical characteristics, pointing to and naming features e.g. noses, hair and eyes
- Experiments with what their bodies can do through setting themselves physical challenges, e.g. pulling a large truck upstairs
- Asks, or searches for food when hungry
- Willing to try new food textures and tastes
- Feeds self with spoon without spilling and increasing need to be in control
- Indicates need for toilet by behaviour e.g. dancing movements or holding self
- Tolerates sitting on potty or toilet
- Clearly communicates wet or soiled nappy or pants
- Locates arms in coat or shirt when held by an adult, pulls top down over head
- Enjoys exploring new places with a trusted adult
- Shows persistence in expressing needs, if not met
- Knows their own name, preferences and interests
- Is developing an emerging understanding of similarities and differences between themselves and others
- Makes choices and decisions based on personal preferences and own ideas
- Growing in independence, rejecting help e.g. 'me do it'

Building Relationships

- Enjoys playing alone and alongside others (parallel play)
- Will often watch, follow and imitate others in their play
- May find long periods of social engagement overwhelming and may withdraw
- Shares interest and attention by looking to where the adult is looking, pointing and using their gaze to direct the adult's attention to something
- Explores the environment, interacts with others and plays confidently while their parent/carer or key person is close by; using them as a secure base to return to for reassurance if anxious or in unfamiliar situations
- Shows empathy by offering comfort that they themselves would find soothing e.g. their dummy
- Builds relationships with special people but may show anxiety in the presence of strangers
- Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult
- May dislike sharing a preferred adult's attention with another child
- Enjoys conversation with carers
- Engages in play with other children
- May intentionally hurt another person if angry

18-30 Literacy

Comprehension

- Points to three named items
- Selects a familiar object from a selection of four on request
- Selects familiar objects by name or identify objects from a group
- Responds to questions with familiar vocabulary and context e.g. 'Where's Mummy?'
- Looks at and talks about a picture with familiar features
- Points to five body parts on themselves, for instance during song or in play
- Names 4-5 pictures in a book
- Indicates correct picture of described action, e.g. 'show me the girl drinking'
- Points to five body parts on a doll or teddy
- Responds appropriately to simple 'who', 'what' or 'where' questions

Word Reading

- Is interested in and anticipates books and rhymes and may have favourites
- Looks at and talks about pictures
- Points to 3 familiar pictures on a page
- Begins to join in with actions and sounds in familiar songs and book sharing experiences
- Shows an interest in story props
- Enjoys sharing photographs of their family
- Has favourite stories, poems, rhymes, songs or jingles and seeks them out
- Looks through picture books independently
- Recognises familiar logos e.g. Tesco
- Handles familiar books and touch screen technology, turning pages with increasing control
- Points to simple objects described by use e.g. 'what do we sleep in?'
- Names 4 – 5 pictures in a book

Writing

- Begins to hold mark making implements, experimenting with their grasp

- May use a fistful grasp to hold an implement in palm of hand with all fingers and thumb (palmar supinate grasp)
- Explores mark making in a playful way
- Scribbles spontaneously and / or makes dots
- Makes connections between their movements and the marks they make
- Understands that the marks they make are of value
- Begins to hold mark making tools with fingertips and thumb (digital pronate grasp)
- Uses either hand for tasks but begins to show a preference
- Scribbles become progressively more controlled
- Imitates modelled movements, exploring circular, backwards, forwards, vertical and horizontal movements
- Sometimes gives meanings to marks as they draw and paint

18-30 Mathematics

Number

- Says some counting words
- Engages in counting-like behaviour e.g. saying some numbers in sequence
- Joins in with number rhymes and songs
- Uses number words like 1 or 2
- Sometimes responds accurately when asked to give one or two items
- Responds to words like 'lots' or 'more' during play interactions with an adult e.g. passes an adult another object when asked for more
- Begins to say numbers in order, some of which are in the right order (ordinality)
- In everyday situations, takes or gives two or three objects from a group
- Begins to count on their fingers
- Says number names to 3
- Compares amounts saying 'lots', 'more' or 'same'
- Notices simple shapes and patterns in pictures / environment
- Recognises changes in numbers of things

Numerical Patterns

- Investigates fitting themselves inside and moving through spaces
- Attempts to fit shapes into spaces with matching pictures on inset boards
- Pours materials (e.g. pasta, water, rice) in and out of containers
- Begins to select a shape for a specific space e.g. a ball in a round hole
- Uses blocks to create their own simple structures and arrangements
- Shows an interest in the size and weight of different objects e.g. carrying or lifting big items
- Explores capacity by selecting, filling, and emptying containers e.g. putting toys in a bag
- Begins to understand that things might happen now or later, in familiar routines
- Begins to arrange items in their own patterns e.g. lining up toys
- Compares size, length and weight through everyday play using gesture and language
- Chooses inset puzzle pieces and fits them in with more success
- Builds with a range of resources e.g. bricks, blocks, everyday objects
- Arranges items in their own patterns with more confidence
- Recognises objects that are the same i.e. matching

18-30 Understanding the World

Past and Present

- Shows enjoyment when looking at photos and videos of their family
- Begins to understand that things might happen now or later with familiar routines
- Greets peers / familiar adults when reminded e.g. 'say hello!'
- Can demand familiar adult's attention if others are present e.g. adult plays with another child
- Shows affection and interest towards other children and younger siblings

People, Culture and Communities

- Shows interest in stories about people, animals, nature or objects they are familiar with
- Watches another child in play and may copy them
- Shows interest in photographs of themselves and other familiar people
- Sometimes shares toys / food with adult / child
- Begins to take turns in play during adult-led activities
- Pauses to briefly wait for a turn in a simple social play with an adult e.g. rolling a ball activity
- Has a sense of own immediate family, relations and pets
- Imitates everyday actions and events from own family and cultural background through pretend play
- Enjoys being with other children
- Plays happily alongside other children

Joins in other children's play briefly
Begins to develop friendships
May be shy when unfamiliar adults are present
Recreates everyday experiences in their own play

The Natural World

Explores different ways of playing with toys and media, e.g. pulls dough apart, splashes in puddles, rolling a ball or pushing a toy car
Matches parts of objects that fit / belong together e.g. lid on the teapot
Remembers where objects belong
Notices prominent features of an environment e.g. outdoor play area

Enjoys playing with small world models such as a farm, a garage or train track
Shows curiosity in how things work
Notices detailed features of objects, events and people in their immediate or wider environment
Indicates some understanding of aspects of their familiar world by answering and asking simple questions through their preferred method of communication e.g. what / where / who questions
Is developing an understanding that living things have needs e.g. 'teddy's hungry'

18-30 Expressive Arts and Design

Creating with Materials

Mirrors and improvises actions they have observed e.g. clapping or waving
Builds structures and knocks them down again
Uses mark making resources e.g. paint, water to make intentional marks
Scribbles spontaneously and / or makes dots
Manipulates and plays with different materials
Constructs with readymade forms e.g. bricks, boxes
Notices patterns with strong contrasts and is attracted by patterns resembling the human face
Explores a range of resources, for example paint, using fingers and other parts of their bodies as well as other tools e.g. brushes / sponges
Explores 2D and 3D materials when creating structures and pictures
Uses mark making tools and body parts to make lines that go up and down, round and round
Uses mark making resources to make separate marks
Scribbles become progressively more controlled

Being Imaginative and Expressive

Experiments with their singing voice
Sings / vocalises whilst playing with sound makers / listening to music
Reacts physically whilst listening to sounds or music including instruments
Begins to join in with actions and single words when singing familiar songs
Makes rhythmical and repetitive sounds
Begins to make sounds using everyday items e.g. pots, plastic bowls, pans, wooden spoons
Interprets music through movements e.g. jumping, bouncing or swinging arms when they hear music / songs they like
Imitates everyday tasks e.g. sweeping
Engages in small world play
Uses one (similar) object as another e.g. sweeping brush may become horse, cardboard box becomes car
Joins in singing songs with recognisable tunes or words
Creates rhythmic sounds and movements
Creates sounds in a variety of way e.g. rubbing, shaking, tapping, striking or blowing, including household objects and musical instruments
Begins to participate in pretend play, using objects that represent other objects e.g. using a remote as a mobile phone

30 months – 42 months

Communication and Language

Listening, Attention and Understanding

Consistently shifts to a different task if attention fully obtained with adult / visual prompting and support
Consistently 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'
Recognises and responds to many familiar environmental sounds, e.g. turning to a knock on the door, looking at or going to the door
Consistently recognises and joins in with familiar and self-chosen rhymes, number songs and actions, such as 'The wheels on the bus'
Shows understanding of action words by pointing to the right picture
Briefly attends to activities of others
Shows understanding of prepositions 'in' and 'on' such as 'put dolly in the box' by carrying out action or selecting correct picture
Shifts from one activity to another independently if you gain their attention, for example will stop when asked to and help tidy up
Joins in with an activity that an adult or a child suggests
Understands use of objects e.g. 'Which one do we cut with?'
Begins to respond to three key word instructions e.g. when given the choice of teddy or dolly / size / choice of apple / cake, responds by giving the apple to little dolly
Shows understanding of prepositions e.g. 'under', 'on top', 'behind', 'next to' by carrying out an action or selecting a correct picture
Begins to follow instructions containing concepts of size (big / little), position (in / on), number and colour
Joins in with key words and repeated refrains and anticipates key events/phrases in rhymes and stories
Listens to familiar stories, verbally and / or using visual prompts
Anticipates what might happen next in familiar stories with adult support
Listens to others in one-to-one or small groups when conversation interests them

Speaking

Uses around 100-200 words
Asks questions frequently, such as people's names and objects
Sometimes uses pronouns ('he'/'she') and prepositions ('in/on'), although not always accurately
Uses longer simple sentences with up to 3- 4 words, (e.g. 'Mummy gone work')
Begins to use word endings e.g. 'going', 'cats'
Uses a variety of questions e.g. 'what?', 'where?', 'who?', 'why?'
Holds a simple conversation with an adult jumping from topic to topic
Uses language / non-verbal communication e.g. gesture / photo / symbols / signing to share feelings, experiences, and thoughts
Anticipates key events and important phrases in familiar rhymes and stories
Talks to self in play
Tells own name and age
Speech can be understood by familiar adults and peers, with some errors such as 'sh', 'ch', 'th' and 'r'
Uses around 300 words
Uses some descriptive language, including time words (e.g. 'later'), space words (e.g. 'over there') and function words (e.g. explain function of items)
Frequently uses pronouns ('he', 'she') and prepositions ('under')
Retells a simple past event in order e.g. fell down, hurt finger
Answers 'yes / no' questions appropriately
Provides information about self and favourite things
Talks with peers during play about what they are doing and/or to direct them e.g. 'you be the Mummy'
Modulates volume of voice

30-42 Physical Development

Gross Motor Skills

Jumps from a small step or low piece of equipment
Rolls or throws ball or bean bag more accurately e.g. passing to another person, aiming at a target
Catches a large ball thrown into two arms e.g. beach ball, balloon ball, light football
Kneels without support
Bends over to retrieve an item from the floor without needing to hold on to anything
Runs safely on whole foot
Negotiates obstacles and turn corners when running
Stands independently from a kneeling position without using furniture to support
Stands on tiptoe when holding onto something
Walks downstairs, two feet to each step whilst carrying a toy
Walks backwards, forwards and sideways

- Steers a wheeled toy with hands and attempts to pedal e.g. balance bike / trike
- Moves freely with confidence in a range of ways e.g. slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding, hopping
- Climbs confidently and begins pulling themselves up on play equipment
- Climbs stairs, ladders or gym equipment using alternate feet
- Pedals a tricycle
- Squats with steadiness to rest or play with object on the ground and rises to feet without using hands
- Walks along a bench / low wall
- Kicks a large ball successfully with directed aim
- Kicks smaller balls forcibly
- Catches a large ball
- Catches a small ball at close range
- Links two movements together e.g. run and jump into a puddle; walk and duck under a climbing frame

Fine Motor Skills

- Holds cup with or without handles with two hands, drinking with minimal spilling
- Threads large beads onto rod, wire or floppy cord e.g. washing line cord or heavy shoelace
- Uses a knife to chop soft items
- Places objects down neatly and precisely
- Fits increasingly small shapes and objects into holes during posting activities
- Puts tiny objects into a small container
- Squeezes a pair of loop scissors independently to make single snips when an adult is holding the paper
- Threads onto a shoelace
- Removes unfastened clothing independently e.g. tops, bottoms, socks, footwear
- Creates long shapes when rolling dough
- Holds scissors in one hand, makes single cuts in paper
- Folds paper in half
- Manipulates puzzle pieces to complete an inset jigsaw

30-42 Personal, Social and Emotional Development (PSED)

Self-Regulation

- May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do
- Expresses emotions of pride and embarrassment as well as a wide range of other feelings
- 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
- May display feelings of intense emotions through their actions e.g. voice or / and physical
- Less easily distracted
- Expresses a wide range of feelings in their interactions with others and through their behaviour and play
- May exhibit increased fearfulness of things like the dark or monsters etc. and possibly have nightmares
- Talks and responds about how others might be feeling
- Has a developing awareness that their actions and words can hurt others' feelings
- Modifies behaviour, with support, to fit in with what others are doing e.g. waiting a short time for a turn
- Has strong sense of own space and own possessions
- Complies with familiar rules e.g. not climbing as they may fall

Managing Self

- Eats with a fork and a spoon, able to blow e.g. candles or when cooling food
- Pours drink from jug with some spillage
- Helps wash self, turns taps on and off and helps dry self after washing
- Willing to have a go at brushing their own teeth however needs an adult to supervise / support
- Toilet trained with infrequent accidents
- Removes or pulls up trousers
- 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
- Is becoming aware of their unique abilities e.g. riding a scooter, dancing, singing / signing
- Begins to use 'me', 'you' and 'I' in their talk and to show awareness of their social identity of gender, ethnicity and ability

- 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
- Brushes own teeth and hair
- Dresses and undresses, but needs help with fastenings
- Helps with food preparation, beginning to use a knife for spreading
- Beginning to have food preferences and expresses them
- Separates from main carer with confidence
- Is more outgoing towards strangers and more confident in new social situations
- More willing to take risks and try new things
- Able to express their needs and ask adults for help
- Shows strong personal preference e.g. clothes
- Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers
- Enjoys having a 'job' e.g. fetching the milk carton / fruit / washing up

Building Relationships

- Enjoys company of other children and wants to play with them
- Enjoys gaining attention of others and sustaining interaction
- Defends own possessions
- Shows some understanding that other people have perspectives, ideas and needs that are different to theirs e.g. may turn a book to face you so you can see it
- Closely watches others' body language to begin to understand their intentions and meaning
- Shows empathy and concern for people who are special to them by partially matching others' feelings with their own e.g. may offer a child a toy they know they like
- Sometimes shares or takes turns with others with adult guidance to understand 'yours' and 'mine'
- Notifies and asks questions about differences, such as skin colour, types of hair
- Seeks out companionship with adults and other children, sharing experiences and play ideas
- Participates in some co-operative play
- Joins in group activities
- Shows initiative and autonomy in relating with others
- Identifies self with children of same age and gender
- Uses their experiences of adult behaviours to guide their social relationships and interactions

30-42 Literacy

Comprehension

- Identifies objects described by their function, e.g. 'what do we sit on?'
- Supplies missing words in familiar rhyme if adult pauses
- Understands more complex sentences
- Communicates what happens next in a repetitive story verbally or using gesture
- Shows understanding of basic prepositions 'in' and 'on' such as 'put dolly in the box' by carrying out action or selecting correct picture
- Indicates object from choice of two
- Enjoys familiar stories
- Listens to and joins in with rhymes and stories on a one-to-one basis
- Begins to understand basic concepts e.g. position / size / colour / number by carrying out an action or selecting a correct picture
- Understand instructions with three information carrying words e.g. 'put the jumper under the table' (objects / pictures used should be familiar to children)
- Shows understanding of prepositions e.g. 'under', 'on top', 'behind' by carrying out an action or selecting a correct picture
- Responds appropriately to more complex 'who', 'what' and 'where' questions using objects e.g. 'what do we put on our feet?'
- Recognises and offers a word when omitted from a familiar story

Word Reading

- Begins to understand that print has meaning
- Notifies some print e.g. first letter of their name, bus or door number
- Pretends to read text
- Shows interest in print in books and the environment
- Joins in with repeated actions, words or phrases in familiar stories or rhymes
- Use props alongside familiar story to retell using key words
- Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with the words of familiar songs and nursery rhymes
- Handles books and touch screen technology carefully and the correct way up with growing competence
- Listens to and joins in with stories and poems individually and in small groups
- Recognises own name with a picture
- Shows awareness of the way simple stories are structured e.g. beginning, middle and end

Retells simple stories within play contexts using props, e.g. puppets, role play or small world
Anticipates and joins in with key events and phrases in rhymes and stories

Writing

Holds mark making tools using a secure digital pronate grasp
Distinguishes between the different marks they make
Makes continuous lines and patterns
May imitate designs e.g. circle or cross or create their own irregular shapes
Usually holds writing implement in preferred hand
Engages in mark making as part of role play
Starts to imitate adults writing by making continuous lines of shapes and symbols (early writing)
Ascribes meaning to symbols, signs and words that they see, including those they make themselves
Begins to make letter-type shapes to represent the initial sound of their name and other familiar words

30-42 Mathematics

Number

Counts in everyday contexts, sometimes skipping numbers e.g. 1,2,3,5
Recites numbers to 5
Begins to notice numerals (number symbols)
Makes patterns with items e.g. arranging items into size, colour, shape
Is interested in what happens next using the pattern of everyday routines e.g. can tell you what happens next or is interested in what is happening next
Joins in and anticipates repeated sound and action patterns
Points to each object in a group once as they are counted, coordinating the touch and oral count so that they happen at the same time (one to one correspondence)
Recites numbers beyond 5
Compares two small groups of up to five objects, saying when there are the same number of objects in each group
Uses some number names and number language within play and may show fascination with large numbers
Begins to count up to three objects
Shows 'finger numbers' up to 5
Says one number for each item in order: 1,2,3,4,5
Identifies numerals of personal significance, e.g. their age, house number
Uses mark making materials to represent their own ideas, explore and communicate mathematical thinking
Begins to notice familiar numerals e.g. house number, age
Recognises that two quantities are different or the same

Numerical Patterns

Completes simple inter-locking jigsaws
Responds to some spatial and positional language
Explores how things look from different viewpoints including things that are near or far away
Begins to remember their way around familiar environments
Makes more complex constructions using a wider range of materials
Responds to some positional language through games or arranging toys / objects
Moves / rotates objects to match / create spaces
Talks about and identifies pattern in the environment using everyday language

30-42 Understanding the World

Past and Present

Shows some awareness of their wider family
Begins to recognise differences such as 'You say Daddy and I say Abba'
Seeks out others to share experiences and recent events e.g. within the last few days
Makes attachments to members of the group
Begins to make sense of their own life-story and family's history e.g. knowing Grandma is Mummy's Mum

People, Culture and Communities

Displays curiosity about the world by looking at objects, events and people
Is starting to make friends and be interested in having friends
Names familiar people
Knows that they have similarities and differences to others
Begins join in with small group-based activities
Begins to share toys
Enjoys make believe and role play e.g. dressing up as different people
Notifies and recognises when others are hurt or upset
Begins to develop positive attitudes about the differences between people

Begins to develop an awareness of features in their community e.g. library, mosque, park

The Natural World

Talks / communicates about some things that they have observed in the environment e.g. 'it's raining', 'that's a big leaf'

Understands simple explanations and reasons given about why things happen and how things work

Begins to ask questions about home and familiar places and surrounding environments e.g. shop, park

Continually asks questions e.g. 'where does the bath water go?'

Begins to understand about handling the environment and pets / animals with care e.g. not picking the flowers, stroking the cat gently

Plants seeds and cares for growing plants

Begins to understand the need to respect and care for the natural environment and all living things

30-42 Expressive Arts and Design

Creating with Materials

Enjoys playing with colour in a variety of ways e.g. mixing colours

Uses their imagination as they consider what they can do with different materials

Makes simple models which express their ideas

Expresses ideas and feelings through making marks, and explores the effects of using different types of paint, glue, pens, pencils, crayons, paper etc.

Begins to give a meaning to the marks they make

Explores a variety of colours

Explores and uses a variety of materials e.g. clay, dough, card, feathers

Develops their own ideas and chooses materials to use to express them

Uses various construction materials e.g. joining pieces, stacking vertically / horizontally, balancing etc.

Draws spontaneous and unrecognisable forms

Creates closed shapes with continuous lines and begins to use these shapes to represent objects

Being Imaginative and Expressive

Shows an interest in the way sounds are made e.g. fast, loud, quiet

Move and dance to music

Invents own music using any equipment

Uses actions to indicate the role they are adopting e.g. mother

Uses routines from everyday life in their play e.g. making dinner

Uses a range of voices in the imaginative play

Enjoys dressing up as characters of interest to the child and people who help us e.g. being a post delivery person, fire-fighter, princess, superhero

Joins in with simple routines of action songs e.g. 'Hokey Cokey'

Sings to self

Knows and joins in with some songs

Makes up simple songs

Moves in a range of different ways e.g. mirroring and creating their own movement patterns

Taps out simple repeated rhythms

Joins in with all actions to simple nursery rhymes

Responds to the tempo of a piece of music e.g. run when fast tempo, slow walking/swaying when slow tempo

Listens with increased attention to sounds

Attempts to initiate tunes

Makes sounds / movements / drawings to accompany stories

Extends scenes from everyday life with other children being assigned a role e.g. Mum, Dad, dog, baby

Notices what other children and adults do, copying, adding variations, then doing it spontaneously

Engages in imaginative play based on their own ideas and experiences

42-54 months

Communication and Language

Listening, Attention and Understanding

Follows general directions, if not intently focused e.g. instructions given as a large group

Consistently responds to three key word instructions e.g. when given the choice of teddy or dolly / size / choice of apple / cake, responds by giving the apple to little dolly

Consistently follows instructions containing concepts of size (big / little), position (in / on / under / behind / on top), number and colour

Begins to understand and respond to 'why' and 'how' questions e.g. 'how can we clean up the juice?' 'Why do you want to wear your coat outdoors today?

Returns to a task after interruption e.g. toilet break

Perseveres for extended periods of time at an activity of their choosing

Understands all pronouns: 'they', 'he', 'she', 'him' and 'her'

Listens to familiar stories with increasing attention and recall, verbally and / or using visual prompts e.g. sequencing pictures

Predicts what might happen next after listening to part of a familiar story e.g. 'We're Going on a Bear Hunt', providing a verbal response, action and / or selecting a sequencing picture

Sings a large repertoire of songs

Knows many rhymes

Talks about familiar books

Tells a long story

Follows a short story without pictures or props

Carries out two unrelated directions e.g. 'put your lunchbox away and get your coat on'

Recalls what is missing from selection of items when one is removed e.g. Kim's Game

Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity e.g. whilst listening to a story, the child fiddles with their zip

Enjoys listening to stories, however, can only focus on one thing at a time

Speaking

Uses sentences of 4-6 words

Uses possessives, for example 'the boy's teddy'

Questions why things happen and gives explanations e.g. 'who?', 'what?', 'when?', 'how?', 'why?'

Provides appropriate answers in response to 'where?', 'who?' and 'what?' questions e.g. 'Where is the sponge?' - 'under the sink'

Uses 'and', 'because', 'so' to link simple phrases

Begins to use a range of tenses e.g. (play, played, playing) at times, making errors e.g. 'I runned outside'

Uses language they hear around them in their community and culture

Uses talk to explain what is happening and anticipate what might happen next

Talks about things that are of particular importance to them

Builds vocabulary reflecting the breadth of their experiences e.g. the topic of dinosaurs

Speech is understood by unfamiliar adults, with some errors e.g. 'r', 'l', 'th', 'sh', 'j'

Retells a simple story recalling events and characters

Uses future tense e.g. 'will play'

Names time of day associated with activities

Begins to introduce a storyline / narrative into their role play / small world play

Watches / waits for listener confirmation before continuing (nod / smile)

42-54 Physical Development

Gross Motor Skills

Stands on one foot for a few seconds independently

Rides a two-wheel bike with stabilisers or lifts both feet off the floor on a balance bike

Hops up and down with adult support

Jumps from apparatus landing appropriately

Runs skilfully, adjusting speed and direction to avoid obstacles

'Bounce passes' a large ball and receives a bounce pass

Avoids obstacles and changes direction when riding a bike / tricycle

Throws a small ball up and down, catching it as it falls

Travels with confidence and skill around, under, over and through gymnastic equipment

Jumps over a low hurdle e.g. up to 10cm high

Bends knees to touch toes

Climbs up a slide and comes down independently

Fine Motor Skills

- Pours, sieves and digs with control
- Builds towers using several small connecting bricks
- Shows control in holding and using books, hammers and mark making tools
- Makes consecutive cuts in self held paper
- Screws and unscrews jar lids, nuts and bolts
- Uses wind-up toys
- Cuts simple shapes and manipulates a conventional pair of scissors
- Manipulates puzzle pieces to complete a simple jigsaw

42-54 Personal, Social and Emotional Development (PSED)

Self-Regulation

- Takes turns more readily with reminders
- Does not always need an adult to remind them of a rule
- Asks permission to use a toy a peer is playing with
- Some understanding of sharing e.g. toys, snacks
- A developing ability to regulate their emotions, thoughts and behaviour to enable them to achieve a goal
- Understands their own and other people's feelings of happiness / sadness, offering empathy and / or comfort
- Attempts to repair a relationship or situation where they have caused upset
- Understands how their actions impact other people
- Is more able to manage their feelings when their wishes cannot be met
- Negotiates solutions to conflicts in their play
- Strongly self-willed
- Easily upset by failure
- Understands the need to argue with words rather than actions
- Expresses their needs, a wider range of feelings and behaviour in appropriate ways

Managing Self

- 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 basic road safety
- May argue to achieve own wishes
- Is confident in seeking comfort, reassurance and help from special people
- Is sensitive to others' messages of appreciation or criticism
- Develop ideas about themselves according to the messages they hear from others
- Recognises that they are part of a group e.g. badger class
- Uses personal hygiene materials competently
- Reliably dry and clean during the day
- Understands not to touch hot surfaces
- Developing awareness of the importance of daily exercise
- Expresses wishes and needs clearly, can wait, modify, and defer
- Enjoys receiving praise for achievements
- Approaches new challenges with confidence
- Recognises that they belong to different communities and social groups and communicates freely about own home and community
- Has a clear idea about what they want to do in their play and how they want to go about it
- Shows confidence in choosing resources
- Displays perseverance in carrying out a chosen activity

Building Relationships

- Understands that own actions affect other people e.g. may comfort a child they have upset
- Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions e.g. giving up a toy to another who wants it
- Initiates play by giving peer a role, e.g. 'you be the Mummy'
- Begins to select friends and exclude others
- Articulates their wants and needs
- Looks to a supportive adult for help in resolving conflict with peers
- Independently plays in small and large groups
- Enjoys doing things with other children and adults
- More confident in new social situations
- Develops particular friendships with other children
- Starts to recognise their friends may have different ideas
- Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations

42-54 Literacy

Comprehension

Listens to stories with increasing attention and recall
Suggests how a story might end
Retells a simple past event from their lived experience in the correct order e.g. went down slide, hurt finger
Begins to understand and use pronouns in context: 'they', 'he', 'she', 'him', 'her'

Aware of roles of people who help us e.g. doctor
Beginning to understand 'how' and 'why' questions
Understands abstract concepts e.g. sound / texture / weight / quantity / length
Listens attentively to a story in a medium sized group
Repeats a simple story using pictures / objects as prompts

Word Reading

Tells own stories
Knows that print carries meaning, and, in English is read from left to right, top to bottom, front to back
Talks about story events and characters, and suggest what might happen next
Looks at and enjoys print and digital books independently
Begins to navigate apps and websites
Recognises own name in familiar contexts e.g. coat peg at preschool
Shows awareness of rhyme and alliteration
Recognises rhythm in spoken words, songs, poems and rhymes
Clap or taps the syllables in words during sound play
Begins to hear the initial sounds in words
Enjoys an increasing range of print and digital books, both fiction and non-fiction
Re-enacts and reinvents stories they have heard in their play
Recognises familiar words e.g. Tesco and sibling names
Points to separate words on a page as adult reads
Names the different parts of a book, e.g. front cover, page
Hears and says the initial sounds in words
Recognises own name in a variety of situations
Begins to segment the sounds in simple words and blend them together

Writing

Begins to hold mark making tools with three finger grasp where the thumb, index finger and middle finger work as one unit (static tripod grasp)
Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes
Understands that writing is a form of communication
Shows an interest in letters on a keyboard
Uses static tripod grasp with increasing control
Uses tools including mark making implements with clear hand preference
Gives meaning to marks they make as they draw, write, paint or use a keyboard
Creates texts to communicate meaning for a range of purposes
Begins to segment and blend
Writes some recognisable letters
Makes a recognisable attempt at own name
Attempts to write familiar words

42-54 Mathematics

Number

Keeps track of items that have been counted and those that have not been, so none are missed or double counted (one to one correspondence)
Recites counting words in order to 10
Fast recognition of up to three objects, without having to count them individually
Reliably counts up to five objects
Shows an awareness of zero in number rhymes
Begins to recognise numerals to 5
Experiments with their own symbols, marks and numerals to which they ascribe mathematical meaning
Compares quantities using language e.g. 'more than', 'fewer than'
Begins to describe a sequence of events (real or fictional) using words such as 'first' and 'then'
Links numerals with amounts up to 5
Solves real world mathematical problems with numbers up to five in play and meaningful activities
Beginning to recognise that each counting number is one more than the one before
Through play and exploration, beginning to learn that numbers are made up of smaller numbers
Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same

Shows 'finger numbers' up to 10
Counts out up to ten objects from a larger group
Recognises numerals to 10
Shows the right number of objects to match the numerals up to 5

Numerical Patterns

Chooses items based on shape which are appropriate for their purpose
Talks about 2D and 3D shapes using every day and mathematical language
Compares objects by size / length / weight / capacity
Partitions and combines shapes to make new shapes with 2D and 3D shapes
Attempts to create arches and enclosures when building, using trial and improvement to select blocks
Creates and extends ABAB patterns e.g. stick/ leaf/ stick/ leaf
Recalls a sequence of events in everyday life and stories
Describes a familiar route
Follows and gives directions using positional language
Makes simple maps of familiar and imaginative environments
Uses both informal language and common shape names
Understands position through words alone e.g. 'the bag is under the table'
Makes more intricate and detailed models
Identifies patterns in the environment
Shows awareness of shape similarities and differences between objects
Orders and sequences events using everyday language related to time

42-54 Understanding the World

Past and Present

Enjoys participating in family and group celebrations e.g. birthdays / religious celebrations
Follows rules in an adult led game
Shows an interest in different occupations, often through role-play
Explores how things work, for example any technological objects
Actively seeks sharing and sense of fairness e.g. 'he won't give it to me!'
Makes connections between experiences of themselves and peers and talks about this e.g. parent occupations, show and tell
Knows some similarities and differences between things in the past and now

People, Culture and Communities

Remembers and talks about significant personal events e.g. Christmas / Diwali
Shows sensitivity to others e.g. helping a child who has fallen over
Recognises and describes special events for family or friends
Plays with other children, or alongside them, for longer periods with minimal adult interaction
Continues to develop positive attitudes about the differences between people
Knows there are different countries in the world and will talk about these differences, making reference to experiences, photos or stories
Knows some of the things that make them unique
Talks about members of their immediate family
Names and describes people they know
Forms a special friendship with another child
Knows that others do not always enjoy the same thing, and is sensitive to this
Expresses feelings about personal events
Understands that some places are special to members of their community
Recognises that people have different beliefs and celebrate special times in different ways

The Natural World

Shows interest in the natural world e.g. 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
Understands the key features of the life cycle of a plant and an animal
Talks about the differences between materials and changes they notice e.g. water and ice
Develops an understanding of growth, decay and change over time
Shows care and concern for living things and the environment
Describes what they see, hear and feel whilst outside
Notifies, comments and ask questions through their preferred method of communication, about changes in their familiar world e.g. falling leaves in autumn at the park, banana turning black
Compares things that they see to their own experiences e.g. half-moon looks like a satsuma segment; circle looks like a wheel
Looks closely at similarities, differences patterns and change in nature

42-54 Expressive Arts and Design

Creating with Materials

Joins different materials and explores different textures

- Creates pictures using a variety of media
- Explores how colours can be changed
- Shows different emotions in their drawings and paintings, like happiness, sadness, fear etc
- Begins to draw simple objects using common shapes e.g. a square for a house
- Begins to draw pictures that include several items
- Uses fingers and tools to create forms that represent ideas
- Mixes their own colours
- Chooses appropriate equipment for task e.g. thin brush for thin line
- Investigates natural materials e.g. transient art, bark rubbing
- Draws with increasing complexity and detail, such as representing a face with a circle and including details
- Produces complex pictures using variety of media
- Uses drawing to represent ideas like movement or loud noises

Being Imaginative and Expressive

- Sings familiar songs
- Creates their own songs or improvises a song around one they know
- Play and share a wide variety of music and songs
- Develops voice control, sings the pitch of a tone sung by another person (pitch match)
- Explores how sounds and movements can be changed
- Experiments with different body movements in response to music
- Marches in time to music and / or claps to beat in song
- Switches from one movement to another during dance
- Plays simple instruments and responds to suggested beat
- Plays alongside other children who are engaged in the same theme
- May engage in small world play which may be set in an imagined landscape e.g. chair arm may be a cliff
- Makes imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park
- Uses available resources to create props to support play
- Remembers and sings entire songs, naming familiar tunes
- Performs simple dance-like steps e.g. pretends to be a ballerina
- Makes music in a range of ways based on their experiences
- Listens attentively, moves to and talks about music, expressing their feelings and responses
- Plays instruments with increasing control
- Combines toys into own imaginative settings
- Tells stories combining fact and fiction
- Develops storyline or narrative into their play
- Uses one object to represent another, that are not necessarily similar
- Takes part in simple pretend play e.g. role play with a friend (shop and customer)
- Enjoys stories based on self and places they know well

54 months – 60 months

Communication and Language

Listening, Attention and Understanding

Understands a range of complex sentence structures including negatives, plurals and tense markers (past / present tense)

Beginning to understand humour, e.g. nonsense rhymes, jokes

Listens and responds to ideas expressed by others in conversation or discussion

Links significant events from own experience and from stories, paying attention to sequence and how events lead one to another

Predicts what might happen next after listening to part of an unfamiliar story

Listens to longer stories with adult on a one-to-one basis

Listens attentively to stories / songs / rhymes in a class group

Speaking

Gives a connected account of events or experiences, using language of 'first', 'next' and 'then'

Tells longer stories, sometimes mixing fact and fiction

Uses language to imagine and recreate roles and experiences in play situations

Uses talk to work out problems by organising, sequencing and clarifying their thinking, ideas, feelings and events

Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words

54-60 Physical Development

Gross Motor Skills

Attempts to jump using a skipping rope

Bends over and touches toes with straight legs

Copies a sequence of gross motor movements after demonstration, e.g. hop, jump, skip

Masters throwing and catching a variety of different sized balls

Performs dances using simple movement patterns

Takes part in simple team games, developing simple tactics for defending and attacking

Rides a two-wheeled bike independently

Fine Motor Skills

Handles tools, objects, construction and malleable materials safely with increasing control and intention

Manages all fastenings on clothes with minimal help

Skilfully operates appropriate electronic devices with ease and control

Makes simple stitches using a large needle

Effectively uses a range of tools with consistent control e.g. uses scissors to cut along a line

54-60 Personal, Social and Emotional Development (PSED)

Self-Regulation

Seeks support, 'emotional refuelling' and practical help in new or challenging situations

Is aware of behavioural expectations and sensitive to ideas of justice and fairness within a range of environments

Understands what is considered right and wrong and can explain why

Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise

Has awareness of the boundaries set and behavioural expectations within a range of environments

Engages in socially acceptable behaviour in public, able to manage thoughts, feelings and behaviour

Managing Self

Understands need for hygiene in food preparation, serving and eating

Begins to take responsibility for self-care in washing and teeth cleaning

Knows the routine of wiping self and hand washing and usually carries this out

Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group

Displays resilience when faced with challenges e.g. learning a new skill

Able to negotiate and accept others' perspectives

Describes self in positive terms and talks about abilities

Shows confidence and ability to stand up for themselves

Building Relationships

Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play

Takes turns, 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

Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others
More able to understand other people's needs, wants and behaviours
Takes steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support
Proactively seeks adult support

54-60 Literacy

Comprehension

Demonstrates understanding of 'how' and 'why' questions by giving explanations
Links significant events from own experience and from stories, paying attention to sequence and how events lead one to another
Makes up stories
Sequences 3-5 elements of a story with help
Predicts what might happen next after listening to part of a story
Engages in extended conversations about stories

Word Reading

Begins to read some high frequency words
Reads simple sentences using phonic knowledge
Re-read familiar books to build up confidence and fluency
Interprets text, using phonics, subject knowledge and illustrations
Consistently recognises full name
Talks about book language e.g. title, author, contents
Continues a rhyming string and identifies alliteration
Hears and says the sounds in words e.g. initial, middle and end
Segments the sounds in simple words and blends them together, knowing which letters represent some of them
Starts to link sounds to letters, naming and sounding the letters of the alphabet
Begins to link sounds to some frequently used digraphs e.g. sh, th, ee

Writing

Uses an effective dynamic tripod grasp to hold a pencil in a stable position
Starts to develop phonic knowledge by linking sounds to letters; names and sounds some letters
Forms recognisable (lower and upper case) letters, most of which are correctly formed
Writes some familiar words
Consistently writes own name in a range of contexts
Uses developing phonic knowledge to write things such as labels and captions
Uses writing as a means of recording and communication for different purposes

54-60 Mathematics

Number

Counts things that cannot be touched e.g. actions, sounds and imaginary objects
Understands that the total number in a set of objects will be the same when objects are counted in another order
Verbally recites numbers 0 to 10 and 10 to 0 with accuracy and confidence
Increasingly confident in putting numerals in order 0 to 10
Matches numerals with a group of items to show how many there are (up to 10)
Estimates numbers of things e.g. how many cows are in the field?
Partitions and combines groups of up to ten objects in different ways
Begins to explore and work out mathematical problems
Understands the 'one more / one less' relationship between consecutive numbers
Subitises up to five objects (without counting)
Automatically recalls number bonds to 10
Counts verbally beyond 20
Knows the language 'less', 'more', 'how many', 'total' when comparing numbers and objects
Explores patterns within numbers up to 10 including evens and odds, and doubles and halves

Numerical Patterns

Selects, rotates and manipulates shapes in order to develop spatial reasoning skills
Discusses route and locations using words like 'in front of' and 'behind'
Copies, continues and creates repeating patterns of increasing complexity e.g. AB, ABB, ABBC etc
Notifies and corrects an error in a repeating pattern
Compares and orders objects by length / weight / capacity
Solves practical problems in play-based contexts involving length / weight / capacity
Becomes familiar with measuring tools in everyday experience and play
Begins to experience measuring time with timers and calendars

54-60 Understanding the World

Past and Present

- Comments on images of familiar situations in the past, for example in books
- Compares and contrasts characters from stories, including figures from the past
- Talks about the lives of people around them and their roles in society
- Understands the past through settings, characters and events in books

People, Culture and Communities

- Co-operates as part of a group, sharing fairly
- Understands there are different religious celebrations, some of which they take part in e.g. Christmas / Diwali / Eid / Hanukkah
- Shows an awareness that some events are celebrated differently e.g. weddings or births
- Recognises some similarities and differences between life in this country and life in other countries
- Shows interest in maps or a globe

The Natural World

- Explores the natural world around them
- Describes indoor and outdoor environments
- Uses appropriate term to describe features of objects in outdoor environment e.g. tall trees
- Comments on apparent anomalies e.g. 'It's sunny but it's cold!'
- Recognises some environments that are different to the one in which they live
- Understands the effect of changing seasons on the natural world around them

54-60 Expressive Arts and Design

Creating with Materials

- 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
- Explores, uses and refines a variety of artistic effects to express their ideas and feelings
- Returns to and builds on previous learning, refining ideas and developing their ability to represent them
- Create collaboratively, sharing ideas, resources and skills

Being Imaginative and Expressive

- Delights in singing rhymes and jingles
- Puts own words to songs
- Sings in a group or on their own, increasingly matching the pitch and following the melody
- Begins to build a collection of songs and dances
- Uses movements to interpret music e.g. will respond to a sad song
- Watches and talks about dance and performance art, expressing their feelings and responses
- Explores and engages in music making and dance, performing solo or in groups
- 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 create, develop and act out a narrative
- Chooses particular movements / instruments / sounds / colours / materials for their own purposes