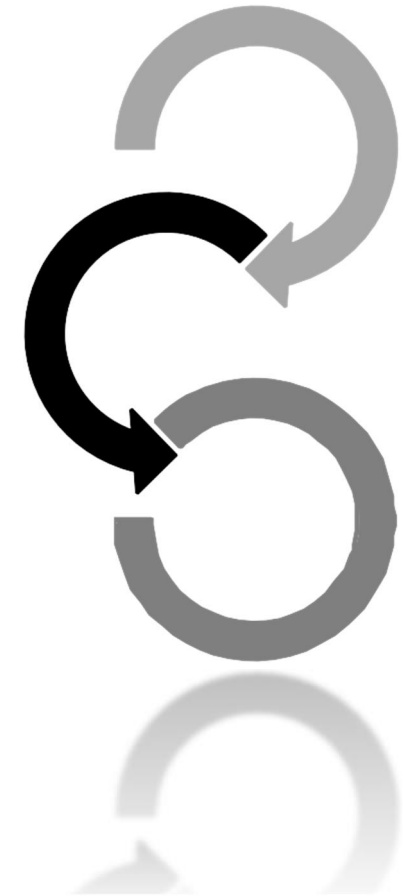


EYFS Progression Document (SEN)

PRIME & SPECIFIC AREAS of LEARNING & DEVELOPMENT



Acknowledgements

Diane Weaver – Pendle View
Aishling Duckworth – Holly Grove School, Burnley
Kate Fieldsend – Mayfield School, Chorley
Chris Herron – Red Marsh School, Thornton
Michelle Forrest – White Ash School,
Jan Reeves – The Coppice School, Bamber Bridge
Bev Hennefer – Royal Cross I, Preston
Sally Haughton – Bleasdale School, Silverdale
Jillian Vaughan - Tor View
Roxanne Lendbeck – Hillside
Ruth Watkinson – Kingsbury
Clare Bennett – The Loyne
Anne Conroy – Teaching and Learning Consultant Early Years LPDS LCC

This document has been produced by a number of Lancashire Special Schools to enable children with SEN to demonstrate progress through the EYFS Development Matters bands. The original statements have not been re-written, but have been broken down in to more achievable statements.

Entering . the child is just starting to work within this age band although aspects from the previous age band are not yet secure.

Developing . the child is working within this age band and they have met the expected levels of development for the previous age band.

Establishing . the child is working consistently within this age band

Secure . the child has achieved all or almost all of the expected levels within this age band and are emerging in some aspects of next age band.

Communication and Language			
Typical development	Listening and Attention	Understanding	Speaking
Birth – 11 months	<ul style="list-style-type: none"> • Turns towards a familiar sound then locates range of sounds with accuracy. • <i>Listens to intonations and sounds of voices.</i> • <i>Listens to & distinguishes intonations and sounds of voices.</i> • Listens to, distinguishes and responds to intonations and sounds of voices. • Reacts in interaction with others by smiling, looking and moving. • Quietens or alerts to the sound of speech. • Looks intently at a person talking, but stops responding if speaker turns away • Listens to familiar sounds, words, or finger plays. • Fleeting Attention . not under child's control, new stimuli takes whole attention away. 	<ul style="list-style-type: none"> • <i>Stops when hears own name</i> • <i>Looks when hears own name</i> • Stops and looks when hears own name. • Starts to understand contextual clues, e.g. familiar gestures, words and sounds. 	<ul style="list-style-type: none"> • <i>Communicates needs in a variety of ways, including crying, gurgling, babbling and squealing</i> • <i>Communicates feelings in a variety of ways, including crying, gurgling, babbling and squealing</i> • Makes own sounds in response when talked to by familiar adults. • Lifts arms in anticipation of being picked up. • <i>Gradually develops speech sounds (babbling) to communicate with adults; says sounds like 'baba, nono, gogo'.</i> • <i>Practises speech sounds (babbling) to communicate with adults; says sounds like 'baba, nono, gogo'.</i>
8-20 months	<ul style="list-style-type: none"> • <i>Moves whole bodies to sounds they enjoy</i> • <i>Moves whole bodies to music they enjoy</i> • <i>Moves whole body to a regular beat</i> • <i>Has a strong exploratory impulse</i> • <i>Concentrates intently on an object of own choosing for short periods</i> • <i>Concentrates intently on an activity of choosing for short periods</i> • Pays attention to dominant stimulus . easily distracted by noises or other people talking. 	<ul style="list-style-type: none"> • Developing the ability to follow others' body language, including pointing and gesture. • Responds to the different things said when in a familiar context with a special person (e.g. 'Where's Mummy?' 'Where's your nose?') • Understanding of single words in context is developing, e.g. 'milk' 'daddy' 	<ul style="list-style-type: none"> • Uses sounds in play, e.g. 'beep' for toy car. • Uses single words. • <i>Frequently imitates sounds</i> • <i>Frequently imitates words</i> • <i>Enjoys babbling and increasingly experiments with using sounds communicate for a range of purposes)</i> • <i>Enjoys babbling and increasingly experiments with using words to communicate for a range of purposes (e.g. teddy, more, no, bye-bye.)</i> • <i>Uses pointing with eye gaze to make requests.</i> • <i>Uses pointing with eye gaze to share an interest.</i> • Creates personal words as they begin to develop language

<p>16-26 months</p>	<ul style="list-style-type: none"> • <i>Listens to rhythmic patterns in rhymes</i> • <i>Listens to rhythmic patterns in stories</i> • <i>Listens to and enjoys rhythmic patterns in rhymes</i> • <i>Listens to and enjoys rhythmic patterns in stories</i> • Listens to and enjoys rhythmic patterns in rhymes and stories • <i>Enjoys rhymes</i> • <i>Demonstrates listening by trying to join in with actions</i> • <i>Demonstrates listening by trying to join in with vocalisations.</i> • Rigid attention . may appear not to hear. 	<ul style="list-style-type: none"> • <i>Selects familiar objects by name when asked</i> • <i>Will go and find familiar objects when asked</i> • <i>Identifies objects from a group</i> • Understands simple sentences (e.g. <i>Throw the ball</i>) 	<ul style="list-style-type: none"> • Copies familiar expressions, e.g. <i>Oh dear</i> <i>All gone</i> • Beginning to put two words together (e.g. <i>want ball</i> <i>more juice</i>). • Uses different types of everyday words (nouns, verbs and adjectives, e.g. <i>banana, go, sleep, hot</i>). • Beginning to ask simple questions. • <i>Beginning to talk about people that are not present.</i> • <i>Beginning to talk about things that are not present.</i>
<p>22-36 months</p>	<ul style="list-style-type: none"> • <i>Listens to the noises adults make when reading stories</i> • <i>Listens with interest to the noises adults make when reading stories</i> • <i>Recognises familiar sounds</i> • <i>Recognises and responds to familiar sounds</i> • <i>Recognises and responds to many familiar sounds</i> • <i>Shows interest in play with sounds</i> • <i>Shows interest in play with songs</i> • <i>Shows interest in play with rhymes.</i> • Single channelled attention. Can shift to a different task if attention fully obtained . using child's name helps focus. 	<ul style="list-style-type: none"> • Identifies action words by pointing to the right picture, e.g. <i>Who's jumping?</i> • Understands more complex sentences, e.g. <i>Put your toys away and then we'll read a book.</i> • <i>Understands 'who' in simple questions</i> (e.g. <i>who's that?</i>). • <i>Understands 'what' in simple questions</i> (e.g. <i>what's that?</i>). • <i>Understands 'where' in simple questions</i> (e.g. <i>Where is?</i>). • Developing understanding of simple concepts (e.g. <i>big/little</i>). 	<ul style="list-style-type: none"> • <i>Uses language as a powerful means of widening contacts</i> • <i>Uses language as a powerful means of sharing feelings</i> • <i>Uses language as a powerful means of sharing experiences</i> • <i>Uses language as a powerful means of sharing thoughts</i> • Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. • Holds a conversation, jumping from topic to topic. • Learns new words very rapidly and is able to use them in communicating. • Uses gestures, sometimes with limited talk, e.g. reaches towards toy, saying <i>I have it</i> • <i>Uses 'what' questions</i> • <i>Uses 'where' questions</i> • <i>Uses 'who' questions</i> • Uses simple sentences (e.g. <i>Mummy gonna work.</i>) • Beginning to use word endings (e.g. <i>going, cats</i>).

<p>30-50 months</p>	<p>“ <i>Listens to others one to one when conversations interests them</i> ” “ <i>Listens to others in small groups, when conversations interests them</i> ” “ <i>Listens to stories with increasing attention</i> ” Listens to stories with increasing attention and recall “ <i>Joins in with repeated refrains in rhymes</i> ” “ <i>Joins in with repeated refrains in stories</i> ” “ <i>Anticipates key phrases in rhymes</i> ” “ <i>Anticipates key phrases in stories</i> ” “ <i>Anticipates key events in rhymes</i> ” “ <i>Anticipates key events in stories.</i> ” Focusing attention . still listen or do, but can shift own attention. “ Is able to follow directions (if not intently focused on own choice of activity). ”</p>	<p>Understands use of objects (e.g. “<i>What do we use to cut things?</i>”) “ <i>Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action</i> ” “ <i>Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by selecting correct picture</i> ” Responds to simple instructions, e.g. to get or put away an object. “ <i>Beginning to understand ‘why’ questions</i> ” “ <i>Beginning to understand ‘how’ questions</i> ”</p>	<p>Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>). Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>). “ <i>Uses talk to connect ideas and explain what is happening</i> ” “ <i>Uses talk to anticipate what might happen next</i> ” “ <i>Uses talk to recall and relive past experiences</i> ” “ <i>Questions why things happen</i> Asks e.g. <i>who, what, when, how.</i> ” “ <i>Give explanations</i> ” Uses a range of tenses (e.g. <i>play, playing, will play, played</i>). Uses intonation, rhythm and phrasing to make the meaning clear to others. “ <i>Uses vocabulary focused on objects that are of particular importance to them</i> ” “ <i>Uses vocabulary focused on people that are of particular importance to them</i> ” Builds up vocabulary that reflects the breadth of their experiences. Uses talk in pretending that objects stand for something else in play, e.g., ‘<i>This box is my castle.</i>’</p>
<p>40-60 months</p>	<p>“ <i>Listens to others one to one or in small groups, when conversation interests them.</i> ” “ <i>Listens to stories with increasing attention and recall.</i> ” “ <i>Joins in with repeated refrains and anticipates key events in rhymes and stories</i> ” “ <i>Joins in with repeated refrains and anticipates phrases in rhymes and stories.</i> ” “ Focusing attention . still listen or do, but can shift own attention. ” “ Is able to follow directions (if not intently focused on own choice of activity). ” “ <i>Maintains attention during appropriate activity.</i> ” Maintains attention, concentrates and sits quietly during appropriate activity. “ Two-channelled attention . can listen and do for short span. ”</p>	<p>“ <i>Responds to instructions involving a two-part sequence</i> ” “ <i>Understands humour, e.g. nonsense rhymes, jokes.</i> ” Able to follow a story without pictures or props “ <i>Listens to ideas expressed by others in conversation or discussion</i> ” “ <i>Responds to ideas expressed by others in conversation or discussion.</i> ”</p>	<p>“ <i>Extends vocabulary, especially by grouping and naming</i> ” “ <i>Extends vocabulary, exploring the meaning of new words.</i> ” “ <i>Uses language to recreate roles and experiences in play situations.</i> ” “ <i>Uses language to imagine in play situations.</i> ” Links statements and sticks to a main theme or intention. “ <i>Uses language to recreate roles and experiences in play situations.</i> ” “ <i>Uses language to imagine in play situations.</i> ” Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play.</p>
<p>Expected Level - ELG</p>	<p>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p>	<p>Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.</p>	<p>Children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>

Physical Development		
Typical development	Moving and Handling	Health and Self Care
Birth – 11 months	<p>~ <i>Turns head in response to sounds</i></p> <p>~ <i>Turns head in response to sight</i></p> <p>~ Gradually develops ability to hold up own head.</p> <p>~ <i>Makes movement with arms which gradually become more controlled</i></p> <p>~ <i>Makes movement with legs which gradually become more controlled</i></p> <p>~ Watches and explores hands and feet, e.g. when lying on back lifts legs into vertical position and grasps feet.</p> <p>~ <i>Reaches out for and touches objects.</i></p> <p>~ <i>Reaches out for and begins to hold objects.</i></p> <p>~ Explores objects with mouth, often picking up an object and holding it to the mouth.</p>	<p>~ <i>Responds to warm, sensitive physical contact and care</i></p> <p>~ Responds to and thrives on warm, sensitive physical contact and care.</p> <p>~ <i>Expresses discomfort</i></p> <p>~ <i>Expresses hunger or thirst</i></p> <p>~ Anticipates food routines with interest.</p>
8-20 months	<p>~ Sits unsupported on the floor.</p> <p>~ When sitting, can lean forward to pick up small toys.</p> <p>~ <i>Pulls to standing holding onto furniture.</i></p> <p>~ <i>Pulls to standing holding onto a person for support.</i></p> <p>~ <i>Rolls continuously to move around</i></p> <p>~ <i>Bottom shuffles continuously to move around</i></p> <p>~ <i>Crawls continuously to move around</i></p> <p>~ <i>Walks with both hands held by an adult.</i></p> <p>~ <i>Walks with one hand held by an adult.</i></p> <p>~ <i>Walks around furniture lifting one foot and stepping sideways (cruising)</i></p> <p>~ Takes first few steps independently.</p> <p>~ Passes toys from one hand to the other.</p> <p>~ <i>Holds an object in each hand.</i></p> <p>~ <i>Brings them together in the middle.</i></p> <p>~ Picks up small objects between thumb and fingers.</p> <p>~ Enjoys the sensory experience of making marks in damp sand, paste or paint.</p> <p>~ <i>Holds pen or crayon using a whole hand (palmar) grasp</i></p> <p>~ Holds pen or crayon using a whole hand (palmar) grasp and makes random marks with different strokes.</p>	<p>~ Opens mouth for spoon.</p> <p>~ Holds own bottle or cup.</p> <p>~ <i>Grasps finger food</i></p> <p>~ <i>Brings food to mouth</i></p> <p>~ Attempts to use spoon: can guide towards mouth but food often falls off.</p> <p>~ Can actively cooperate with nappy changing (lies still, helps hold legs up).</p> <p>~ Starts to communicate urination, bowel movement.</p>
16-26 months	<p>~ Walks upstairs holding hand of adult.</p> <p>~ Comes downstairs backwards on knees (crawling).</p> <p>~ Beginning to balance blocks to build a small tower.</p> <p>~ Makes connections between their movement and the marks they make.</p>	<p>~ <i>Develops own likes in food and drink.</i></p> <p>~ <i>Develops own dislikes in food and drink.</i></p> <p>~ <i>Willing to try new food textures .</i></p> <p>~ <i>Willing to try new food tastes.</i></p> <p>~ <i>Holds cup with both hands without much spilling.</i></p> <p>~ Holds cup with both hands and drinks without much spilling.</p> <p>~ Clearly communicates wet or soiled nappy or pants.</p> <p>~ Shows some awareness of bladder and bowel urges.</p> <p>~ Shows awareness of what a potty or toilet is used for</p> <p>~ <i>Shows a desire to help with dressing/undressing</i></p> <p>~ <i>Shows a desire to help with hygiene routines.</i></p>

<p>22-36 months</p>	<p>Runs safely on whole foot</p> <p><i>Squats with steadiness to rest.</i></p> <p><i>Squats with steadiness to play with object on the ground.</i></p> <p>Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.</p> <p><i>Climbs confidently.</i></p> <p><i>Beginning to pull themselves up on nursery play climbing equipment.</i></p> <p>Can kick a large ball.</p> <p>Turns pages in a book, sometimes several at once.</p> <p><i>Shows control in holding jugs to pour, hammers, books and mark-making tools.</i></p> <p><i>Shows control in using jugs to pour, hammers, books and mark-making tools.</i></p> <p>Beginning to use three fingers (tripod grip) to hold writing tools.</p> <p>Imitates drawing simple shapes such as circles and lines.</p> <p><i>Walks upstairs holding onto a rail two feet to a step.</i></p> <p><i>Walks downstairs holding onto a rail two feet to a step.</i></p> <p>May be beginning to show preference for dominant hand.</p>	<p>Feeds self competently with spoon.</p> <p>Drinks well without spilling.</p> <p>Clearly communicates their need for potty or toilet.</p> <p><i>Beginning to recognise danger</i></p> <p>Beginning to recognise danger and seeks support of significant adults for help.</p> <p>Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt.</p> <p>Beginning to be independent in self-care, but still often needs adult support.</p>
<p>30-50 months</p>	<p><i>Moves freely and with pleasure in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</i></p> <p><i>Moves freely with confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</i></p> <p>Mounts stairs, steps or climbing equipment using alternate feet. Walks downstairs, two feet to each step while carrying a small object.</p> <p><i>Runs skilfully</i></p> <p><i>Negotiates space successfully, adjusting speed or direction to avoid obstacles.</i></p> <p>Can stand momentarily on one foot when shown.</p> <p>Can catch a large ball.</p> <p>Draws lines and circles using gross motor movements.</p> <p>Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</p> <p>Uses two hands in co-ordination when using tools and equipment</p> <p>Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p>Holds pencil near point between first two fingers and thumb and uses it with good control.</p> <p>Can copy some letters, e.g. letters from their name.</p>	<p><i>Can tell adults when hungry</i></p> <p><i>Can tell adults when tired</i></p> <p><i>Can tell adults when they want to rest or play.</i></p> <p>Observes the effects of activity on their bodies.</p> <p>Understands that equipment and tools have to be used safely.</p> <p><i>Gains more bowel and bladder control</i></p> <p><i>Can attend to toileting needs most of the time themselves.</i></p> <p>Can usually manage washing and drying hands.</p> <p>Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p>

<p>40-60 months</p>	<p>Experiments with different ways of moving.</p> <p><i>Jumps off an object</i></p> <p>Jumps off an object and lands appropriately.</p> <p><i>Negotiates space successfully when playing racing and chasing games with other children</i></p> <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>Uses simple tools to effect changes to materials.</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control.</p> <p>Shows a preference for a dominant hand.</p> <p><i>Begins to use anticlockwise movement</i></p> <p>Begins to use anticlockwise movement and retrace vertical lines.</p> <p>Begins to form recognisable letters</p> <p><i>Uses a pencil and holds it effectively to form recognisable letters</i></p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed</p>	<p><i>Eats a healthy range of foodstuffs</i></p> <p><i>Understands need for variety in food.</i></p> <p>Usually dry and clean during the day.</p> <p>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p><i>Shows understanding of the need for safety when tackling new challenges</i></p> <p><i>Considers and manages some risks.</i></p> <p><i>Shows understanding of how to transport equipment safely.</i></p> <p>Shows understanding of how to transport and store equipment safely.</p> <p>Practices some appropriate safety measures without direct supervision.</p>
<p>Expected Level - ELG</p>	<p>Children show good control and co-ordination in large and small movements.</p> <p>They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p>	<p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>

Personal, Social and Emotional Development

Typical Development	Self Confidence and Self Awareness	Managing Feelings and Behaviour	Making Relationships
<p>Birth – 11 months</p>	<p>Laughs e.g. shows pleasure at being tickled and other physical interactions. Gurgles, e.g. shows pleasure at being tickled and other physical interactions <i>Uses voice, gesture, to make contact with people and keep their attention.</i> <i>Uses eye contact to make contact with people and keep their attention.</i> <i>Uses facial expression to make contact with people and keep their attention.</i></p>	<p><i>Is comforted by touch.</i> <i>Is comforted by people's faces and voices.</i> Seeks physical and emotional comfort by snuggling into trusted adults <i>Calms from being upset when held, or rocked.</i> <i>Calms from being upset when spoken or sung to with soothing voice.</i> Shows a range of emotions such as pleasure, fear and excitement. Reacts emotionally to other people's emotions, e.g. smiles when smiled at and becomes distressed if hears another child crying.</p>	<p><i>Enjoys the company of others</i> <i>Seeks contact with others from birth.</i> Gazes at faces and copies facial movements, e.g. sticking out tongue, opening mouth and widening eyes. <i>Responds when talked to, for example, moves arms and legs, Responds when talked to, for example, changes facial expression, moves body and makes mouth movements.</i> Recognises and is most responsive to main carer's voice: face brightens, activity increases when familiar carer appears. Responds to what carer is paying attention to, e.g. following their gaze. Likes cuddles and being held: calms, snuggles in, smiles, gazes at carer's face or strokes carer's skin.</p>
<p>8-20 months</p>	<p>Enjoys finding own nose, eyes or tummy as part of naming games. <i>Learns that own voice have effects on others.</i> <i>Learns that own actions have effects on others.</i> <i>Uses pointing with eye gaze to make requests</i> <i>Uses pointing with eye gaze to share an interest.</i> Engages other person to help achieve a goal, e.g. to get an object out of reach.</p>	<p><i>Uses familiar adult to share feelings such as excitement or pleasure</i> Uses familiar adult to share feelings such as excitement or pleasure, and for emotional refuelling when feeling tired, stressed or frustrated. Growing ability to soothe themselves, and may like to use a comfort object. Cooperates with caregiving experiences, e.g. dressing. <i>Beginning to understand 'yes'.</i> <i>Beginning to understand 'no'.</i> <i>Beginning to understand that there are some boundaries.</i></p>	<p>Seeks to gain attention in a variety of ways, drawing others into social interaction. Builds relationships with special people. Is wary of unfamiliar people. <i>Interacts with others when supported by familiar person.</i> <i>Explores new situations when supported by familiar person.</i> <i>Shows interest in the activities of others, e.g. may be more interested in watching children than adults or may pay more attention when children talk to them.</i> <i>Responds differently to children and adults, e.g. may be more interested in watching children than adults or may pay more attention when children talk to them.</i></p>

<p>16-26 months</p>	<p><i>Explores new toys, but 'checks in' regularly with familiar adult as and when needed.</i> <i>Explores environments, but 'checks in' regularly with familiar adult as and when needed.</i> Gradually able to engage in pretend play with toys (supports child to understand their own thinking may be different from others). Demonstrates sense of self as an individual, e.g. wants to do things independently, says "No" to adult.</p>	<p>Is aware of others' feelings, for example, looks concerned if hears crying or looks excited if hears a familiar happy voice. Growing sense of will and determination may result in feelings of anger and frustration which are difficult to handle, e.g. may have tantrums. Responds to a few appropriate boundaries, with encouragement and support. <i>Begins to learn that some things are theirs.</i> <i>Begins to understand that things need to be shared.</i> <i>Begins to understand that some things belong to other people.</i></p>	<p>Plays alongside others. Uses a familiar adult as a secure base from which to explore independently in new environments, e.g. ventures away to play and interact with others, but returns for a cuddle or reassurance if becomes anxious. Plays cooperatively with a familiar adult, e.g. rolling a ball back and forth.</p>
<p>22-36 months</p>	<p>Separates from main carer with support and encouragement from a familiar adult. <i>Expresses own preferences</i> <i>Expresses own interests.</i></p>	<p>Seeks comfort from familiar adults when needed. Can express their own feelings such as sad, happy, cross, scared, worried. <i>Responds to the feelings of others.</i> <i>Responds to the wishes of others.</i> Aware that some actions can hurt or harm others. <i>Tries to help others who are distressed.</i> <i>Tries to comfort those who are distressed.</i> <i>Shows understanding of some boundaries and routines.</i> <i>Cooperate with some boundaries and routines.</i> Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do. Growing ability to distract self when upset, e.g. by engaging in a new play activity.</p>	<p><i>Interested in others' play.</i> Interested in others' play and starting to join in. Seeks out others to share experiences. <i>Shows affection for people who are special to them.</i> Shows affection and concern for people who are special to them. May form a special friendship with another child.</p>
<p>30-50 months</p>	<p><i>Can select activities and resources with help.</i> Can select and use activities and resources with help. Welcomes and values praise for what they have done. Enjoys responsibility of carrying out small tasks. <i>Is more outgoing towards unfamiliar people .</i> <i>Is more confident in new social situations.</i> <i>Confident to talk to other children when playing,</i> <i>Will communicate freely about own home and community.</i> Shows confidence in asking adults for help.</p>	<p><i>Is aware of own feelings.</i> <i>Knows that some actions and words can hurt others' feelings.</i> <i>Begins to accept needs of others.</i> <i>Can take turns with support.</i> <i>Can share resources with support.</i> <i>Can usually tolerate delay when needs are not immediately met.</i> <i>Can usually understand that wishes may not always be met.</i> <i>Can usually adapt behaviour to different events, social situations.</i> <i>Can usually adapt behaviours to changes in routine.</i></p>	<p>Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing. <i>Demonstrates friendly behaviour with peers and familiar adults.</i> <i>Initiates conversations with peers and familiar adults.</i> <i>Forms good relationships with peers and familiar adults.</i></p>

<p>40-60 months</p>	<p><i>Confident to speak to others about own needs and wants</i> <i>Confident to speak to others about own interests.</i> <i>Confident to speak to others about own opinions.</i> Can describe self in positive terms and talk about abilities.</p>	<p>Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. <i>Aware of the boundaries set in the setting.</i> <i>Aware of the behavioural expectations in the setting.</i> <i>Beginning to be able to negotiate problems without aggression.</i> , e.g. when someone has taken their toy. <i>Beginning to be able to solve problems without aggression.</i></p>	<p>Initiates conversations, attends to and takes account of what others say. <i>Explains own knowledge and understanding</i> <i>Asks appropriate questions of others.</i> Takes steps to resolve conflicts with other children, e.g. finding a compromise</p>
<p>Expected Level ELG</p>	<p>Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p>	<p>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>	<p>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>

Literacy		
Typical development	Reading	Writing
Birth to 11 months	<ul style="list-style-type: none"> • <i>Enjoys looking at books with familiar people</i> • <i>Enjoys looking at other printed material with familiar people</i> • Enjoys looking at books and other printed material with familiar people. 	<ul style="list-style-type: none"> • Children's later writing is based on skills and understandings which they develop as babies and toddlers. Before they can write, they need to learn to use spoken language to communicate. Later they learn to write down the words they can say. • Early mark-making is not the same as writing. It is a sensory and physical experience for babies and toddlers, which they do not yet connect to forming symbols which can communicate meaning.
8 to 20 months	<ul style="list-style-type: none"> • <i>Handles books with interest</i> • <i>Handles other printed materials with interest</i> • Handles books and printed material with interest. 	
16 to 26 months	<ul style="list-style-type: none"> • <i>Interested in books</i> • <i>Interested in rhymes</i> • <i>May have favourite books</i> • <i>May have favourite rhymes</i> • Interested in books and rhymes and may have favourites. 	
22-36 months	<ul style="list-style-type: none"> • <i>Has some favourite stories</i> • <i>Has some favourite rhymes and songs</i> • <i>Has some favourite poems and jingles</i> • Has some favourite stories, rhymes, songs, poems or jingles. 	

Bold Italics – original statements broken down into smaller steps

<p>30-50 months</p>	<ul style="list-style-type: none"> • Enjoys rhyming and rhythmic activities. • Shows awareness of rhyme • Shows awareness of alliteration • Shows awareness of rhyme and alliteration. • Recognises rhythm in spoken words. • Listens to stories in 1-1 • Listens to stories in small groups • Joins in stories in 1-1 • Joins in stories in small groups • Listens to rhymes in 1-1 • Listens to rhymes in small groups • Joins in rhymes in 1-1 • Joins in rhymes in small groups • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains in rhymes • Joins in with repeated refrains in stories • Anticipates key events in rhymes • Anticipates key events in stories • Anticipates phrases in rhymes • Anticipates phrases in stories • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Beginning to be aware of the way stories are structured. • Suggests how the story might end. • Listens to stories with increasing attention • Listens to stories with increasing recall • Listens to stories with increasing attention and recall • Describes main story settings • Describes main story events • Describes main story principal characters • Describes main story settings, events and principal character • Shows an interest in print in books • Shows an interest in print in the environment • Shows an interest in illustrations in books • Shows an interest in illustrations in environment • Shows interest in illustrations and print in books and print in the environment. • Recognises familiar words such as own name • Recognises familiar signs such as advertising logos • Recognises familiar words and signs such as own name and advertising logos. • Looks at books independently. • Handles books carefully. • Knows information can be relayed in the form of print. • Holds books the correct way up and turns pages. • Knows that print carries meaning and, in English, is read from left to right and top 	<ul style="list-style-type: none"> • Sometimes gives meaning to marks as they draw. • Sometimes gives meaning to marks as they paint. • Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places
---------------------	--	---

40-60 months	<ul style="list-style-type: none"> • Continues a rhyming string. • Hears initial sounds in words • Says the initial sounds in words • Hears and says the initial sound in words. • Can segment the sounds in simple words • Can blend the sounds together in simple words • Knows which letters represents the sounds • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Links sounds to letters • Names the letters of the alphabet • Sounds the letters of the alphabet • Links sounds to letters, naming and sounding the letters of the alphabet. • Begins to read words • Begins to read simple sentences • Begins to read words and simple sentences. • Uses vocabulary that is increasingly influenced by their experiences of books. • Uses forms of speech that are increasingly influenced by their experiences of books. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoys an increasing range of books. • Knows that information can be retrieved from books and computers. 	<ul style="list-style-type: none"> • Gives meaning to marks they make as they draw. • Gives meaning to marks they make as they write. • Gives meaning to marks they make as they paint. • Gives meaning to marks they make as they draw, write and paint. • Begins to break the flow of speech into words. • Continues a rhyming string. • Hears the initial sound in words. • Says the initial sound in words. • Hears and says the initial sound in words. • Can segment the sounds in simple words • Can blend sounds together in simple words. • Can segment the sounds in simple words and blend them together. • Links sounds to letters, • Names and sounds the letters of the alphabet. • Links sounds to letters, naming and sounding the letters of the alphabet. • Uses some clearly identifiable letters to communicate meaning, • Represents some sounds correctly and in sequence. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Writes own name • Writes other things such as labels, captions. • Writes own name and other things such as labels, captions. • Attempts to write short sentences in meaningful contexts.
Expected Level - ELG	Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate an understanding when talking with others about what they have read.	Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Bold Italics – original statements broken down into smaller steps

Mathematics		
Typical development	Numbers	Space Shape and Measures
Birth – 11 months	<ul style="list-style-type: none"> • Notices changes in number of images in group of up to 3. • Notices changes in number of sounds in group of up to 3. • Notices changes in number of objects/images or sounds in group of up to 3. 	<ul style="list-style-type: none"> • Babies' early awareness of shape, space and measure grows from their sensory awareness and opportunities to observe objects • Babies' early awareness of shape, space and measure grows from their sensory awareness and opportunities to observe objects and their movements, and to play and explore • Babies' early awareness of shape, space and measure grows from their sensory awareness and opportunities to observe objects and their movements, and to play and explore.
8-20 months	<ul style="list-style-type: none"> • Develops an awareness of number names through their enjoyment of action rhymes and songs that relate to their experience of numbers. • Has some understanding that things exist, even when out of sight. 	<ul style="list-style-type: none"> • Recognises big things in meaningful contexts. • Recognises small things in meaningful contexts. • Recognises big things and small things in meaningful contexts. • Gets to know and enjoy daily routines, such as getting-up time, mealtimes, nappy time, and bedtime.
16-26 months	<ul style="list-style-type: none"> • Knows that things exist, even when out of sight. • Beginning to organise objects. • Beginning to categorise objects e.g. putting all the teddy bears together or teddies and cars in separate piles. • Beginning to organise and categorise objects, e.g. putting all the teddy bears together or teddies and cars in separate piles. • Says some counting words randomly. 	<ul style="list-style-type: none"> • Attempts, sometimes successfully, to fit shapes into spaces on inset boards. • Attempts, sometimes successfully, to fit shapes into spaces on jigsaw puzzles. • Attempts, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles. • Uses blocks to create their own simple structures. • Uses blocks to create their own arrangements. • Uses blocks to create their own simple structures and arrangements • Enjoys filling containers. • Enjoys emptying containers. • Enjoys filling and emptying containers. • Associates a sequence of actions with daily routines. • Beginning to understand that things might happen
22-36 months	<ul style="list-style-type: none"> • Selects a small number of objects from a group when asked, for example, 'please give me one' 'please give me two' • Recites some number names in sequence. • Creates and experiments with symbols representing ideas of number. • Creates and experiments with marks representing ideas of number. • Creates and experiments with symbols and marks representing ideas of number. • Begins to make comparisons between quantities. • Uses some language of quantities, such as 'more' • Uses some language of quantities, such as 'a lot'. • Uses some language of quantities, such as 'more' and 'a lot' • Knows that a group of things changes in quantity when something is added. • Knows that a group of things changes in quantity when something is taken away. • Knows that a group of things changes in quantity when something is added or taken away. 	<ul style="list-style-type: none"> • Notices simple shapes in pictures. • Notices simple patterns in pictures. • Notices simple shapes and patterns in pictures. • Beginning to categorise objects according to shape • Beginning to categorise objects according to size • Beginning to categorise objects according to properties such as shape or size. • Begins to use the language of size. • Understands some talk about immediate past e.g. 'before' • Understands some talk about immediate future, e.g. 'later' or 'soon'. • Understands some talk about immediate past and future, e.g. 'before' 'later' 'soon' • Anticipates specific time-based events such as mealtimes or home time.

Bold Italics – original statements broken down into smaller steps

<p>30-50 months</p>	<ul style="list-style-type: none"> • Uses some number names spontaneously. • Uses some number language spontaneously. • Uses some number names and number language spontaneously. • Uses some number names accurately in play. • Recites numbers in order to 10. • Knows that numbers identify how many objects are in a set. • Beginning to represent numbers using fingers. • Beginning to represent numbers using marks on paper. • Beginning to represent numbers using pictures. • Beginning to represent numbers using fingers, marks on paper or pictures. • Sometimes matches numeral and quantity correctly. • Shows curiosity about numbers by offering comments. • Shows curiosity about numbers by asking questions. • Shows curiosity about numbers by offering comments or asking questions. • Compares two groups of objects, saying when they have the same number. • Shows an interest in number problems. • Separates a group of three objects in different ways • Separates a group of four objects in different ways • Beginning to recognise that the total is still the same when a group of objects is separated in different ways. • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. • Realises not only objects, but anything can be counted, including steps, claps or jumps. • Realises objects can be counted. • Realises anything can be counted, including steps, claps or jumps. • Shows an interest in numerals in the environment. • Shows an interest in representing numbers. 	<ul style="list-style-type: none"> • Shows an interest in shape and space by playing with shapes • Shows an interest in shape and space by making arrangements with objects. • Shows an interest in shape and space by playing with shapes or making arrangements with objects. • Shows awareness of similarities of shapes in the environment. • Uses positional language. • Shows interest in shape by sustained construction activity • Shows interest in shape by talking about shapes or arrangements. • Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. • Shows interest in shapes in the environment. • Uses shapes appropriately for tasks. • Beginning to talk about the shapes of everyday objects, e.g. <i>round and tall</i>
---------------------	--	--

<p>40-60 months</p>	<ul style="list-style-type: none"> • Recognise some numerals of personal significance. • Recognises the numeral 1 • Recognises the numeral 2 • Recognises the numeral 3 • Recognises the numeral 4 • Recognises the numeral 5 • Recognises numerals 1 to 5. • Counts up to three objects by saying one number name for each item. • Counts up to four objects by saying one number name for each item. • Counts up to three or four objects by saying one number name for each item. • Counts actions. • Counts objects which cannot be moved. • Counts actions or objects which cannot be moved. • Counts objects to 10 • Beginning to count beyond 10. • Counts objects to 10, and beginning to count beyond 10. • Counts out up to six objects from a larger group. • Selects the correct numeral to represent 1 to 5 • Selects the correct numeral to represent 1 to 10 • Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. • Counts an irregular arrangement of up to ten objects. • Estimates how many objects they can see. • Checks estimations by counting them. • Estimates how many objects they can see and checks by counting them. • Uses the language of <i>more</i> and <i>fewer</i> to compare two sets of objects. • Finds the total number of items in two groups by counting all of them. • Says the number that is one more than a given number. • Finds one more from a group of up to five objects. • Finds one less from a group of up to five objects. • Finds one more from a group of up to ten objects. • Finds one less from a group of up to ten objects. • Finds one more or one less from a group of up to five objects, then ten objects. • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. • Records, using marks that they can interpret and explain. • Begins to identify own mathematical problems based on own interests and fascinations. 	<ul style="list-style-type: none"> • Beginning to use mathematical names for 'solid' 3D shapes • Beginning to use mathematical names 'flat' 2D shapes, • Beginning to use mathematical names for 'solid' 3D shapes and mathematical terms to describe 3D shapes. • Beginning to use mathematical names for 'flat' 2D shapes, and mathematical terms to describe 2D shapes. • Beginning to use mathematical names for solid 3D shapes and flat 2D shapes, and mathematical terms to describe shapes. • Selects a particular named shape. • Can describe their relative position such as <i>behind</i> or <i>next to</i> • Orders two items by length • Orders three items by length • Orders two items by height. • Orders three items by height. • Orders two or three items by length or height. • Orders two items by weight. • Orders two items by capacity. • Orders two items by weight or capacity. • Uses familiar objects and common shapes to create patterns • Uses familiar objects and common shapes to recreate patterns • Uses familiar objects and common shapes to build models. • Uses familiar objects and common shapes to create and recreate patterns and build models. • Uses everyday language related to time. • Beginning to use everyday language related to money. • Orders and sequences familiar events. • Measures short periods of time in simple ways.
<p>Expected Level - ELG</p>	<p>Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p>	<p>Shape, space and measures: Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>

Bold Italics – original statements broken down into smaller steps

Understanding of the World

Typical Development	People and Communities	The World	Technology
<p>Birth – 11 months</p>	<p>The beginnings of understanding of people and communities lie in early attachment and other relationships.</p>	<ul style="list-style-type: none"> • <i>Moves eyes to follow moving objects.</i> • <i>Moves head to follow moving objects.</i> • Moves eyes, then head, to follow moving objects. • <i>Reacts with abrupt change when a face suddenly disappears from view.</i> • <i>Reacts with abrupt change when an object suddenly disappears from view.</i> • Reacts with abrupt change when a face or object suddenly disappears from view. • <i>Looks around a room with interest.</i> • <i>Visually scans environment</i> • <i>Visually scans environment for novel, interesting objects and events.</i> • Looks around a room with interest; visually scans environment for novel, interesting objects and events. • Smiles with pleasure at recognisable playthings. • Repeats actions that have an effect, e.g. kicking or hitting a mobile or shaking a rattle. 	<p>The beginnings of understanding technology lies in babies exploring and making sense of objects and how they behave.</p>
<p>8-20 months</p>		<ul style="list-style-type: none"> • <i>Closely observes what animals do.</i> • <i>Closely observes what people do.</i> • <i>Closely observes what vehicles do.</i> • Closely observes what animals, people and vehicles do. • <i>Watches toy being hidden</i> • <i>Tries to find hidden toy.</i> • Watches toy being hidden and tries to find it. • Looks for dropped objects. • Becomes absorbed in combining objects, e.g. banging two objects or placing objects into containers. • Knows things are used in different ways, e.g. a ball for rolling or throwing, a toy car for pushing. 	<p>The beginnings of understanding technology lies in babies exploring and making sense of objects and how they behave.</p>

Bold Italics – original statements broken down into smaller steps

<p>16-26 months</p>	<ul style="list-style-type: none"> • <i>Is curious about people.</i> • <i>Shows interest in stories about themselves.</i> • <i>Shows interest in stories about their family.</i> • Is curious about people and shows interest in stories about themselves and their family. • <i>Enjoys pictures about themselves.</i> • <i>Enjoys stories about themselves.</i> • <i>Enjoys stories about their families and</i> • <i>Enjoys stories about other people.</i> • Enjoys pictures and stories about themselves, their families and other people. 	<ul style="list-style-type: none"> • Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking. • Remembers where objects belong. • Matches parts of objects that fit together, e.g. puts lid on Teapot. 	<ul style="list-style-type: none"> • <i>Anticipates repeated sounds</i> • <i>Anticipates repeated sights</i> • <i>Anticipates repeated actions</i> • Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times. • <i>Shows interest in toys with buttons</i> • <i>Shows interest in toys with flaps</i> • <i>Shows interest in toys with simple mechanisms</i> • <i>Beginning to learn how to operate them.</i> • Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them.
<p>22-36 months</p>	<ul style="list-style-type: none"> • Has a sense of own immediate family and relations. • In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. • Beginning to have their own friends. • <i>Learns that they have similarities that connect them to others.</i> • <i>Learns that they have differences that distinguish them from, others.</i> • Learns that they have similarities and differences that connect them to, and distinguish them from, others. 	<ul style="list-style-type: none"> • Enjoys playing with small-world models such as a farm, a garage, or a train track. • Notices detailed features of objects in their environment. 	<ul style="list-style-type: none"> • <i>Seeks to acquire basic skills in turning on</i> • <i>Seeks to acquire basic skills in operating equipment.</i> • Seeks to acquire basic skills in turning on and operating equipment. • Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.

30-50 months	<ul style="list-style-type: none"> Shows interest in the lives of people who are familiar to them. Remembers about significant events in their own experience. Talks about significant events in their own experience. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life. Knows some of the things that make them unique. Can talk about some of the similarities in relation to friends or family. Can talk about some of the differences in relation to friends or family. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. 	<ul style="list-style-type: none"> Comments about aspects of their familiar world such as the place where they live or the natural world. Asks questions about aspects of their familiar world such as the place where they live or the natural world. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen. Talks about how things work. Talks about why things happen and how things work. Developing an understanding of growth. Developing an understanding of decay Developing an understanding of changes over time. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment. 	<ul style="list-style-type: none"> Knows how to operate simple equipment, e.g. turns on CD Shows an interest in technological toys with knobs or pulleys Shows an interest in real objects such as cameras or mobile phones Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. Shows skill in making toys work by pressing parts to achieve effects such as sound, movements or new images. Shows skill in making toys work by lifting flaps to achieve effects such as sound, movements or new images. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. Knows that information can be retrieved from computers
40-60 months	<ul style="list-style-type: none"> Enjoys joining in with family customs and routines. 	<ul style="list-style-type: none"> Looks closely at similarities, Looks closely at differences. Looks closely at patterns. Looks closely at change. Looks closely at similarities, differences, patterns and change. 	<ul style="list-style-type: none"> Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software.
Expected Level ELG	Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.	Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Bold Italics – original statements broken down into smaller steps

Expressive Arts and Design

Typical development	Exploring Media and Materials	Being Imaginative
Birth – 11 months	<ul style="list-style-type: none"> • <i>Babies explore media as part of their exploration of the world around them..</i> • <i>Babies explore materials as part of their exploration of the world around them..</i> • Babies explore media and materials as part of their exploration of the world around them. 	Babies and toddlers need to explore the world and develop a range of ways to communicate before they can express their own ideas through arts and design.
8-20 months	<ul style="list-style-type: none"> • <i>Explores with a range of media through sensory exploration</i> • <i>Experiments with a range of media through sensory exploration,</i> • <i>Explores with a range of media using whole body.</i> • <i>Experiments with a range of media using whole body.</i> • Explores and experiments with a range of media through sensory exploration, and using whole body. • Move their whole bodies to sounds they enjoy, such as music or a regular beat. • <i>Imitates actions they have observed e.g. clapping/waving</i> • <i>Improvise actions they have observed e.g. clapping/waving</i> 	
16-26 months	<ul style="list-style-type: none"> • Imitates and improvises actions they have observed, e.g. clapping or waving. • <i>Begins to move to music</i> • <i>Begins to listen to rhymes or songs.</i> • <i>Begins to join in with rhymes or songs</i> • Begins to move to music, listen to or join in rhymes or songs. • <i>Notices movements which make marks.</i> • <i>Is interested in the effects of making movements which leave marks.</i> • Notices and is interested in the effects of making movements which leave marks. 	<ul style="list-style-type: none"> • <i>Expresses self through physical action</i> • <i>Expresses self through sound</i> • Expresses self through physical action and sound. • Pretends that one object represents another, especially when objects have characteristics in common.
22-36 months	<ul style="list-style-type: none"> • Joins in singing favourite songs. • <i>Creates sounds by banging</i> • <i>Creates sounds by shaking</i> • <i>Creates sounds by tapping</i> • <i>Creates sounds by blowing</i> • Creates sounds by banging, shaking, tapping or blowing. • Shows an interest in the way musical instruments sound. • <i>Experiments with blocks,</i> • <i>Experiments with colours</i> • <i>Experiments with marks</i> • Experiments with blocks, colours and marks. 	<ul style="list-style-type: none"> • Beginning to use representation to communicate, e.g. drawing a line and saying ‘hat’ • Beginning to make-believe by pretending.

Bold Italics – original statements broken down into smaller steps

<p>30-50 months</p>	<ul style="list-style-type: none"> • Enjoys joining in with dancing • Enjoys joining in with ring games • Enjoys joining in with dancing and ring games. • Sings a few familiar songs. • Beginning to move rhythmically. • Imitates movement in response to music. • Taps out simple repeated rhythms. • Explores and learns how sounds can be changed. • Explores how sounds can be changed • Explores colour • Explores colour and how colours can be changed. • Understands that they can use lines to enclose a space • Begin to use shapes to represent objects • Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. • Beginning to be interested in the texture of things • Beginning to describe the texture of things • Beginning to be interested in and describe the texture of things. • Beginning to construct, stacking blocks vertically making enclosures and creating spaces. • Beginning to construct, stacking blocks horizontally, making enclosures and creating spaces. • Uses various construction materials. • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces • Joins construction pieces together to build • Joins construction pieces together to build and balance. • Realises tools can be used for a purpose. 	<ul style="list-style-type: none"> • Developing preferences for forms of expression. • Uses movement to express feelings. • Creates movement in response to music. • Sings to self • Makes up simple songs • Sings to self and makes up simple songs. • Makes up rhythms. • Notices what adults do, imitating what is observed • Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. • Engages in imaginative role-play based on own first-hand experiences. • Builds stories around toys, e.g. farm animals needing rescue from an armchair • Uses available resources to create props to support role-play • Captures experiences & responses with a range of media: music • Captures experiences & responses with a range of media: dance • Captures experiences & responses with a range of media: paint & other materials • Captures experiences & responses with a range of media: words • Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.
<p>40-60 months</p>	<ul style="list-style-type: none"> • Begins to build a repertoire of songs. • Begins to build a repertoire of dances. • Begins to build a repertoire of songs and dances. • Explores the different sounds of instruments. • Explores what happens when they mix colours. • Experiments to create different textures. • Understands that different media can be combined to create new effects. • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. • Uses simple tools competently • Uses simple techniques competently • Uses simple tools appropriately. • Uses simple techniques appropriately. • Uses simple tools and techniques competently and appropriately. • Selects appropriate resources • Selects appropriate resources and adapts work where necessary. • Selects tools and techniques needed to shape materials • Selects tools and techniques to assemble materials they are using. • Selects tools and techniques to join materials they are using. • Selects tools and techniques needed to shape, assemble and join materials they are using. 	<ul style="list-style-type: none"> • Create simple representations of events • Create simple representations of people • Create simple representations of objects • Create simple representations of events, people and objects. • Initiates new combinations of movement and gesture in order to express and respond to feelings • Initiates new combinations of movement and gesture in order to express and respond to ideas • Initiates new combinations of movement and gesture in order to express and respond to experiences. • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. • Chooses particular colours to use for a purpose. • Introduces a storyline or narrative into their play. • Plays alongside other children who are engaged in the same theme • Plays cooperatively as part of a group to develop and act out a narrative.
<p>Expected Level - ELG</p>	<p>Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>

Bold Italics – original statements broken down into smaller steps

Bold Italics – original statements broken down into smaller steps