

### Communication and language

#### Listening and attention

#### Understanding

#### Speaking

Listening and attention		Understanding		Speaking	
22-36	30-50	22-36	30-50	22-36	30-50
Listens with interest to the noises adults make when they read stories	Listens to others one to one or in small groups, when conversation interests him/her	Identifies action words by pointing to the right picture, e.g., "Who's jumping?"	Understands use of objects (e.g. "What do we use to cut things?")	Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts	Is beginning to use more complex sentences to link thoughts (e.g. using and, because)
Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door	Listens to stories with increasing attention and recall	Understands more complex sentences, e.g. "Put your toys away and then we'll read a book."	Shows understanding of prepositions such as "under", "on top", "behind" by carrying out an action or selecting the correct picture	Holds a conversation, jumping from topic to topic	Can retell a simple past event in the correct order (e.g. went down slide, hurt finger)
Shows interest in play with sounds, songs and rhymes	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories	Understands "who", "what", "where" in simple questions (e.g. Who's that/can? What's that? Where is.?)	Responds to simple instructions, e.g. to get or put away an object	Learns new words very rapidly and is able to use them in communicating	Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences
Demonstrates 'single-channelled attention'. Can shift to a different task if attention fully obtained - using child's name helps focus	Demonstrates 'focusing attention' - still listen or do, but can shift own attention	Is developing understanding of simple concepts (e.g. big/little)	Is beginning to understand "why" and "how" questions	Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying "I have it"	Questions why things happen and gives explanations. Asks e.g. who, what, when, how
	Is able to follow directions (if not intently focused on his/her own choice of activity)			Uses a variety of questions (e.g. what, where, who)	Uses a range of tenses (e.g. play, playing, will play, played)
				Uses simple sentences (e.g. "Mummy gonna work")	Uses intonation, rhythm and phrasing to make the meaning clear to others
				Is beginning to use word endings (e.g. going, cats)	Uses vocabulary focused on objects and people that are of particular importance to them
					Builds up vocabulary that reflects the breadth of his/her experiences

Uses talk in pretending that objects stand for something else in play, e.g, "This box is my castle."

### Physical development

#### Moving and handling

22-36	30-50
Runs safely on whole foot	Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping
Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands	Mounts stairs, steps or climbing equipment using alternate feet
Climbs confidently and is beginning to pull himself/herself up on nursery play climbing equipment	Walks downstairs, two feet to each step while carrying a small object
Can kick a large ball	Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles
Turns pages in a book, sometimes several at once	Can stand momentarily on one foot when shown
Shows control in holding and using jugs to pour, hammers, books and mark-making tools	Can catch a large ball
Is beginning to use three fingers (tripod grip) to hold writing tools	Draws lines and circles using gross motor movements
Imitates drawing simple shapes such as circles and lines	Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors
Walks upstairs or downstairs holding onto a rail two feet to a step	Holds a pencil between thumb and two fingers, no longer using whole-hand grasp
May be beginning to show preference for dominant hand	Holds a pencil near point between first two fingers and thumb and uses it with good control

#### Health and self-care

22-36	30-50
Feeds himself/herself competently with a spoon	Can tell adults when hungry or tired or when he/she wants to rest or play
Drinks well without spilling	Observes the effects of activity on his/her body
Clearly communicates his/her need for potty or toilet	Understands that equipment and tools have to be used safely
Is beginning to recognise danger and seeks support of significant adults for help	Gains more bowel and bladder control and can attend to toileting needs most of the time himself/herself
Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt	Can usually manage washing and drying hands
Is beginning to be independent in self-care, but still often needs adult support	Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up his/her own trousers, and pulls up zipper once it is fastened at the bottom

Can copy some letters, e.g. letters from  
their name

**Personal, social and emotional development**

**Self-confidence and self-awareness**

**Managing feelings and behaviour**

**Making relationships**

22-36		30-50		22-36		30-50		22-36		30-50	
Separates from main carer with support and encouragement from a familiar adult	Can select and use activities and resources with help	Seeks comfort from familiar adults when needed	Is aware of his/her own feelings, and knows that some actions and words can hurt others' feelings	Is interested in others' play and is starting to join in	Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children						
Expresses his/her own preferences and interests	Welcomes and values praise for what he/she has done	Can express his/her own feelings such as sad, happy, cross, scared, worried	Begins to accept the needs of others and can take turns and share resources, sometimes with support from others	Seeks out others to share experiences	Initiates play, offering cues to peers to join him/her						
	Enjoys responsibility of carrying out small tasks	Responds to the feelings and wishes of others	Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met	Shows affection and concern for people who are special to him/her	Keeps play going by responding to what others are saying or doing						
	Is more outgoing towards unfamiliar people and more confident in new social situations	Is aware that some actions can hurt or harm others	Can usually adapt behaviour to different events, social situations and changes in routine	May form a special friendship with another child	Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults						
	Is confident to talk to other children when playing, and will communicate freely about his/her own home and community	Tries to help or give comfort when others are distressed									
	Shows confidence in asking adults for help	Shows understanding and cooperates with some boundaries and routines									
		Can inhibit his/her own actions/behaviours, e.g. stop himself/herself from doing something he/she shouldn't do									
		Has a growing ability to distract himself/herself when upset, e.g. by engaging in a new play activity									

### Literacy

#### Reading

22-36	30-50
Has some favourite stories, rhymes, songs, poems or jingles	Enjoys rhyming and rhythmic activities
Repeats words or phrases from familiar stories	Shows awareness of rhyme and alliteration
Fills in the missing word or phrase in a known rhyme, story or game, e.g. "Humpty Dumpty sat on a ..."	Recognises rhythm in spoken words
	Listens to and joins in with stories and poems, one-to-one and also in small groups
	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories
	Is beginning to be aware of the way stories are structured
	Suggests how the story might end
	Listens to stories with increasing attention and recall
	Describes main story settings, events and principal characters
	Shows interest in illustrations and print in books and print in the environment
	Recognises familiar words and signs such as his/her own name and advertising logos
	Looks at books independently
	Handles books carefully

#### Writing

22-36	30-50
Distinguishes between the different marks he/she makes	Sometimes gives meaning to marks as he/she draws and paints
	Ascribes meanings to marks that he/she sees in different places

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 to bottom

**Mathematics**

**Numbers**

22-36	30-50
Selects a small number of objects from a group when asked, for example, "please give me one", "please give me two"	Uses some number names and number language spontaneously
Recites some number names in sequence	Uses some number names accurately in play
Creates and experiments with symbols and marks representing ideas of number	Recites numbers in order to 10
Begins to make comparisons between quantities	Knows that numbers identify how many objects are in a set
Uses some language of quantities, such as "more" and "a lot"	Is beginning to represent numbers using fingers, marks on paper or pictures
Knows that a group of things changes in quantity when something is added or taken away	Sometimes matches numeral and quantity correctly
	Shows curiosity about numbers by offering comments or asking questions
	Compares two groups of objects, saying when they have the same number
	Shows an interest in number problems
	Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same
	Shows an interest in numerals in the environment

**Shape, space and measures**

22-36	30-50
Notices simple shapes and patterns in pictures	Shows an interest in shape and space by playing with shapes or making arrangements with objects
Is beginning to categorise objects according to properties such as shape or size	Shows awareness of similarities of shapes in the environment
Begins to use the language of size	Uses positional language
Understands some talk about immediate past and future, e.g. "before", "later" or "soon"	Shows interest in shape by sustained construction activity or by talking about shapes or arrangements
Anticipates specific time-based events such as mealtimes or home time	Shows interest in shapes in the environment
	Uses shapes appropriately for tasks
	Is beginning to talk about the shapes of everyday objects, e.g. "round" and "tall"



Shows an interest in representing numbers

Realises not only objects, but anything can be counted, including steps, claps or jumps

### Understanding the world

#### People and communities

#### The world

#### Technology

People and communities		The world		Technology	
22-36	30-50	22-36	30-50	22-36	30-50
Has a sense of his/her own immediate family and relations	Shows interest in the lives of people who are familiar to him/her	Enjoys playing with small-world models such as a farm, a garage, or a train track	Comments and asks questions about aspects of his/her familiar world such as the place where he/she lives or the natural world	Seeks to acquire basic skills in turning on and operating some ICT equipment	Knows how to operate simple equipment, e.g. turns on CD player and uses remote control
Imitates everyday actions in pretend play and events from his/her own family and cultural background, e.g. making and drinking tea	Remembers and talks about significant events in his/her own experience	Notices detailed features of objects in his/her environment	Can talk about some of the things he/she has observed such as plants, animals, natural and found objects	Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car	Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones
Is beginning to have his/her own friends	Recognises and describes special times or events for family or friends		Talks about why things happen and how things work		Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images
Learns that he/she has similarities and differences that connect him/her to, and distinguish him/her from, others	Shows interest in different occupations and ways of life		Is developing an understanding of growth, decay and changes over time		Knows that information can be retrieved from computers
	Knows some of the things that make him/her unique, and can talk about some of the similarities and differences in relation to friends or family		Shows care and concern for living things and the environment		

## Art and design

### Exploring and using media and materials

22-36	30-50
Joins in singing favourite songs	Enjoys joining in with dancing and ring games
Creates sounds by banging, shaking, tapping or blowing	Sings a few familiar songs
Shows an interest in the way musical instruments sound	Is beginning to move rhythmically
Experiments with blocks, colours and marks	Imitates movement in response to music
	Taps out simple repeated rhythms
	Explores and learns how sounds can be changed
	Explores colour and how colours can be changed
	Understands that he/she can use lines to enclose a space, and then begin to use these shapes to represent objects
	Is beginning to be interested in and describe the texture of things
	Uses various construction materials
	Is beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces
	Joins construction pieces together to build and balance

### Being imaginative

22-36	30-50
Is beginning to use representation to communicate, e.g. drawing a line and saying "That's me."	Is developing preferences for forms of expression
Is beginning to make-believe by pretending	Uses movement to express feelings
	Creates movement in response to music
	Sings to himself/herself and makes up simple songs
	Makes up rhythms
	Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there
	Engages in imaginative role-play based on own first-hand experiences
	Builds stories around toys, e.g. farm animals needing rescue from an armchair "cliff"
	Uses available resources to create props to support role-play
	Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words

Realises tools can be used for a purpose

**Key:**

