

The Development Matters document –introduction

Development Matters must not be used as a tick list. It is not the only route a child's learning and development will take. It is, however, a useful guide...

How I will use the document

I will print the pages and note the child's current learning and development so I know about the unique child starting from their very first days in my care (a child's starting points). I will then note, using a date, when I have evidenced new learning and development, using input from...

- The child and the child's family
- Key workers at other settings the child attends
- My observations of the child's learning and development noted in the house, when playing in the garden and on outings

How the EYFS Guidance fits together

The Development Matters document should not be used on its own. If we are to effectively plan and resource environments which meet each child's individual needs we need to look at the other elements of successful learning which include –

The Characteristics of learning

There are 3 characteristics of learning and they all link closely to children's play and how they learn through play...

- **Playing and exploring** – reflect on a child's engagement
- **Active learning** – reflect on a child's motivation
- **Creating and thinking critically** – reflect on a child's thinking

When you write your observations and assessments of children's learning and development, you should look back at the characteristics of learning and ask yourself **how** children are learning as well as what they have learned.

Positive relationships

This theme of the EYFS relates to the ways in which children's relationships with others affect their learning and development. It is linked very closely to the prime areas of learning, especially personal, social and emotional development.

Enabling environments

This theme of the EYFS relates to the ways in which the environment affects children's learning and development. It links to the resources you provide in your house and garden and to the quality learning experiences children have during outings which you organise for them.

The Early learning Goals (ELGs)

The ELGs relate to each child's learning and development at age 5 + when they are ready to start year 1 at school.

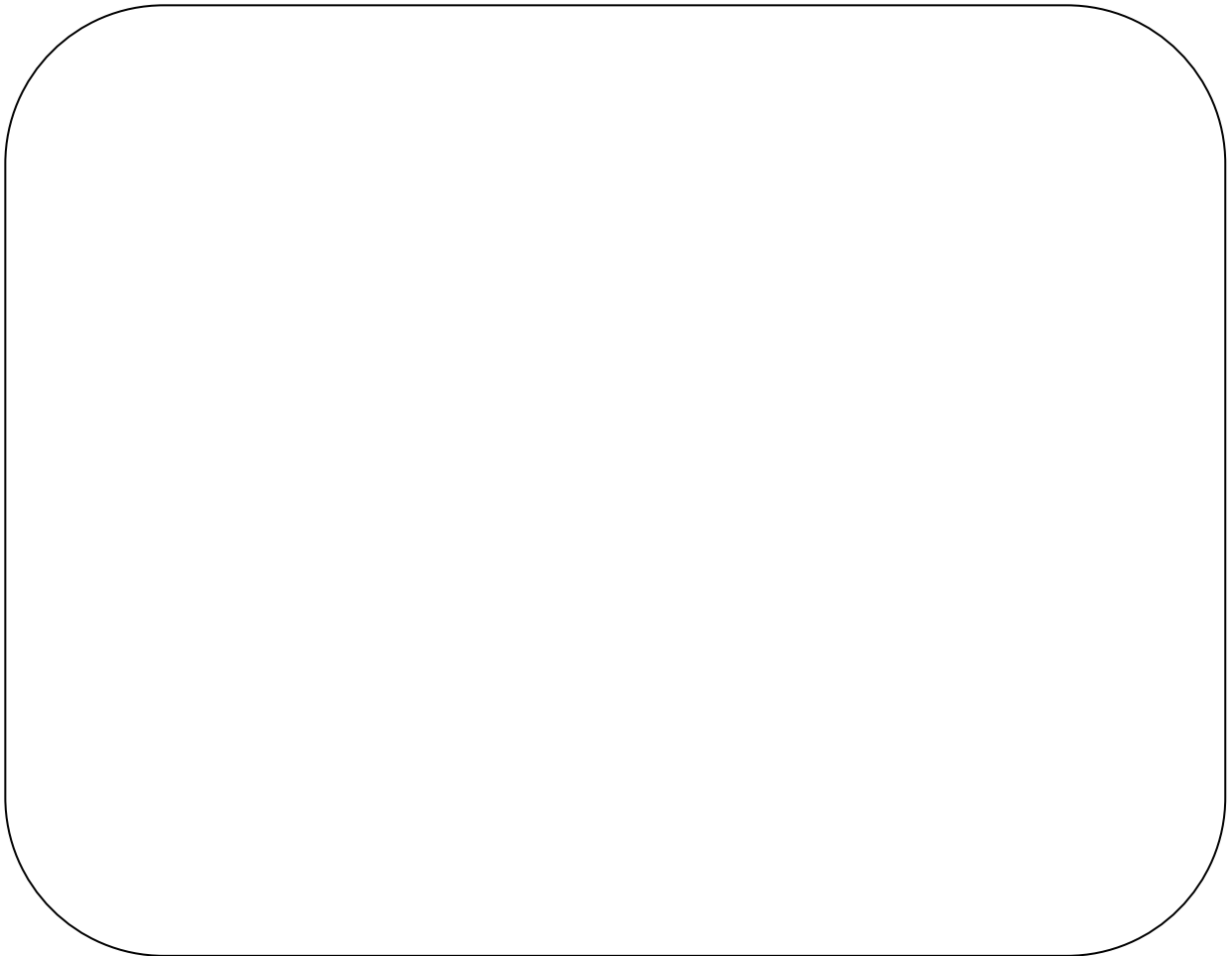
The ELGs are normally evidenced by the child's reception teacher at school – unless you are providing early learning opportunities for the child through the Government funded sessions.

My learning and development

My name is...

My date of birth is...

My age when I start this part of my learning journey at my childminder's house is...

A large, empty rounded rectangular box with a thin black border, intended for a child to draw or write their name and other information.

Here I am!

Personal, social & emotional development (PSED)

Age	PSED 1 - Making relationships	PSED 2 - Self-confidence & self-awareness	PSED 3 - Managing feelings & behaviour
0 - 11	<ul style="list-style-type: none"> Enjoys the company of others & seeks contact with others from birth. Gazes at faces & copies facial movements. eg sticking out tongue, opening mouth & widening eyes. Responds when talked to, eg moves arms & legs, changes facial expression, moves body & makes mouth movements. Recognises & is most responsive to main carer's voice: face brightens, activity increases when familiar carer appears. Responds to what carer is paying attention to, eg following their gaze. Likes cuddles & being held: calms, snuggles in, smiles, gazes at carer's face or strokes carer's skin. 	<ul style="list-style-type: none"> Laughs & gurgles, eg shows pleasure at being tickled & other physical interactions. Uses voice, gesture, eye contact & facial expression to make contact with people & keep their attention. 	<ul style="list-style-type: none"> Is comforted by touch & people's faces & voices. Seeks physical & emotional comfort by snuggling in to trusted adults. Calms from being upset when held, rocked, spoken or sung to with soothing voice. Shows a range of emotions eg pleasure, fear & excitement. Reacts emotionally to other people's emotions, eg smiles when smiled at & becomes distressed if they hear another child crying.
8 - 20	<ul style="list-style-type: none"> Seeks to gain attention in a variety of ways, drawing others into social interaction. Builds relationships with special people. Is wary of unfamiliar people. Interacts with others & explores new situations when supported by familiar person. Shows interest in the activities of others & responds differently to children & adults, eg may be more interested in watching children than adults or may pay more attention when children talk to them. 	<ul style="list-style-type: none"> Enjoys finding own nose, eyes or tummy as part of naming games. Learns that own voice & actions have effects on others. Uses pointing with eye gaze to make requests & to share an interest. Engages other person to help achieve a goal, eg to get an object out of reach. 	<ul style="list-style-type: none"> Uses familiar adult to share feelings eg excitement or pleasure & for 'emotional refuelling' when feeling tired, stressed or frustrated. Growing ability to soothe themselves & may like to use a comfort object. Cooperates with care giving experiences, eg dressing. Beginning to understand 'yes', 'no' & some boundaries.
16 - 26	<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, eg ventures away to play & interact with others, but returns for a cuddle or reassurance if becomes anxious. Plays cooperatively with a familiar adult, eg rolling a ball back & forth. 	<ul style="list-style-type: none"> Explores new toys & environments, but 'checks in' regularly with familiar adult as & when needed. Gradually able to engage in pretend play with toys (supports child to understand their own thinking may be different from others). Demonstrates sense of self as an individual, eg wants to do things independently and says "No" to adult. 	<ul style="list-style-type: none"> Is aware of others' feelings, eg looks concerned if hears crying or looks excited if hears a familiar happy voice. Growing sense of will & determination may result in feelings of anger & frustration which are difficult to handle, eg may have tantrums. Responds to a few appropriate boundaries, with encouragement & support. Begins to learn that some things are theirs, some things are shared & some things belong to other people.
22 - 36	<ul style="list-style-type: none"> Interested in others' play & starting to join in. Seeks out others to share experiences. Shows affection & concern for people who are special to them. May form a special friendship with another child. 	<ul style="list-style-type: none"> Separates from main carer with support & encouragement from a familiar adult. Expresses own preferences & interests. 	<ul style="list-style-type: none"> Seeks comfort from familiar adults when needed. Can express own feelings eg sad, happy, cross, scared, worried. Responds to the feelings & wishes of others. Aware that some actions can hurt or harm others. Tries to help or give comfort when others are distressed. Shows understanding & cooperates with some boundaries & routines. Can inhibit actions/behaviours Growing ability to distract self when upset
30 - 50	<ul style="list-style-type: none"> Can play in a group, extending & elaborating play ideas, eg 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. Demonstrates friendly behaviour, initiating conversations & forming good relationships with peers & familiar adults. 	<ul style="list-style-type: none"> Can select & use activities & resources with help. Welcomes & values praise for what they have done. Enjoys responsibility of carrying out small tasks. Is more outgoing towards unfamiliar people & more confident in new social situations. Confident to talk to other children when playing & will communicate freely about own home & community. Shows confidence in asking adults for help. 	<ul style="list-style-type: none"> Aware of own feelings & knows that some actions & words can hurt others' feelings. Begins to accept the needs of others & can take turns & share resources, sometimes with support from others. Can usually tolerate delay when needs are not immediately met & understands wishes may not always be met. Can usually adapt behaviour to different events, social situations & changes in routine.
40 - 60 +	<ul style="list-style-type: none"> Initiates conversations, attends to & takes account of what others say. Explains own knowledge & understanding & asks appropriate questions of others. Takes steps to resolve conflicts with other children, eg finding a compromise. 	<ul style="list-style-type: none"> Confident to speak to others about own needs, wants, interests & opinions. Can describe self in positive terms & talk about abilities. 	<ul style="list-style-type: none"> Understands that own actions affect other people, eg becomes upset or tries to comfort another child when they realise they have upset them. Aware of the boundaries set & of behavioural expectations in the setting. Beginning to be able to negotiate & solve problems without aggression, eg when someone has taken their toy.
ELGs	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 & feelings & form positive relationships with adults & other children.	Children are confident to try new activities & say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas & will choose the resources they need for their chosen activities. They say when they do or don't need help.	Children talk about how they & others show feelings, talk about their own & others' behaviour & its consequences & know that some behaviour is unacceptable. They work as part of a group or class & understand & follow the rules. They adjust their behaviour to different situations & take changes of routine in their stride.

Communication & language (C & L)

Age	C & L 1 - Listening & attention	C & L 2 - Understanding	C & L 3 - Speaking
0 - 11	<ul style="list-style-type: none"> • Turns toward a familiar sound then locates range of sounds with accuracy. • Listens to, distinguishes & responds to intonations & sounds of voices. • Reacts in interaction with others by smiling, looking & 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. 	<ul style="list-style-type: none"> • Stops & looks when hears own name. • Starts to understand contextual clues, eg familiar gestures, words & sounds. 	<ul style="list-style-type: none"> • Communicates needs & feelings in a variety of ways including crying, gurgling, babbling & squealing. • Makes own sounds in response when talked to by familiar adults. • Lifts arms in anticipation of being picked up. • Practises & gradually develops speech sounds (babbling) to communicate with adults
8 – 20	<ul style="list-style-type: none"> • Moves whole bodies to sounds they enjoy, eg music or a regular beat. • Has a strong exploratory impulse. • Concentrates intently on an object or activity of own choosing for short periods. • Pays attention to dominant stimulus – easily distracted by noises or other people talking. 	<ul style="list-style-type: none"> • Developing the ability to follow others' body language, including pointing & gesture. • Responds to the different things said when in a familiar context with a special person (eg 'Where's Mummy?' 'Where's your nose?'). • Understanding of single words in context is developing, eg 'cup', 'milk', 'daddy'. 	<ul style="list-style-type: none"> • Uses sounds in play • Uses single words. • Frequently imitates words & sounds. • Enjoys babbling & increasingly experiments with using sounds & words to communicate for a range of purposes • Uses pointing with eye gaze to make requests & to share an interest. • Creates personal words as they begin to develop language.
16 – 26	<ul style="list-style-type: none"> • Listens to & enjoys rhythmic patterns in rhymes & stories. • Enjoys rhymes & demonstrates listening by trying to join in with actions or vocalisations. • Rigid attention – may appear not to hear. 	<ul style="list-style-type: none"> • Selects familiar objects by name & 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 & things that are not present.
22 – 36	<ul style="list-style-type: none"> • Listens with interest to the noises adults make when they read stories. • Recognises & responds to many familiar sounds, eg turning to a knock on the door, looking at or going to the door. • Shows interest in play with sounds, songs & rhymes. • Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus. 	<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 questions • 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	<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 & anticipates key events and phrases in rhymes & 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 eg 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. • Responds to simple instructions, eg to get or put away an object. • Beginning to understand 'why' & '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 & anticipate what might happen next, recall & relive past experiences. • Questions why things happen & gives explanations • Uses a range of tenses • Uses intonation, rhythm & phrasing to make the meaning clear to others. • Uses vocabulary focused on objects & people that are of particular importance to them. • Builds up vocabulary that reflects the breadth of their experiences. • Uses talk in pretending that objects stand for something else in play
40 - 60 +	<ul style="list-style-type: none"> • Maintains attention, concentrates & sits quietly during appropriate activity. • Two-channelled attention – can listen & do for short span. 	<ul style="list-style-type: none"> • Responds to instructions involving a two-part sequence. • Understands humour, eg nonsense rhymes, jokes. • Able to follow a story without pictures or props. • Listens & responds to ideas expressed by others in conversation or discussion. 	<ul style="list-style-type: none"> • Extends vocabulary, especially by grouping & naming, exploring the meaning & sounds of new words. • Uses language to imagine & recreate roles & experiences in play situations. • Links statements & sticks to a main theme or intention. • Uses talk to organise, sequence & clarify thinking, ideas, feelings & events. • Introduces a storyline or narrative into their play.
ELGs	Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions or actions. They give their attention to what others say & respond appropriately, while engaged in another activity.	Children follow instructions involving several ideas or actions. They answer 'how' & 'why' questions about their experiences & in response to stories or events.	Children express themselves effectively, showing awareness of listeners' needs. They use past, present & future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives & explanations by connecting ideas or events.

Physical development (PD)

Age	PD 1 - Moving & handling	PD 2 - Health & self-care
0 - 11	<ul style="list-style-type: none"> • Turns head in response to sounds & sights. • Gradually develops ability to hold up own head. • Makes movements with arms & legs which gradually become more controlled. • Rolls over from front to back, from back to front. • When lying on tummy becomes able to lift first head & then chest, supporting self with forearms & then straight arms. • Watches & explores hands & feet, eg when lying on back lifts legs into vertical position & grasps feet. • Reaches out for, touches & begins to hold objects. • Explores objects with mouth, often picking up an object & holding it to the mouth 	<ul style="list-style-type: none"> • Responds to & thrives on warm, sensitive physical contact & care. • Expresses discomfort, hunger or thirst. • Anticipates food routines with interest.
8 – 20	<ul style="list-style-type: none"> • Sits unsupported on the floor - when sitting, can lean forward to pick up small toys. • Pulls to standing, holding on to furniture or person for support. • Crawls, bottom shuffles or rolls continuously to move around. • Walks around furniture lifting one foot & stepping sideways (cruising)& walks with one or both hands held by adult. • Takes first few steps independently. • Passes toys from one hand to the other. • Holds an object in each hand & brings them together in the middle, eg holds two blocks & bangs them together. • Picks up small objects between thumb & fingers. • Enjoys the sensory experience of making marks in damp sand, paste or paint. • Holds pen or crayon using a whole hand (palmer) grasp & makes random marks with different strokes. 	<ul style="list-style-type: none"> • Opens mouth for spoon. • Holds own bottle or cup. • Grasps finger foods & brings them to mouth. • Attempts to use spoon: can guide towards mouth but food often falls off. • Can actively cooperate with nappy changing (lies still, helps hold legs up). • Starts to communicate urination, bowel movement.
16 – 26	<ul style="list-style-type: none"> • Walks upstairs holding hand of adult. • Comes downstairs backwards on knees (crawling). • Beginning to balance blocks to build a small tower. • Makes connections between their movement & the marks they make. 	<ul style="list-style-type: none"> • Develops own likes & dislikes in food & drink. • Willing to try new food textures & tastes. • Holds cup with both hands & drinks without much spilling. • Clearly communicates wet or soiled nappy or pants / shows some awareness of bladder & bowel urges / shows awareness of what a potty or toilet is used for. • Shows a desire to help with dressing/undressing & hygiene routines.
22 – 36	<ul style="list-style-type: none"> • Runs safely on whole foot. • Squats with steadiness to rest or play with object on the ground& rises to feet without using hands. • Climbs confidently & 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 & using jugs to pour, hammers, books & mark-making tools. • Beginning to use three fingers (tripod grip) to hold writing tools • Imitates drawing simple shapes eg circles & lines. • Walks upstairs or downstairs holding onto a rail two feet to a 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 & seeks support of significant adults for help. • Helps with clothing, eg puts on hat, unzips zipper on jacket, takes off unbuttoned shirt. • Beginning to be independent in self-care, but still often needs adult support.
30 - 50	<ul style="list-style-type: none"> • Moves freely & with pleasure & confidence in a range of ways• Mounts stairs, steps or climbing equipment using alternate feet. • Walks downstairs, two feet to each step while carrying a small object. • Runs skilfully & negotiates space successfully, adjusting speed or direction to avoid obstacles. • Can stand momentarily on one foot when shown. • Can catch a large ball. • Draws lines & circles using gross motor movements. • Uses one-handed tools & equipment, eg makes snips in paper with child scissors. • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. • Holds pencil near point between first two fingers & thumb & uses it with good control. • Can copy some letters, eg letters from their name. 	<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 & tools have to be used safely. • Gains more bowel & bladder control & can attend to toileting needs most of the time themselves. • Can usually manage washing & drying hands. • Dresses with help, eg puts arms into open-fronted coat or shirt when held up, pulls up own trousers& pulls up zipper once it is fastened at the bottom.
40 - 60 +	<ul style="list-style-type: none"> • Experiments with different ways of moving. • Jumps off an object & lands appropriately. • Negotiates space successfully when playing racing & chasing games, adjusting speed or changing direction to avoid obstacles. • Travels with confidence & skill around, under, over & through balancing & climbing equipment. • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. • Uses simple tools to effect changes to materials. • Handles tools, objects, construction & malleable materials safely & with increasing control. • Shows a preference for a dominant hand. • Begins to use anticlockwise movement & retrace vertical lines. • Begins to form recognisable letters. • Uses a pencil & holds it effectively to form recognisable letters, most of which are correctly formed. 	<ul style="list-style-type: none"> • Eats a healthy range of foodstuffs & understands need for variety in food. • Usually dry & clean during the day. • Shows some understanding that good practices with regard to exercise, eating, sleeping & hygiene can contribute to good health. • Shows understanding of the need for safety when tackling new challenges& considers & manages some risks. • Shows understanding of how to transport & store equipment safely. • Practices some appropriate safety measures without direct supervision.
ELGs	Children show good control & co-ordination in large & small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment & tools effectively, including pencils for writing.	Children know the importance for good health of physical exercise& a healthy diet& talk about ways to keep healthy & safe. They manage their own basic hygiene & personal needs successfully, including dressing & going to the toilet independently.

Literacy (Lit)

Age	Lit 1 - Reading	Lit 2 - Writing
0 - 11	<ul style="list-style-type: none"> Enjoys looking at books & other printed material with familiar people. 	<p>Children's later writing is based on skills & understandings which they develop as babies & toddlers. Before they can write, they need to learn to use spoken language to communicate. Later they learn to write down the words they can say - see the roots of Writing in Communication & language. Early mark-making is not the same as writing. It is a sensory & physical experience for babies & toddlers which they do not yet connect to forming symbols which can communicate meaning - see roots of mark-making & handwriting in Playing & exploring & Physical Development.</p> <ul style="list-style-type: none"> Distinguishes between the different marks they make.
8 - 20	<ul style="list-style-type: none"> Handles books & printed material with interest. 	
16 - 26	<ul style="list-style-type: none"> Interested in books & rhymes & may have favourites. 	
22 - 36	<ul style="list-style-type: none"> Has some favourite stories, rhymes, songs, poems or jingles. Repeats words or phrases from familiar stories. Fills in the missing word or phrase in a known rhyme, story or game, eg 'Humpty Dumpty sat on a ...' 	<ul style="list-style-type: none"> Sometimes gives meaning to marks as they draw & paint. Ascribes meanings to marks that they see in different places.
30 - 50	<ul style="list-style-type: none"> Enjoys rhyming & rhythmic activities. Shows awareness of rhyme & alliteration. Recognises rhythm in spoken words. Listens to & joins in with stories & poems, one-to-one & also in small groups. Joins in with repeated refrains & anticipates key events & phrases in rhymes & stories. Beginning to be aware of the way stories are structured. Suggests how the story might end. Listens to stories with increasing attention & recall. Describes main story settings, events & principal characters. Shows interest in illustrations & print in books & print in the environment. Recognises familiar words & signs eg own name & 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 & turns pages. Knows that print carries meaning &, in English, is read from left to right & top to bottom. 	
40 - 60 +	<ul style="list-style-type: none"> Continues a rhyming string. Hears & says the initial sound in words. Can segment the sounds in simple words & blend them together & knows which letters represent some of them. Links sounds to letters, naming & sounding the letters of the alphabet. Begins to read words & simple sentences. Uses vocabulary & 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 & computers. 	<ul style="list-style-type: none"> Gives meaning to marks they make as they draw, write & paint. Begins to break the flow of speech into words. Continues a rhyming string. Hears & says the initial sound in words. Can segment the sounds in simple words & blend them together. Links sounds to letters, naming & sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly & in sequence. Writes own name & other things eg labels, captions. Attempts to write short sentences in meaningful contexts.
ELGs	<p>Children read & understand simple sentences. They use phonic knowledge to decode regular words & read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>	<p>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 & others. Some words are spelt correctly & others are phonetically plausible.</p>

Mathematics (Maths)

Age	Maths 1 - Numbers	Maths 2 - Shape, space & measure
0 – 11	<ul style="list-style-type: none"> Notices changes in number of objects/images or sounds in group of up to 3. 	<p>Babies' early awareness of shape, space & measure grows from their sensory awareness & opportunities to observe objects & their movements& to play & explore. See Characteristics of Effective Learning - Playing & Exploring& Physical Development.</p>
8 – 20	<ul style="list-style-type: none"> Develops an awareness of number names through their enjoyment of action rhymes & songs that relate to their experience of numbers. Has some understanding that things exist, even when out of sight. 	<ul style="list-style-type: none"> Recognises big things & small things in meaningful contexts. Gets to know & enjoy daily routines, eg getting-up time, mealtimes, nappy time& bedtime.
16 – 26	<ul style="list-style-type: none"> Knows that things exist, even when out of sight. Beginning to organise & categorise objects, eg putting all the teddy bears together or teddies & 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 or jigsaw puzzles. Uses blocks to create simple structures & arrangements. Enjoys filling & emptying containers. Associates a sequence of actions with daily routines. Beginning to understand that things might happen 'now'.
22 – 36	<ul style="list-style-type: none"> Selects a small number of objects from a group when asked, eg 'please give me one', 'please give me two'. Recites some number names in sequence. Creates & experiments with symbols & marks representing ideas of number. Begins to make comparisons between quantities. Uses some language of quantities, eg 'more' & 'a lot'. 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 & patterns in pictures. Beginning to categorise objects according to properties eg shape or size. Begins to use the language of size. Understands some talk about immediate past & future, eg 'before', 'later' or 'soon'. Anticipates specific time-based events eg mealtimes or home time.
30 – 50	<ul style="list-style-type: none"> Uses some number names & 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 & 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. 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 & 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' & 'tall'.
40 - 60 +	<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 item. Counts actions or objects which cannot be moved. Counts objects to 10& 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 & checks by counting them. Uses the language of 'more' & 'fewer' to compare two sets of objects. Finds the total number of items in two groups by counting all of them. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects. In practical activities & discussion, beginning to use the vocabulary involved in adding & subtracting. Records, using marks that they can interpret & explain. Begins to identify own mathematical problems based on own interests & fascinations. 	<ul style="list-style-type: none"> Beginning to use mathematical names for 'solid' 3 dimensional shapes & 'flat' 2 dimensional shapes & mathematical terms to describe shapes. Selects a particular named shape. Can describe their relative position eg 'behind' or 'next to'. Orders two or three items by length or height. Orders two items by weight or capacity. Uses familiar objects & common shapes to create & recreate patterns & build models. Uses everyday language related to time. Beginning to use everyday language related to money. Orders & sequences familiar events. Measures short periods of time in simple ways.
ELGs	<p>Children count reliably with numbers from one to 20, place them in order & say which number is one more or one less than a given number. Using quantities & objects, they add & subtract two single-digit numbers & count on or back to find the answer. They solve problems, including doubling, halving & sharing.</p>	<p>Children use everyday language to talk about size, weight, capacity, position, distance, time & money to compare quantities & objects & to solve problems. They recognise, create & describe patterns. They explore characteristics of everyday objects & shapes & use mathematical language to describe them.</p>

Understanding the world (UW)

Age	UW 1 - People & communities	UW 2 - The world	UW 3 - Technology
0 - 11	The beginnings of understanding of People & communities lie in early attachment & other relationships. See Personal, Social & Emotional Development & Communication & Language.	<ul style="list-style-type: none"> • Moves eyes, then head, to follow moving objects. • Reacts with abrupt change when a face or object suddenly disappears • Looks around a room with interest; visually scans environment for novel, interesting objects & events. • Smiles with pleasure at recognisable playthings. • Repeats actions that have an effect, eg kicking or hitting a mobile or shaking a rattle. See also Characteristics of Effective Learning – Playing & Exploring & Physical Development	The beginnings of understanding technology lie in babies exploring & making sense of objects & how they behave. See Characteristics of Effective Learning - Playing & Exploring & Creating & Thinking Critically
8 - 20		<ul style="list-style-type: none"> • Closely observes what animals, people & vehicles do. • Watches toy being hidden & tries to find it. • Looks for dropped objects. • Becomes absorbed in combining objects, eg banging two objects or placing objects into containers. • Knows things are used in different ways, eg a ball for rolling or throwing, a toy car for pushing. 	
16 - 26	<ul style="list-style-type: none"> • Is curious about people & shows interest in stories about themselves & their family. • Enjoys pictures & stories about themselves, their families & other people. 	<ul style="list-style-type: none"> • Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning & poking. • Remembers where objects belong. • Matches parts of objects that fit together, eg puts lid on teapot. 	<ul style="list-style-type: none"> • Anticipates repeated sounds, sights & actions, eg when an adult demonstrates an action toy several times. • Shows interest in toys with buttons, flaps & simple mechanisms & beginning to learn to operate them.
22 - 36	<ul style="list-style-type: none"> • Has a sense of own immediate family & relations. • In pretend play, imitates everyday actions & events from own family & cultural background, eg making & drinking tea. • Beginning to have their own friends. • Learns that they have similarities & differences that connect them to& distinguish them from, others. 	<ul style="list-style-type: none"> • Enjoys playing with small-world models eg a farm, a 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 & operating some ICT equipment. • Operates mechanical toys, eg turns the knob on a wind-up toy or pulls back on a friction car.
30 - 50	<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 eg the place where they live or the natural world. • Can talk about some of the things they have observed eg 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 & uses remote control. • Shows an interest in technological toys with knobs or pulleys, or real objects eg cameras or mobile phones. • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects eg sound, movements or new images. • Knows that information can be retrieved from computers
40 - 60 +	<ul style="list-style-type: none"> • Enjoys joining in with family customs & routines 	<ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns & change. 	<ul style="list-style-type: none"> • Completes a simple program on a computer. • Uses ICT hardware to interact with age-appropriate computer software.
ELGs	Children talk about past & present events in their own lives & in the lives of family members. They know that other children don't always enjoy the same things& are sensitive to this. They know about similarities & differences between themselves & others& among families, communities & traditions.	Children know about similarities & differences in relation to places, objects, materials & living things. They talk about the features of their own immediate environment & how environments might vary from one another. They make observations of animals & plants & explain why some things occur& talk about changes.	Children recognise that a range of technology is used in places eg homes & schools. They select & use technology for particular purposes.

Expressive Arts & Design (A & D)

Age	A & D 1 - Exploring & using media & materials	A & D 2 - Being imaginative
0 - 11	Babies explore media & materials as part of their exploration of the world around them. See Characteristics of Effective Learning – Playing & Exploring, Physical Development, Understanding the World – The World	Babies & toddlers need to explore the world & develop a range of ways to communicate before they can express their own ideas through arts & design. See Characteristics of Effective Learning; Communication & Language; Physical Development; Personal, Social & Emotional Development
8 – 20	<ul style="list-style-type: none"> • Explores & experiments with a range of media through sensory exploration& using whole body. • Move their whole bodies to sounds they enjoy, eg music or a regular beat. 	<ul style="list-style-type: none"> • Expresses self through physical action & sound. • Pretends that one object represents another, especially when objects have characteristics in common.
16 – 26	<ul style="list-style-type: none"> • Imitates & improvises actions they have observed, eg clapping or waving. • Begins to move to music, listen to or join in rhymes or songs. • Notices & is interested in the effects of making movements which leave marks. 	
22 – 36	<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 sound. • Experiments with blocks, colours & marks. 	<ul style="list-style-type: none"> • Beginning to use representation to communicate, eg drawing a line & saying 'That's me.' • Beginning to make-believe by pretending.
30 - 50	<ul style="list-style-type: none"> • Enjoys joining in with dancing & ring games. • Sings a few familiar songs. • Beginning to move rhythmically. • Imitates movement in response to music. • Taps out simple repeated rhythms. • Explores & learns how sounds can be changed. • Explores colour & how colours can be changed. • Understands that they can use lines to enclose a space& then begin to use these shapes to represent objects. • Beginning to be interested in & describe the texture of things. • Uses various construction materials. • Beginning to construct, stacking blocks vertically & horizontally, making enclosures & creating spaces. • Joins construction pieces together to build & 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. • Makes up rhythms. • Notices what adults do, imitating what is observed & 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, eg farm animals needing rescue from an armchair 'cliff'. • Uses available resources to create props to support role-play. • Captures experiences & responses with a range of media, eg music, dance & paint & other materials or words.
40 - 60 +	<ul style="list-style-type: none"> • Begins to build a repertoire of songs & dances. • Explores the different sounds of instruments. • Explores what happens when they mix colours. • Experiments to create different textures. • Understands that different media can be combined to create new effects. • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. • Uses simple tools & techniques competently & appropriately. • Selects appropriate resources & adapts work where necessary. • Selects tools & techniques needed to shape, assemble & join materials they are using. 	<ul style="list-style-type: none"> • Create simple representations of events, people & objects. • Initiates new combinations of movement & gesture in order to express & respond to feelings, ideas & 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 & act out a narrative.
ELGs	Children sing songs, make music & dance& experiment with ways of changing them. They safely use & explore a variety of materials, tools & techniques, experimenting with colour, design, texture, form & function.	Children use what they have learnt about media & materials in original ways, thinking about uses & purposes. They represent their own ideas, thoughts & feelings through design & technology, art, music, dance, role play & stories.



These are the hands
You used to hold
When I was only
.... years old.