

My Learning and Development - Birth to 3 years

Prime area of learning - Personal, social & emotional development 1 - Making relationships

PSED 1 - Making relationships
Birth – 11 months
<ul style="list-style-type: none"> • I enjoy the company of others & seek contact with others from birth. • I gaze at faces & copy facial movements eg sticking out my tongue, opening my mouth & widening my eyes. • I respond when I am talked to eg I move my arms & legs, change facial expression, move my body & make mouth movements. • I recognise & am most responsive to my main carer's voice: my face brightens & my activity increases when familiar carer appears. • I respond to what my carer is looking at eg following their gaze. • I like cuddles & being held: it calms me & I snuggle in, smiling & gazing at my carer's face or stroking my carer's skin.

PSED 1 - Making relationships
8 – 20 months
<ul style="list-style-type: none"> • I seek to gain attention in a variety of ways, drawing others into social interaction. • I build relationships with special people. • I am wary of unfamiliar people. • I interact with others & explore new situations when supported by a familiar person. • I show an interest in the activities of others & respond differently to children & adults eg I may be more interested in watching children than adults or may pay more attention when children talk to me.

PSED 1 - Making relationships
16 – 26 months
<ul style="list-style-type: none"> • I play alongside others. • I use a familiar adult as a secure base from which to explore independently in new environments eg I move away to play & interact with others, but return for a cuddle or reassurance if I become anxious. • I play cooperatively with a familiar adult, e.g. rolling a ball back & forth.

PSED 1 - Making relationships
22 – 36 months
<ul style="list-style-type: none"> • I am interested in others' play & I am starting to join in. • I seek out others to share experiences. • I show affection & concern for people who are special to me. • I may form a special friendship with another child.

Prime area of learning - Personal, social & emotional development 2 – Self confidence & self awareness

PSED 2 – Self confidence & self awareness
Birth – 11 months
<ul style="list-style-type: none"> • I laugh & gurgle & show pleasure at being tickled & other physical interactions. • I use my voice, gesture, eye contact & facial expression to make contact with people & keep their attention.

PSED 2 – Self confidence & self awareness
8 – 20 months
<ul style="list-style-type: none"> • I enjoy finding my own nose, eyes or tummy as part of naming games. • I learn that my own voice & actions have effects on others. • I use pointing with eye gaze to make requests & to share an interest. • I engage others to help achieve a goal eg to get an object out of reach.

PSED 2 – Self confidence & self awareness
16 – 26 months
<ul style="list-style-type: none"> • I explore new toys & environments, but 'check in' regularly with a familiar adult as & when needed. • I am gradually able to engage in pretend play with toys – this supports me to understand that my own thinking may be different from others. • I demonstrate a sense of self as an individual eg I want to do things independently or say "No" to adult.

PSED 2 – Self confidence & self awareness
22 – 36 months
<ul style="list-style-type: none"> • I separate from my main carer with support & encouragement from a familiar adult. • I express my own preferences & interests.

Prime area of learning - Personal, social & emotional development 3 – Managing feelings & behaviour

PSED 3 – Managing feelings & behaviour
Birth – 11 months
<ul style="list-style-type: none"> • I am comforted by touch & people's faces & voices. • I seek physical & emotional comfort by snuggling in to trusted adults. • I calm from being upset when held, rocked, spoken or sung to with soothing voice. • I show a range of emotions such as pleasure, fear & excitement. • I react emotionally to other people's emotions, e.g. I smile when smiled at & become distressed if I hear another child crying.

PSED 3 – Managing feelings & behaviour
8 – 20 months
<ul style="list-style-type: none"> • I use familiar adults to share feelings such as excitement or pleasure & for 'emotional refuelling' when I am feeling tired, stressed or frustrated. • I develop a growing ability to soothe myself & may like to use a comfort object. • I cooperate with care giving experiences e.g. dressing. • I begin to understand 'yes', 'no' & some boundaries.

PSED 3 – Managing feelings & behaviour
16 – 26 months
<ul style="list-style-type: none"> • I am aware of others' feelings, for example, I look concerned if I hear crying or look excited if I hear a familiar happy voice. • I have a growing sense of will & determination which may result in feelings of anger & frustration which are difficult to handle / tantrums • I respond to a few appropriate boundaries, with encouragement & support. • I begin to learn that some things are mine, some are shared & some belong to other people.

PSED 3 – Managing feelings & behaviour
22 – 36 months
<ul style="list-style-type: none"> • I seek comfort from familiar adults when needed. • I can express my own feelings such as sad, happy, cross, scared, worried etc. • I respond to the feelings & wishes of others.

<ul style="list-style-type: none"> • I am aware that some actions can hurt or harm others. • I try to help or give comfort when others are distressed. • I show understanding & cooperate with some boundaries & routines. • I can inhibit my own actions / behaviours, eg I can stop myself from doing something I shouldn't do. • I have a growing ability to distract myself when upset eg by engaging in a new play activity

Prime area of learning - Physical Development 1 - Moving & Handling

PD 1 - Moving & Handling
Birth – 11 months
<ul style="list-style-type: none"> • I turn my head to sounds & sights. • I gradually develop the ability to hold up my own head. • I make movements with my arms & legs which become more controlled. • I roll over from front to back, from back to front. • When lying on my tummy I can lift my head & then chest • I watch & explore hands & feet • I reach out for, touch & begin to hold objects. • I explore objects with my mouth

PD 1 - Moving & Handling
8 – 20 months
<ul style="list-style-type: none"> • I sit unsupported on the floor. • When sitting, I can lean forward to pick up small toys. • I pull to standing, holding on to furniture or person for support. • I crawl, bottom shuffle or roll continuously to move around. • I walk around furniture lifting one foot & stepping sideways (cruising) & walk with one or both hands held by adult. • I take my first few steps independently. • I pass toys from one hand to the other. • I hold an object in each hand & bring them together in the middle • I pick up small objects between thumb & fingers. • I enjoy sensory experiences - paint, wet sand. • I hold a pen or crayon using a whole hand grasp & make random marks.

My Learning and Development - Birth to 3 years

PD 1 - Moving & Handling
16 – 26 months
<ul style="list-style-type: none"> • I walk upstairs holding an adult's hand. • I come downstairs backwards on my knees (crawling). • I begin to balance blocks to build a small tower. • I make a connection between my movements & the marks I make.

PD 1 - Moving & Handling
22 – 36 months
<ul style="list-style-type: none"> • I run safely on my whole foot. • I squat with steadiness to rest or play with object on the ground & rise to my feet without using my hands. • I climb confidently & am beginning to pull myself up on play climbing equipment. • I can kick a large ball. • I turn pages in a book, sometimes several at once. • I show control in holding & using jugs to pour, hammers, books & mark-making tools. • I begin to use three fingers (tripod grip) to hold writing tools • I imitate drawing simple shapes such as circles & lines. • I walk upstairs or downstairs holding onto a rail two feet to a step. • I might be beginning to show preference for a dominant hand.

Prime area of learning - Physical Development 2 – Health & self care

PD 2 – Health & self care
Birth – 11 months
<ul style="list-style-type: none"> • I respond to & thrive on warm, sensitive physical contact & care. • I express discomfort, hunger or thirst. • I anticipate food routines with interest.

PD 2 – Health & self care
8 – 20 months
<ul style="list-style-type: none"> • I open my mouth for spoon. • I hold my own bottle or cup. • I grasp finger foods & bring them to mouth. • I attempt to use a spoon: can guide towards mouth but food often falls off.

<ul style="list-style-type: none"> • I can actively cooperate with nappy changing - lies still, helps hold legs up). • I start to communicate urination & bowel movement.

PD 2 – Health & self care
16 – 26 months
<ul style="list-style-type: none"> • I develop my own likes & dislikes in food & drink. • I am willing to try new food textures & tastes. • I hold my cup with both hands & drink without much spilling. • I clearly communicate when I have a wet or soiled nappy or pants. • I show some awareness of bladder & bowel urges / of what a potty or toilet is used for. • I show a desire to help with dressing /undressing & hygiene routines.

PD 2 – Health & self care
22 – 36 months
<ul style="list-style-type: none"> • I feed myself competently with spoon. • I drink well without spilling. • I clearly communicate my need for potty or toilet. • I start to recognise danger & seek the support of significant adults for help. • I help with clothing eg I put on my hat, unzip the zipper on my jacket, take off an unbuttoned shirt. • I begin to be independent in self-care, but still often need adult support.

Prime area of learning - Communication & language 1 - Listening & attention

C & L 1 – Listening & attention
Birth to 11 months
<ul style="list-style-type: none"> • I turn towards a familiar sound then locate a range of sounds with accuracy. • I listen to, distinguish & respond to intonations & sounds of voices. • I react in interaction with others by smiling, looking & moving. • I quieten or alert to the sound of speech. • I look intently at a person talking, but stop responding if the speaker turns away. • I listen to familiar sounds, words, or finger plays. • I show fleeting attention – it is not under my control, I have to turn around if some new stimuli takes my whole attention.

C & L 1 – Listening & attention
<ul style="list-style-type: none"> • I move my whole body to sounds I enjoy, such as music or a regular beat. • I have a strong exploratory impulse. • I concentrate intently on an object or activity of my own choosing for short periods. • I pay attention to dominant stimulus – I am easily distracted by noises or other people talking.

C & L 1 – Listening & attention
<ul style="list-style-type: none"> • I listen to & enjoy rhythmic patterns in rhymes & stories. • I enjoy rhymes & demonstrate listening by trying to join in with actions or vocalisations. • I exhibit rigid attention – I may appear not to hear when I am concentrating on something else.

C & L 1 – Listening & attention
<ul style="list-style-type: none"> • I listen with interest to the noises adults make when they read stories. • I recognise & respond to many familiar sounds eg turning to a knock on the door, looking at or going to the door. • I show an interest in playing with sounds, songs & rhymes. • I exhibit single channelled attention – I can shift to a different task if my attention fully obtained. Using my name helps me to focus.

Prime area of learning - Communication & language 2 - Understanding

C & L 2 - Understanding
Birth – 11 months
<ul style="list-style-type: none"> • I stop & look when I hear my own name. • I start to understand contextual clues eg familiar gestures, words & sounds.

C & L 1 – Understanding
8 – 20 months
<ul style="list-style-type: none"> • I develop the ability to follow others' body language, including pointing & gesture. • I respond to the different things said when in a familiar context with a special person. • I understand single words in context.

C & L 2 - Understanding
16 – 26 months
<ul style="list-style-type: none"> • I select familiar objects by name & will go & find objects when asked, or identify objects from a group. • I understand simple sentences.

C & L 2 - Understanding
22 – 36 months
<ul style="list-style-type: none"> • I identify action words by pointing to the right picture eg "Who's jumping?" • I understand more complex sentences eg 'Put your toys away & then we'll read a book.' • I understand 'who', 'what', 'where' in simple questions eg Who's that/can? What's that? Where is? • I develop understanding of simple concepts eg big /little.

Prime area of learning - Communication & language 3 - Speaking

C & L 3 – Speaking
Birth – 11 months
<ul style="list-style-type: none"> • I communicate my needs & feelings in a variety of ways including crying, gurgling, babbling & squealing. • I make sounds in response when talked to by familiar adults. • I lift my arms in anticipation of being picked up. • I practise & gradually develop sounds (babbling) to communicate with adults

C & L 3 – Speaking
8 – 20 months
<ul style="list-style-type: none"> • I use sounds in play eg 'brrrr' for toy car. • I use single words. • I frequently imitate words & sounds. • I enjoy babbling & experiment with using sounds & words to communicate. • I use pointing with eye gaze to make requests & to share an interest. • I create personal words as I begin to develop language.

My Learning and Development - Birth to 3 years

C & L 3 – Speaking
16 – 26 months
<ul style="list-style-type: none"> • I copy familiar expressions. • I begin to put two words together. • I use different types of everyday words such as nouns, verbs & adjectives. • I begin to ask simple questions. • I begin to talk about people & things that are not present.

C & L 3 – Speaking
22 – 36 months
<ul style="list-style-type: none"> • I use language as a powerful means of widening contacts, sharing feelings, experiences & thoughts. • I hold a conversation, jumping from topic to topic. • I learn new words very rapidly & I am able to use them in communicating. • I use gestures, sometimes with limited talk • I use a variety of question words. • I use simple sentences eg 'Mummy gonna work.' • I begin to use word endings eg going, cats.

Specific area of learning - Literacy 1 - Reading

Lit 1 – Reading
Birth – 11 months
<ul style="list-style-type: none"> • I enjoy looking at books & other printed material with familiar people.

Lit 1 – Reading
8 – 20 months
<ul style="list-style-type: none"> • I handle books & printed material with interest.

Lit 1 – Reading
16 – 26 months
<ul style="list-style-type: none"> • I am interested in books & rhymes & may have favourites.

Lit 1 – Reading
22 – 36 months
<ul style="list-style-type: none"> • I have some favourite stories, rhymes, songs, poems or jingles. • I repeat words or phrases from familiar stories. • I fill in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'

Specific area of learning - Literacy 2 – Writing

Birth – 26 months

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 the roots of mark-making & handwriting in Playing & Exploring & Physical Development.

Lit 2 – Writing
22 – 36 months
<ul style="list-style-type: none"> • I distinguish between the different marks I make.

Specific area of learning - Mathematics 1 - Numbers

Maths 1 - Numbers
Birth – 11 months
<ul style="list-style-type: none"> • I notice changes in the number of objects/images or sounds in group of up to 3.

Maths 1 - Numbers
8 – 20 months
<ul style="list-style-type: none"> • I develop an awareness of number names through my enjoyment of action rhymes & songs that relate to my experience of numbers. • I have some understanding that things exist, even when out of sight.

Maths 1 - Numbers
16 – 26 months
<ul style="list-style-type: none"> • I know that things exist, even when out of sight. • I am beginning to organise & categorise objects, e.g. putting all the teddy bears together or teddies & cars in separate piles. • I say some counting words randomly.

Maths 1 - Numbers
22 – 36 months
<ul style="list-style-type: none"> • I select a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'. • I can recite some number names in sequence. • I create & experiment with symbols & marks representing ideas of number. • I begin to make comparisons between quantities. • I use some language of quantities, such as 'more' & 'a lot'. • I know that a group of things changes in quantity when something is added or taken away.

Specific area of learning - Mathematics 2 – Shape, space & measure

Birth – 11 months

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.

Maths 2 – Shape, space & measure
8 – 20 months
<ul style="list-style-type: none"> • I recognise big things & small things in meaningful contexts. • I get to know & enjoy daily routines, such as getting-up time, mealtimes, nappy time, & bedtime.

Maths 2 – Shape, space & measure
16 – 26 months
<ul style="list-style-type: none"> • I attempt, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles. • I use blocks to create my own simple structures & arrangements. • I enjoy filling & emptying containers. • I associate a sequence of actions with daily routines. • I am beginning to understand that things might happen 'now'.

Maths 2 – Shape, space & measure
22 – 36 months
<ul style="list-style-type: none"> • I notice simple shapes & patterns in pictures. • I am beginning to categorise objects according to properties such as shape or size. • I begin to use the language of size. • I understand some talk about immediate past & future, e.g. 'before', 'later' or 'soon'. • I anticipate specific time-based events such as mealtimes or home time.

Specific area of learning - Understanding the World 1 – People & communities

Birth – 20 months

The beginnings of understanding of People & communities lie in early attachment & other relationships. See Personal, Social & Emotional Development and Communication & Language.

UW 1 – People & communities
16 – 26 months
<ul style="list-style-type: none"> • I am curious about people & show an interest in stories about myself & my family. • I enjoy pictures & stories about myself, my families & other people.

UW 1 – People & communities
22 – 36 months
<ul style="list-style-type: none"> • I have a sense of own immediate family & relations. • In pretend play, I imitate everyday actions & events from my own family & cultural background, e.g. making & drinking tea. • I am beginning to have my own friends. • I learn that I have similarities & differences that connect me to, & distinguish me from, others.

My Learning and Development - Birth to 3 years

Specific area of learning - Understanding the World 2 – The World

UW 2 – The World
Birth – 11 months
<ul style="list-style-type: none"> • I move my eyes, then head, to follow moving objects. • I react with abrupt change when a face or object suddenly disappears from view. • I look around a room with interest; visually scanning environment for novel, interesting objects & events. • I smile with pleasure at recognisable playthings. • I repeat actions that have an effect, e.g. kicking or hitting a mobile or shaking a rattle.

See also Characteristics of Effective Learning – Playing & Exploring, & Physical Development

UW 2 – The World
8 – 20 months
<ul style="list-style-type: none"> • I closely observe what animals, people & vehicles do. • I watch a toy being hidden & try to find it. • I look for dropped objects. • I become absorbed in combining objects, e.g. banging two objects or placing objects into containers. • I know things are used in different ways, e.g. a ball for rolling or throwing, a toy car for pushing.

UW 2 – The World
16 – 26 months
<ul style="list-style-type: none"> • I explore objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning & poking. • I remember where objects belong. • I match parts of objects that fit together, e.g. puts lid on teapot.

UW 2 – The World
22 – 36 months
<ul style="list-style-type: none"> • I enjoy playing with small-world models such as a farm, a garage, or a train track. • I notice detailed features of objects in my environment.

Specific area of learning - Understanding the World 3 - Technology

Birth –20 months

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

UW 3 - Technology
16 – 26 months
<ul style="list-style-type: none"> • I anticipate repeated sounds, sights & actions, e.g. when an adult demonstrates an action toy several times. • I show an interest in toys with buttons, flaps & simple mechanisms & I am beginning to learn to operate them.

UW 3 - Technology
22 – 36 months
<ul style="list-style-type: none"> • I seek to acquire basic skills in turning on & operating some ICT equipment. • I operate mechanical toys, e.g. turning the knob on a wind-up toy or pulling back on a friction car.

Specific area of learning - Expressive Arts & Design 1 – Exploring & using media & materials

Birth – 11 months

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

A & D 1 - Media & Materials
8 – 26 months
<ul style="list-style-type: none"> • I explore & experiment through sensory exploration & using my whole body. • I move my whole body to sounds I enjoy, such as music or a regular beat. • I imitate & improvise actions I have observed, e.g. clapping or waving. • I begin to move to music, listen to or join in rhymes or songs. • I notice & am interested in the effects of making movements which leave marks.

A & D 1 - Media & Materials
22 – 36 months
<ul style="list-style-type: none"> • I join in singing favourite songs. • I create sounds by banging, shaking, tapping or blowing. • I show an interest in the way musical instruments sound. • I experiment with blocks, colours & marks.

Specific area of learning - Expressive Arts & Design 2 – Being imaginative

Birth – 20 months

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.

A & D 2 - Being imaginative
16 - 26 months
<ul style="list-style-type: none"> • I express myself through physical action & sound. • I pretend that one object represents another, especially when objects have characteristics in common.

A & D 2 - Being imaginative
22 – 36 months
<ul style="list-style-type: none"> • I am beginning to use representation to communicate, e.g. drawing a line & saying 'That's me.' • I am beginning to make-believe by pretending.

Characteristics of Effective Learning

There are 3 characteristics of effective learning which can be used to help plan for a child's individual learning & development experience -

Playing & Exploring - is about a child's engagement in their learning & development...

- Finding out & exploring
- Playing with what they know
- Being willing to 'have a go'

Active learning - is about a child's motivation (wanting) to learn...

- Being involved & concentrating
- Keeping trying
- Enjoying achieving what they set out to do

Creating & thinking critically - is about how a child thinks...

- Having their own ideas
- Making links
- Choosing ways to do things

My Learning and Development - 3 - 5 + years

Prime area of learning - Personal, social & emotional development 1 - Making relationships

PSED 1 - Making relationships
30 – 50 months
<ul style="list-style-type: none"> • I can play in a group, extending & elaborating play ideas eg building up a role-play activity with other children. • I initiate play, offering cues to peers to join in. • I keep play going by responding to what others are saying or doing. • I demonstrate friendly behaviour, initiating conversations & forming good relationships with peers & familiar adults

PSED 1 - Making relationships

40 – 60 months
<ul style="list-style-type: none"> • I initiate conversations, attending to & taking account of what others say. • I explain my own knowledge & understanding & ask appropriate questions of others. • I take steps to resolve conflicts with other children e.g. finding a compromise.

Prime area of learning - Personal, social & emotional development 2 – Self confidence & self awareness

PSED 2 – Self confidence & self awareness
30 – 50 months
<ul style="list-style-type: none"> • I can select & use activities & resources with help. • I welcome & value praise for what I have done. • I enjoy the responsibility of carrying out small tasks. • I am more outgoing towards unfamiliar people & more confident in new social situations. • I am confident to talk to other children when playing & communicate freely about my own home & community. • I show confidence in asking adults for help.

PSED 2 – Self confidence & self awareness

40 – 60 months
<ul style="list-style-type: none"> • I am confident to speak to others about my own needs, wants, interests & opinions. • I can describe myself in positive terms & talk about my abilities.

Prime area of learning - Personal, social & emotional development 3 – Managing feelings & behaviour

30 – 50 months
<ul style="list-style-type: none"> • I am aware of my own feelings & know that some actions & words can hurt others' feelings. • I begin to accept the needs of others & can take turns & share resources, sometimes with support. • I can usually tolerate delay when my needs are not immediately met & understand that my wishes may not always be met. • I can usually adapt my behaviour to different events, social situations & changes in routine.

PSED 3 – Managing feelings & behaviour

40 – 60 months
<ul style="list-style-type: none"> • I understand that my actions affect other people eg I become upset or try to comfort another child when I realise I have upset them. • I am aware of the boundaries set & of behavioural expectations in the setting. • I am beginning to be able to negotiate & solve problems without aggression.

Prime area of learning - Physical Development 1 - Moving & Handling

PD 1 - Moving & Handling
30 – 50 months
<ul style="list-style-type: none"> • I move freely & with pleasure & confidence in a range of ways such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping etc. • I mount stairs, steps or climbing equipment using alternate feet. • I walk downstairs, two feet to each step while carrying a small object. • I can run skilfully & negotiate space successfully, adjusting speed or direction to avoid obstacles. • I can stand momentarily on one foot when shown. • I can catch a large ball. • I draw lines & circles using gross motor movements. • I use one-handed tools & equipment eg I make snips in paper with child scissors. • I hold pencil between thumb & two fingers, no longer using whole-hand grasp. • I hold pencil near the point between first two fingers & thumb & use it with good control. • I can copy some letters, eg letters from my name.

PD 1 - Moving & Handling

40 – 60 months
<ul style="list-style-type: none"> • I experiment with different ways of moving. • I jump off an object & land appropriately. • I negotiate space successfully when playing racing & chasing games with other children, adjusting speed or changing direction to avoid obstacles. • I travel with confidence & skill around, under, over & through balancing & climbing equipment. • I show increasing control over an object in pushing, patting, throwing, catching or kicking it. • I use simple tools to effect changes to materials. • I handle tools, objects, construction & malleable materials safely & with increasing control. • I show a preference for a dominant hand. • I begin to use anticlockwise movements & retrace vertical lines. • I begin to form recognisable letters. • I use a pencil & hold it effectively to form letters, most of which are correctly formed.

Prime area of learning - Physical Development 2 – Health & self care

PD 2 – Health & self care
30 – 50 months
<ul style="list-style-type: none"> • I can tell adults when I am hungry or tired or when I want to rest or play. • I observe the effects of activity on my body. • I understand how to use equipment & tools safely. • I gain more bowel & bladder control & can attend to my own toileting needs most of the time. • I can usually manage washing & drying hands. • I dress with help, e.g. puts arms into open-fronted coat or shirt when held up, pull up own trousers, & pull up zipper once it is fastened at the bottom.

PD 2 – Health & self care

40 – 60 months
<ul style="list-style-type: none"> • I eat a healthy range of foodstuffs & understand the need for variety in food. • I am usually dry & clean during the day. • I show some understanding that good practices with regard to exercise, eating, sleeping & hygiene can contribute to good health. • I show an understanding of the need for safety when tackling new challenges, & consider & manage some risks. • I show understanding of how to transport & store equipment safely.

- I practice some appropriate safety measures without direct supervision.

Prime area of learning - Communication & language 1 - Listening & attention

C & L 1 – Listening & attention
30 – 50 months
<ul style="list-style-type: none"> • I listen to others one to one or in small groups, when conversation interests me. • I listen to stories with increasing attention & recall. • I join in with repeated refrains & anticipate key events & phrases in rhymes & stories. • I focus attention – still listen or do, but now I can shift my own attention. • I am able to follow directions, if I am not intently focused on my own choice of activity.

C & L 1 – Listening & attention

40 – 60 months
<ul style="list-style-type: none"> • I maintain attention, concentrate & sit quietly during appropriate activity. • I exhibit two-channelled attention – I can listen & do for a short span.

Prime area of learning - Communication & language 2 - Understanding

C & L 2 – Understanding
30 – 50 months
<ul style="list-style-type: none"> • I understand the use of objects eg "What do we use to cut things?" • I show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. • I respond to simple instructions eg to get or put away an object. • I am beginning to understand 'why' & 'how' questions.

C & L 2 – Understanding

40 – 60 months
<ul style="list-style-type: none"> • I respond to instructions involving a two-part sequence. • I understand humour eg nonsense rhymes, jokes. • I am able to follow a story without pictures or props. • I listen & respond to ideas expressed by others in conversation or discussion.

My Learning and Development - 3 - 5 + years

Prime area of learning - Communication & language 3 - Speaking

C & L 3 – Speaking

30 – 50 months

- I start to use more complex sentences to link thoughts eg & / because.
- I can retell a simple past event in correct order eg went down slide, hurt finger.
- I use talk to connect ideas, explain what is happening & anticipate what might happen next & to recall & relive past experiences.
- I question why things happen & give explanations using who, what, when, how.
- I use a range of tenses eg play, playing, will play, played.
- I use intonation, rhythm & phrasing to make the meaning clear to others.
- I use vocabulary about objects & people that are of particular importance to me.
- I build up a vocabulary that reflects the breadth of my experiences.
- I use talk in pretending that objects stand for something else in play

C & L 3 – Speaking

40 – 60 months

- I extend my vocabulary, especially by grouping & naming, exploring the meaning & sounds of new words.
- I use language to imagine & recreate roles & experiences in play situations.
- I link statements & stick to a main theme or intention.
- I use talk to organise, sequence & clarify thinking, ideas, feelings & events.
- I introduce a storyline or narrative into my play.

Specific area of learning - Literacy 1 - Reading

Lit 1 – Reading

30 – 50 months

- I enjoy rhyming & rhythmic activities.
- I show an awareness of rhyme & alliteration.
- I recognise rhythm in spoken words.
- I listen to & join in with stories & poems, one-to-one & also in small groups.
- I join in with repeated refrains & anticipate key events & phrases in rhymes & stories.
- I am beginning to be aware of the way stories are structured.

- I suggest how the story might end.

- I listen to stories with increasing attention & recall.

- I describe main story settings, events & principal characters.

- I show interest in illustrations & print in books & print in the environment.

- I recognise familiar words & signs such as my own name & advertising logos.

- I look at books independently.

- I handle books carefully.

- I know information can be relayed in the form of print.

- I hold books the correct way up & turn pages.

- I know that print carries meaning &, in English, is read from left to right & top to bottom.

Lit 1 – Reading

- I can continue a rhyming string.

- I hear & say the initial sound in words.

- I can segment the sounds in simple words & blend them together & know which letters represent some of them.

- I link sounds to letters, naming & sounding the letters of the alphabet.

- I am beginning to read words & simple sentences.

- I use vocabulary & forms of speech that are increasingly influenced by my experiences of books.

- I enjoy an increasing range of books.

- I know that information can be retrieved from books & computers.

Specific area of learning - Literacy 2 – Writing

Lit 2 – Writing

30 – 50 months

- I sometimes give meaning to marks as I draw & paint.

- I ascribe meanings to marks that I see in different places.

Lit 2 – Writing

40 – 60 months

- I give meaning to marks I make as I draw, write & paint.

- I am beginning to break the flow of speech into words.

- I can continue a rhyming string.

- I hear & say the initial sound in words.

- I can segment the sounds in simple words & blend them together.

- I link sounds to letters, naming & sounding the letters of the alphabet.

- I use some clearly identifiable letters to communicate meaning, representing some sounds correctly & in sequence.

- I write my own name & other things such as labels, captions.

- I attempt to write short sentences in meaningful contexts.

Specific area of learning - Mathematics 1 - Numbers

Maths 1 – Numbers

30 – 50 months

- I use some number names & number language spontaneously.

- I use some number names accurately in play.

- I recite numbers in order to 10.

- I know that numbers identify how many objects are in a set.

- I am beginning to represent numbers using fingers, marks on paper or pictures.

- I sometimes match numeral & quantity correctly.

- I show curiosity about numbers by offering comments or asking questions.

- I compare two groups of objects, saying when they have the same number.

- I show an interest in number problems.

- I separate a group of three or four objects in different ways, beginning to recognise that the total is still the same.

- I show an interest in numerals in the environment.

- I show an interest in representing numbers.

- I realise anything can be counted, including steps, claps or jumps.

40 – 60 months

- I recognise some numerals of personal significance.

- I recognise the numerals 1 to 5.

- I count up to three or four objects by saying one number name for each item.

- I count actions or objects which cannot be moved.

- I count objects to 10, & beginning to count beyond 10.

- I count out up to six objects from a larger group.

- I select the correct numeral to represent 1 to 5, then 1 to 10 objects.

- I count an irregular arrangement of up to ten objects.

- I estimate how many objects I can see & check by counting them.

- I use the language of 'more' & 'fewer' to compare two sets of objects.

- I find the total number of items in two groups by counting all of them.

- I say the number that is one more than a given number.

- I find one more or one less from a group of up to five objects, then ten objects.

- In practical activities & discussion, I use adding & subtracting vocabulary.

- I record, using marks that I can interpret & explain.

- I begin to identify my own mathematical problems based on my own interests & fascinations.

Specific area of learning - Mathematics 2 – Shape, space & measure

Maths 2 – Shape, space & measure

30 – 50 months

- I show an interest in shape & space by playing with shapes or making arrangements with objects.

- I show awareness of similarities of shapes in the environment.

- I use positional language.

- I show an interest in shape by sustained construction activity or by talking about shapes or arrangements.

- I show an interest in shapes in the environment.

- I use shapes appropriately for tasks.

- I am beginning to talk about the shapes of everyday objects, e.g. 'round' & 'tall'

Maths 2 – Shape, space & measure

40 – 60 months

- I am beginning to use mathematical names for 'solid' 3D shapes & 'flat' 2D shapes, & mathematical terms to describe shapes.

- I select a particular named shape.

- I can describe their relative position such as 'behind' or 'next to'.

- I order two or three items by length or height.

- I order two items by weight or capacity.

My Learning and Development - 3 - 5 + years

• I use familiar objects & common shapes to create & recreate patterns & build models.
• I use everyday language related to time.
• I am beginning to use everyday language related to money.
• I order & sequence familiar events.
• I measure short periods of time in simple ways.

Specific area of learning - Understanding the World 1 – People & communities

UW 1 – People & communities
30 – 50 months
• I show an interest in the lives of people who are familiar to me.
• I remember & talk about significant events in my own experience.
• I recognise & describe special times or events for family or friends.
• I show an interest in different occupations & ways of life.
• I know some of the things that make me unique, & can talk about some of the similarities & differences in relation to friends or family.

UW 1 – People & communities
40 – 60 months
• I enjoy joining in with family customs & routines.

Specific area of learning - Understanding the World 2 – The World

UW 2 – The World
30 – 50 months
• I comment & ask questions about aspects of my familiar world eg the place where I live or the natural world.
• I can talk about some of the things I have observed such as plants, animals, natural & found objects.
• I talk about why things happen & how they work.
• I am developing an understanding of growth, decay & changes over time.
• I show care & concern for living things & the environment.

UW 2 – The World
40 – 60 months
• I look closely at similarities, differences, patterns & change.

Specific area of learning - Understanding the World 3 - Technology

UW 3 - Technology
30 – 50 months
• I know how to operate simple equipment eg turning on CD player & using a remote control.
• I show an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.
• I show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.
• I know that information can be retrieved from computers

UW 3 - Technology
40 – 60 months
• I complete a simple program on a computer.
• I use ICT hardware to interact with age-appropriate computer software.

Specific area of learning - Expressive Arts & Design 1 – Exploring & using media & materials

A & D 1 – Media & materials
30 – 50 months
• I enjoy joining in with dancing & ring games.
• I sing a few familiar songs.
• I am beginning to move rhythmically.
• I imitate movement in response to music.
• I tap out simple repeated rhythms.
• I explore & learn how sounds can be changed.
• I explore colour & how colours can be changed.
• I understand that I can use lines to enclose a space, & then begin to use these shapes to represent objects.
• I am beginning to be interested in & describe the texture of things.
• I use various construction materials.
• I am beginning to construct, stacking blocks vertically & horizontally, making enclosures & creating spaces.
• I join construction pieces together to build & balance.
• I realise tools can be used for a purpose.

A & D 1 – Media & materials
40 – 60 months
• I begin to build a repertoire of songs & dances.
• I explore the different sounds of instruments.

• I explore what happens when I mix colours.
• I experiment to create different textures.
• I understand that different media can be combined to create new effects.
• I manipulate materials to achieve a planned effect.
• I construct with a purpose in mind, using a variety of resources.
• I use simple tools & techniques competently & appropriately.
• I select appropriate resources & adapt work where necessary.
• I select tools & techniques needed to shape, assemble & join materials I am using.

Specific area of learning - Expressive Arts & Design 2 – Being imaginative

A & D 2 – Being imaginative
30 – 50 months
• I am developing preferences for forms of expression.
• I use movement to express my feelings.
• I create movement in response to music.
• I sing to myself & make up simple songs.
• I make up rhythms.
• I notice what adults do, imitating what is observed & then doing it spontaneously later.
• I engage in imaginative role-play based on own first-hand experiences.
• I build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.
• I use available resources to create props to support role-play.
• I capture experiences & responses with a range of media, such as music, dance & paint & other materials or words.

A & D 2 – Being imaginative
40 – 60 months
• I create simple representations of events, people & objects.
• I initiate new combinations of movement & gesture in order to express & respond to feelings, ideas & experiences.
• I choose particular colours to use for a purpose.
• I introduce a storyline or narrative into my play.
• I play alongside other children who are engaged in the same theme.
• I play cooperatively as part of a group to develop & act out a narrative.

Characteristics of Effective Learning

There are 3 characteristics of effective learning which can be used to help plan for a child's individual learning & development experience -

Playing & Exploring - is about a child's engagement in their learning & development...

- Finding out & exploring
- Playing with what they know
- Being willing to 'have a go'

Active learning - is about a child's motivation (wanting) to learn...

- Being involved & concentrating
- Keeping trying
- Enjoying achieving what they set out to do

Creating & thinking critically - is about how a child thinks...

- Having their own ideas
- Making links
- Choosing ways to do things