

C&L: Communication and Language			
	Listening and Attention	Understanding	Speaking
16-26 months	<ul style="list-style-type: none"> - Listens to and enjoys rhythmic patterns in rhymes and stories. - Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations. - Rigid attention – may appear not to hear. 	<ul style="list-style-type: none"> - Selects familiar objects by name and will go and find objects when asked, or identify objects from a group. - Understands simple sentences. 	<ul style="list-style-type: none"> - Copies familiar expressions. - Beginning to put two words together. - Uses different types of everyday words. Nouns, verbs, adjectives. - Beginning to ask simple questions. - Beginning to talk about people and things that are not present.
22-36 months	<ul style="list-style-type: none"> - Listens with interest to the noises adults make when they read stories. - Recognises and responds to many familiar sounds. - Shows interest in playing with sounds, songs and rhymes. - Single channelled attention. Can shift to a different task if attention fully obtained. 	<ul style="list-style-type: none"> - Identifies action words by pointing to the right picture. - Understands more complex sentences. - Understands; 'who', 'what', 'where' in simple sentences. - Developing understanding of simple concepts 	<ul style="list-style-type: none"> - 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. - Uses a variety of questions. - Uses simple sentences. - Beginning to use word endings
30-50 months	<ul style="list-style-type: none"> - Listens to others one to one or in small groups, when conversation interests them. - Listens to stories with increasing attention and recall. - Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. - Focusing attention – still listen or do, but can shift own attention. - Is able to follow directions (if not intently focused on own choice of activity). 	<ul style="list-style-type: none"> - Understands use of objects. - Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. - Responds to simple instructions. - Beginning to understand 'why' and 'how' questions. 	<ul style="list-style-type: none"> - Beginning to use more complex sentences to link thoughts. - Can retell a simple past event in correct order. - Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. - Questions why things happen and gives explanations. - Uses a range of tenses. - Uses intonation, rhythm and phrasing to make the meaning clear to others. - Uses vocabulary focussed on objects and people that are important to them. - Builds up vocabulary that reflects the breadth of their experiences. - Uses talk in pretending that objects stand for something else in play.
40-60 months	<ul style="list-style-type: none"> - Maintains attention, concentrates and sits quietly during appropriate activity. - Two-channelled attention – can listen and do for short span. 	<ul style="list-style-type: none"> - Responds to instructions involving a two-part sequence. - Understands humour. - Able to follow a story without pictures or props. - Listens and responds to ideas expressed by others in conversation or discussion. 	<ul style="list-style-type: none"> - Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. - Uses language to imagine and recreate roles and experiences in play situations. - Links statements and sticks to main theme or intention. - Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. - Introduces a storyline or narrative into their play.
Early Learning Goals	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Children follow instructions involving several ideas or actions. - They answer 'how' and 'why' questions about their experiences and in response to stories or events. 	<ul style="list-style-type: none"> - 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.

PD: Physical Development

	Moving and Handling	Health and Self-Care
16-26 months	<ul style="list-style-type: none"> - Walks upstairs holding hand of adult. - Comes downstairs backwards on knees. - Beginning to balance blocks to build a tower. - Makes connections between their movement and their movement and the marks they make. 	<ul style="list-style-type: none"> - Develops own likes and dislikes in food and drink. -Willing to try new food textures tastes. - Holds cup with both hands and drinks without much spilling. - Clearly communicates wet or soiled nappy or pants. - Show some awareness of bladder and bowel urges. - Shows awareness of what a potty or toilet is used for. - Shows a desire to help with dressing/undressing and hygiene routines.
22-36 months	<ul style="list-style-type: none"> - Runs safely on whole foot. - Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. -Climbs confidently and is beginning to pull themselves up on climbing equipment. - Can kick a large ball. - Turns pages in a book, sometimes several at once. - Shows control in holding and using jugs to pour, hammers, books and mark-making tools. - Beginning to use three fingers to hold writing tools. - Imitates drawing simple shapes such as circles and lines. - Walks upstairs/downstairs holding a rail two feet per step. - May be beginning to show preference for dominant hand. 	<ul style="list-style-type: none"> - Feeds self competently with spoon. - Drinks well without spilling -Clearly communicates their need for potty or toilet. - Beginning to recognise danger and seeks support of significant adults for help. - Helps with clothing - Beginning to be independent in self-care, but still often needs adult support.
30-50 months	<ul style="list-style-type: none"> -Moves freely and with pleasure and confidently in a range of ways -Mounts stairs, steps or climbing equipment using alternate feet. - Walks down stairs carrying a small object. - Runs skilfully, negotiating space successfully, adjusting speed or direction to avoid obstacles. - Can stand momentarily on one foot - Can catch a large ball - Draws lines and circles using gross motor movements. - Uses one-handed tools and equipment -Holds pencil between thumb and two fingers not whole hand. - Holds pencil near point between first two fingers and thumb and uses it with good control. - Can copy some letters 	<ul style="list-style-type: none"> - Can tell adults when hungry or tired or when they want to rest or play. - Observes the effects of activity on their bodies. - Understands that equipment and tools have to be used safely. -Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. - Can usually manage washing and drying hands. - Dresses with help.
40-60 months	<ul style="list-style-type: none"> -Experiments with different ways of moving. - Jumps off an object and lands appropriately. - Negotiates space successfully when playing racing and chasing games with other children adjusting speed/changing direction. - Travels with confidence and skill around, under, over, balancing and climbing. -Shows increasing control over an object - Uses simple tools to effect changes to materials. - Handles tools and objects with increasing control. - Shows a preference for a dominant hand - Begins to use anticlockwise movement and retrace vertical lines - Begins to form recognisable letters - Uses a pencil and holds it effectively to form recognisable letters correctly formed. 	<ul style="list-style-type: none"> - Eats a healthy range of foodstuffs and understands need for variety. - Usually dry and clean during the day -Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. - Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. - Shows understanding of how to transport and store equipment safely. - Practices some appropriate safety measures without direct supervision.
Early Learning Goals	<ul style="list-style-type: none"> - Children show good control and co-ordination in large and small movements. - They move confidently in a range of ways, safely negotiating space. - They handle equipment and tools effectively, including pencils for writing. 	<ul style="list-style-type: none"> - 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.

PSE: Personal, Social & Emotional Development			
	Self-Confidence & Self-Awareness	Managing Feelings and Behaviour	Making Relationships
16-26 months	<ul style="list-style-type: none"> - Explores new toys and environments, but 'checks in' regularly with familiar adult as and when needed. - Gradually able to engage in pretend play with toys. - Demonstrates sense of self as an individual (independence) 	<ul style="list-style-type: none"> - Is aware of others' feelings, 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. - Responds to a few appropriate boundaries, with encouragement and support. - Begins to learn that some things are theirs, some things are shared, and some things belong to other people. 	<ul style="list-style-type: none"> Plays alongside others. - Uses a familiar adult as a secure base from which to explore independently in new environments. - Plays cooperatively with a familiar adult.
22-36 months	<ul style="list-style-type: none"> Separates from main carer with support and encouragement from familiar adult. - Expresses own preferences and interests. 	<ul style="list-style-type: none"> - Seeks comfort from familiar adults when needed. - Can express their own feelings such as sad, happy, cross, scared and worried. - Responds to the feelings and wishes of others. - Aware that some actions can hurt or harm others. - Tries to help or give comfort when others are distressed. - Shows understanding and cooperates with some boundaries and routines. - Can inhibit own actions/behaviours - Growing ability to distract self when upset. 	<ul style="list-style-type: none"> Interested in others' play and starting to join in. - Seeks out others to share experiences. - Shows affection and concern for people who are special to them. - May form a special friendship with another child
30-50 months	<ul style="list-style-type: none"> - 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. - Is more outgoing towards unfamiliar people and more confident in new social situations. - Confident to talk to other children when playing, and will communicate freely about own home and community. - Shows confidence in asking for help. 	<ul style="list-style-type: none"> - Aware of own feelings, and knows that some actions and words can hurt others' feelings. - Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. - Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. - Can usually adapt behaviour to different events, social situations and changes in routine. 	<ul style="list-style-type: none"> - Can play in a group, extending and elaborating play ideas. - Initiates play, offering cues to peers to join them. - Keeps play going by responding to what others are saying or doing. - Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.
40-60 months	<ul style="list-style-type: none"> - Confident to speak to others about own needs, wants, interests and opinions. - Can describe self in positive terms and talk about abilities. 	<ul style="list-style-type: none"> - Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. - Aware of the boundaries set, and of behavioural expectations in the setting. - Beginning to be able to negotiate and solve problems without aggression. 	<ul style="list-style-type: none"> - Initiates conversations, attends to and takes account of what others say. - Explains own knowledge and understanding, and asks appropriate questions of others. - Takes steps to resolve conflicts with other children.
Early Learning Goals	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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.

Literacy Development		
	Reading	Writing
16-26 months	<ul style="list-style-type: none"> - Interested in books and rhymes and may have favourites. 	
22-36 months	<ul style="list-style-type: none"> - Has some favourite stories, rhymes, songs, poems or jingles. - Repeats words or phrases from familiar stories. - Fills in missing word or phrase in a known rhyme, story or game. 	<ul style="list-style-type: none"> - Distinguishes between the different marks they make.
30-50 months	<ul style="list-style-type: none"> - Enjoys rhyming and rhythmic activities. - Shows awareness of rhyme and alliteration. - Recognises rhythm in spoken words - Listens to 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. - 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 own name and 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 to bottom. 	<ul style="list-style-type: none"> - 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 and says the initial sound in words. - Can segment the sounds in simple words and blend them together and knows which letters represent some of them. - Links sounds to letters, naming and sounding the letters of the alphabet. - Begins to read words and simple sentences. - Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. - Enjoys an increasing range of books - Knows that information can be retrieved from books and computers. 	<ul style="list-style-type: none"> - Gives meaning to marks they make as they draw, write and paint. - Begins to break the flow of speech into words. - Continues a rhyming string. - Hears and says the initial sounds in words. - Can segment the sounds in simple words and blend them together. - Links sounds to letters, naming and sounding the letters of the alphabet. - Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. - Writes own name and other things such as labels, captions. - Attempts to write short sentences in meaningful contexts.
Early Learning Goals	<ul style="list-style-type: none"> - 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 understanding when talking with others about what they have read. 	<ul style="list-style-type: none"> - 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.

Mathematical Development

	Numbers	Shape ,Space & Measure
16-26 months	<ul style="list-style-type: none"> - Knows that things exist, even when out of sight. - Beginning to organise and categorise objects - Says some counting words randomly 	<ul style="list-style-type: none"> - Attempts, sometimes successfully, to fit shapes into spaces on insert boards or jigsaw puzzles. - Uses blocks to create their own simple structures and arrangements. - Enjoys filling and emptying containers - Associates a sequence of actions with daily routines. - Beginning to understand that things might happen 'now'.
22-36 months	<ul style="list-style-type: none"> - Selects a small number of objects from a group when asked. - Recites some number names in sequence. - Creates and experiments with symbols and marks representing ideas of numbers. - Begins to make comparisons between qualities. - Uses some language of quantities, such as 'more' and 'a lot' - Knows that a group of things changes in quantity when something is added or taken away. 	<ul style="list-style-type: none"> - Notice simple shape and pattern in pictures - 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 and future, eg 'before', 'later', or 'soon'. - Anticipates specific time-based events such as mealtimes, home time
30-50 months	<ul style="list-style-type: none"> - Uses some number names and number language spontaneously. - Uses some number names accurately in play. - Recites numbers in order to 10. - Knows that numbers identify how many objects are in a set. - Beginning to represent numbers using fingers, marks on paper or pictures. - Sometimes matches numeral and quantity correctly. - Shows curiosity about number by offering comments, asking questions. - Compares two groups of objects, say when they have the same number. - Shows an interest in number problems - Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same - Shows an interest in numerals in the environment. - Shows an interest in representing numbers. - Realises not only objects, but anything can be counted, including steps, claps or jumps. 	<ul style="list-style-type: none"> - 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 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, eg 'round' and 'tall'
40-60 months	<ul style="list-style-type: none"> - Recognise some numerals of personal significance. - Recognises numerals 1 to 5. - Counts up to three or four objects by saying one number name for each. - Counts actions or objects which cannot be moved. - Counts objects to 10, and beginning to count beyond 10. - Counts out up to six objects from a larger group. - Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. - Counts an irregular arrangement of up to ten objects. - Estimates how many objects they can see and checks by counting them - Uses the language of 'more' and 'fewer' to compare two sets of objects - Finds the total number of items in two groups by counting all of them. - Says the number that is one more than a given number. - Finds one more or one less from a group of up to five, 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 and 'flat' 2D shapes, and mathematical terms to describe shapes. - Selects a particular named shape. - Can describe their relative position such as 'behind' or 'next to'. - Orders two or three items by length or height. - Orders two items by weight or capacity. - Uses familiar objects and common shapes to create and recreate patterns and build models. - Uses everyday language related to time. - Beginning to use everyday language related to money. - Orders and sequences familiar events. - Measures short periods of time in simple ways.
Early Learning Goals	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects to solve problems. - They explore characteristics of everyday objects and shapes and use mathematical language to describe them. - Recognise, create and describe patterns.

Understanding the World			
	People and Communities	The World	Technology
16-26 months	<ul style="list-style-type: none"> - Is curious about people and shows interest in stories about themselves and their family. - 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, eg puts lid on teapot. 	<ul style="list-style-type: none"> - Anticipates repeated sounds, sights and actions, eg when an adult demonstrates an action toy several times. - Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them.
22-36 months	<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 , eg making and drinking tea. - Beginning to have their own friends. - Learns that they have similarities and differences that connect them to, and distinguish them from, others. 	<ul style="list-style-type: none"> - Enjoys playing with small-world models such as a farm, garage or a train track. - Notices detailed features of objects in their environment. 	<ul style="list-style-type: none"> - Seeks to acquire basic skills in turning on and operating some ICT 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 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, and can talk about some of the similarities and differences in relation to friends or family. 	<ul style="list-style-type: none"> - Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. - Can talk about some of the things they have observed such as plants, animals, natural and found objects. - Talks about why things happen and how things work. - Developing an understanding of growth, decay and changes over time. - Shows care and concern for living things and the environment. 	<ul style="list-style-type: none"> - Knows how to operate simple equipment, eg turns on CD player and uses remote control. - 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 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, 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.
Early Learning Goals	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Children recognise that a range of technology is used in places such as homes and schools. - They select and use technology for particular purposes.

Expressive Arts & Design

	Exploring and using Media and materials	Being imaginative
16-26 months	<ul style="list-style-type: none"> - Begins to move to music, listen to or join in rhymes or songs. - Notices and is interested in the effects of making movements which leave marks. 	<ul style="list-style-type: none"> - 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. - Creates sounds by banging, shaking, tapping or blowing. - Shows an interest in the way musical instruments sounds. - Experiments with blocks, colours and marks. 	<ul style="list-style-type: none"> - Beginning to use representation to communicate, eg drawing a line and saying 'That's me' - Beginning to make-believe by pretending.
30-50 months	<ul style="list-style-type: none"> - Enjoys joining in with dancing and ring games. - Sings a few familiar songs. - Beginning to move rhythmically. - Imitates movement in response to music. - Taps out simple repeated rhythms. - Explores and learns how sounds can be changed. - Explores colour and how colours can be changed. - 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 and describe the texture of things. - Uses various construction materials. - Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. - Joins construction pieces together to build and balance. - Realise 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 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. - Uses available resources to create props to support role-play. - Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.
40-60 months	<ul style="list-style-type: none"> - 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 and techniques competently and appropriately. - Selects appropriate resources and adapts work where necessary. - 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, people and objects. - Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. - Chooses particular colours to use for a purpose. - Introduces a storyline or narrative into their play. - Plays alongside other children who are engaged in the same theme. - Plays cooperatively as part of a group to develop and act out a narrative.
Early Learning Goals	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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.