



Differentiated Early Years Outcomes (DEYO)

Aligned to Birth to 5 Matters

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Developed by: Representatives from Early Years Specialist Settings and the Local Authority Early Years Team.

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Introduction

This document has been developed under licence to align with 'Birth to 5 matters' ([Birth To 5 Matters - Guidance by the sector, for the sector](#)) and has also drawn upon some statements from the Autism Education Trust Progression Framework ([Autism Education Trust - Autism Education Trust](#)).

Bristol's aim is that all children access a rich, relevant and well-planned provision that enables every individual child to flourish. Some children have special educational needs and/or disabilities that require a graduated approach to be followed in order that they can meet their full potential. DEYO can be used to support both assessment and planning as part of this approach.

Bristol Early Years assessment is inclusive and supports reflective practice and collaboration including the voice of the child, parent/carer and other agencies. DEYO follows the principles, values and practice of ethical assessment agreed within Bristol which are:

EQUITABLE AND INCLUSIVE	• Embraces and reflects the diversity of the unique child • Is culturally and experientially relevant enabling every child to participate
COLLABORATIVE	Creating a shared vocabulary for learning that everyone understands informed by: • The voice of the child as leaders and co-constructors of their own learning • The perspective of parents as experts, who have a unique insight into the needs and interests of their child. • The practitioner's professional knowledge • Other professionals involved with the child and family
STRENGTHS BASED	• Focuses on strengths and what a child can do (a credit, not a deficit model) • Supports metacognition and meta-learning (thinking about learning) so children continually experience success in their own learning, reflect on their learning and grow to understand and express themselves as a learner
AUTHENTIC	• Based on trusting, honest relationships that reflect genuine interest and understanding • Underpinned by a sound understanding of child development • Attuned to what is really going on • Based on knowledge not assumptions
PURPOSEFUL	• Informs the richness of the curriculum and meaningful learning experiences • Happens every day as an integral part of provision • Moves learning forward, supports and challenges learning • Has the child at the heart of it - the child is central

What are the Differentiated Early Years Outcomes (DEYO)?

This document was originally published in response to practitioners' desire to show progress and reflect the achievements of children with Special Educational Needs and Disabilities (SEND) within the Early Years Foundation Stage (EYFS). DEYO was developed by representatives from Bristol Early Years Specialist Settings and the local authority Early Years Team with input from a number of other teams, schools and settings.

This revised version of DEYO has been developed to align with Birth to 5 Matters, one of the non-statutory documents available to support practitioners to implement the Statutory Framework for the EYFS 2021.

Each range within every area of learning has been carefully analysed. Where appropriate, additional statements have been inserted to ensure progress of all children can be recognised.

The statements in black are taken directly from the Birth to 5 Matters document and the statements that are in red indicate the additional differentiated steps that may be made by children with SEND.

When working with children who may not be meeting developmental milestones it is essential that teams make time to reflect on the inclusivity of their environment, their curriculum, their interactions, and the resources available as well as drawing upon more precise assessment tools such as DEYO.

How can DEYO be used?

This document can be used to:

- Support practitioners to identify the smaller learning and development steps for children with SEND in Early Years settings.
- Support practitioners with curriculum planning and setting outcomes and targets for children with SEND.
- Provide a document that is accessible for parents/carers, practitioners and other professionals to share when talking about a child's learning and development; celebrating and discussing small steps in progress.
- Acknowledge and suggest any specialised methods of support e.g. Makaton, visual aids.
- Provide a more precise assessment tool in line with the EYFS reforms, that can be used to support assessment of children who are not yet meeting developmental milestones.
- Support transition planning and information sharing.
- Guide practitioners when using their professional knowledge of the child to make **best fit** range judgements about a child's attainment and progress ([Bristol Assessment Guidance | Bristol Early Years](#)). It is important to note that on some occasions, practitioners may need make a judgement that is easily comparable to the rest of the cohort; in this instance only the black B25Ms statements (or another tool used by their setting) should be referred to.

- NB: A **best fit** judgement should not require practitioners to tick off each statement. Practitioners should consider a range as a whole and decide which range best describes a child's learning and development.

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Playing and Exploring, Active Learning, and Creating and Thinking Critically support children's learning in all areas.

Personal, Social and Emotional Development

Range	Making Relationships	Sense of Self	Understanding Emotions
1	- Enjoys the company of others and seeks contact with others from birth - Shows their readiness to be social through using their sensory abilities; following movement and gazing at faces intently. - Shows awareness of the presence of others, e.g. demonstrates a reaction to a child or adult that is near them. - Moves body, arms and legs and changes facial expression in response to others e.g. sticking out tongue, opening mouth and widening eyes. - Objects to an adult terminating an interaction, e.g. crying when the interaction stops. - Responds to what carer is paying attention to e.g. Following their gaze. - Distinguishes between people, recognising the look, sound and smell of their close carer. - Tolerates the company of others, e.g. is able to sit alongside others without becoming upset.	- Indicates some response to external stimuli, e.g. smiles, reacts, holds breath in response to a learning experience. - Learns about their physical self through exploratory play with their hands and feet and movement. - Actively communicates a dislike of a stimuli, e.g. pulling their hand back from a sensory experience. - Is becoming aware of self as they imitate sounds and expressions that are mirrored back to them by close adults: Laughing and gurgling during physical interactions. - Shows awareness of being a separate individual through initiating contact with others using voice, gesture, eye contact and facial expression and through secure-base behaviours. - Expresses awareness of their physical self through their own movements, gestures and expressions and by touching their own and other's faces, eyes, and mouth in play and care events.	- Communicates a range of emotions (i.e. pleasure, interest, fear, surprise, anger and excitement) through making sounds, facial expressions, and moving their bodies e.g. shifting attention, reaching out. - Expresses feelings strongly through crying in order to make sure that their needs will be met. - May whimper, scream and cry if hurt or neglected. If their needs are not responded to, they may become withdrawn and passive. - Seeks physical and emotional comfort by snuggling in to trusted adults. - Is affirmed and comforted by familiar carers through voice, physical presence and touch, for example singing, cuddles, smiles or rocking. - Reacts emotionally to other people's emotions; smiling when smiled at and becoming distressed if they hear another child crying or see a blank unresponsive face.

Range	Making Relationships	Sense of Self	Understanding Emotions
1	• They will usually calm, smile or reduce crying when they hear their carer's/ parent's voice, or smell their clothing, for example. • Develops shared attention to activity e.g. demonstrates their focus is directed in the same way and at the same time as the other person. • Holds up arms to be picked up and cuddled and is soothed by physical touch such as being held, cuddled and stroked. • Begins to display attachment behaviours such as wanting to stay near and becoming upset when left with an unfamiliar person. • Becomes wary of unfamiliar people or people they have not seen for a while.	• Uses own strategies to self-regulate e.g. behaviours such as humming, spinning, rocking. • Shows growing confidence that their needs will be met by freely expressing their need for comfort, nourishment or company.	
2	• Accepts adult 'sharing' an activity e.g. playing with a motivating toy, handling an item. • Draws others into social interaction through calling, crying and babbling, smiling, laughing and moving their bodies and limbs. • Shares interest and attention by looking to where the adult is looking pointing and using their gaze to direct the adult's attention to something. • Responds to a greeting from a familiar person e.g. by gesture, touch, vocalisation, eye contact.	• Anticipates an adult's touch following a verbal prompt, e.g. as part of rhyme game or massage. • Uses eye pointing with 'eye gaze' to make requests and to share an interest; seeking attention by whatever means. • Uses various means of interaction to sustain attention of another e.g. by gesture, touch, vocalisation, eye contact. • Shows motivation in a range of activities demonstrates focus or response through gesture, touch, vocalisation, eye contact.	• Tolerates care giving experiences, e.g. washing face, cleaning teeth, changing nappy, wiping nose. • Shows a wider variety of feelings, using crying, gestures and vocalisations freely to express their needs. • Begins to become aware of their emotions as the connections in the brain that make feelings conscious grow and develop. • Uses familiar adult to share feelings such as excitement and for 'emotional refuelling' when feeling tired or anxious.

Range	Making Relationships	Sense of Self	Understanding Emotions
2	- Engages another person to help achieve a goal, e.g. to get an object out of reach. - Shows an interest in adult's play e.g. demonstrates focus or response through gesture, touch, vocalisation, eye contact. - Shows interest in what peers are doing e.g. demonstrates focus or response through gesture, touch, vocalisation, eye contact. - Cooperates with caregiving experiences, such as dressing. - Builds relationship with special people. - Indicates they want play routine to continue e.g. by gesture, touch, vocalisation, eye contact. - Displays attachment behaviours such as wanting to stay near to the close care givers, checking where they are and protesting when separated. - Is wary of unfamiliar people. - Explores confidently when they feel secure in the presences of a familiar adult and is more likely to engage in new or challenging situations. - Closely watches others' body language to begin to understand their intentions and meaning. - Accepts and responds positively to calming / comforting strategies of others e.g. singing or physical reassurance. - Is fascinated by other children, watching them and interacting with them through offering toys, food etc, and by reaching for objects that another has.	- Responds to their own name and enjoys finding own nose, eyes or tummy as part of interactive games. - Shows an interest in their reflection in a mirror, although may not yet realise that the reflection is them. - Shows separation anxiety as they become more aware of themselves as separate individuals. - Shows an emerging autonomy through asserting choices and preferences such as different tastes and rejects things they don't want by pushing them away, for example. - Understands that their own voice and actions causes an effect on others, i.e. clapping hands starts a game. - Shows growing self-confidence through playing freely and with involvement.	- Uses a comfort object, familiar others, routines or spaces to soothe themselves, particularly when separated from their close carer. - Calms, alerts or regulates behaviour in response to environmental adaptation being made, to an item being given or to contact from adult e.g. when a light is switched off; a sensory toy is provided or an adult speaks. - Complies with adult-directed sharing/ turn taking activities e.g. remains focused on activity whilst waiting for their turn. - Becomes more able to adapt their behaviour and increase their participation and co-operation as they become familiar with and anticipate routine. - Explores the boundaries of behaviours that are accepted by adults and become aware of basic rules as they use their emerging agency and autonomy.

Range	Making Relationships	Sense of Self	Understanding Emotions
3	- Initiates greeting a familiar person, through preferred method of communication. - Uses shared resources alongside peers e.g. using same central paint pot. - Shows an adult what they want e.g. points, gestures, uses a visual aid. - Explores the environment, interacts with others and plays confidently while their parent/carer or key person is close by; using them as a secure base to return to for reassurance if anxious or in unfamiliar situations. - Accesses everyday activities / situations with full support from familiar adult. - Shows awareness through vocal or physical reaction that their actions can cause a response from others. - Shows empathy by offering comfort that they themselves would find soothing, i.e. their dummy. - Enjoys playing alone and alongside others and is also interested in being together and playing with other children. - Takes turns with shared resources e.g. waits and anticipates turn. - Will often watch, follow and imitate each other in their play and will experiment with influencing others, co-operating together and also resisting coercion in their interactions.	- Shows a preference for using toys/ resources in a particular way or eating items in a certain order. - Imitates an adult's pretend play e.g. puppets, sensory stories, tea sets. - Shows awareness of themselves e.g. by noticing themselves in a mirror, by choosing a photo of themselves from a selection. - Demonstrates sense of self as an individual, wanting to do things independently e.g. says "No" to adult through voice, gesture, eye contact or facial expression. - Is aware of and interested in their own and others' physical characteristics, pointing to and naming features such as noses, hair and eyes. - Experiments with what their bodies can do through setting themselves physical challenges, i.e. pulling a large truck upstairs. - Shows some recognition of frequently used personal belongings. - Begins to use me, you, and I in their talk and to show awareness of their social identity of gender, ethnicity and ability. - Selects preferred sensory items from a range presented e.g. to use as a fidget toy or stress release object.	- Expresses positive feelings such as joy and affection and negative feelings such as anger, frustration and distress, through actions, behaviours and a few words. - Experiences a wide range of feelings with great intensity, such as anger and frustration, which can be overwhelming and result in losing control of feelings, body and thinking. - Reacts in response to emotions expressed by others e.g. gives space or tries to give comfort in their own way. - Is aware of others' feelings and is beginning to show empathy by offering a comfort object to another child or sharing in another child's excitement. - Asserts their own agenda strongly and may display frustration with having to comply with others' agendas and with change and boundaries.

Range	Making Relationships	Sense of Self	Understanding Emotions
3	- Asserts their own ideas and preferences and takes notice of other people's responses. - Will sometimes experience long periods of social engagement as overwhelming and may withdraw or collapse with frustration.	Shows their growing sense of self through asserting their likes and dislikes, choices, decisions, and ideas. These may be different to those of the adult or their peers; often saying 'no', 'me do it' or 'mine'.	
4	- Actively participates in a structured small group activity e.g. by passing an item. - Builds relationships with special people but may show anxiety in the presence of strangers. - Is becoming more able to separate from their close carers and explore new situations, with support and encouragement from another familiar adult. - Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it. - Independently offers turn to another child in a structured turn-taking activity when supported by a visual or verbal prompt. - Shows empathy and concern for people who are special to them by partially matching others' feelings with their own, e.g. may offer a child a toy they know they like.	- Expresses own preferences and interests through preferred mode of communication. - Knows their own name, their preferences and interests and are becoming aware of their unique abilities. - Is developing an understanding of and interest in differences of gender, ethnicity and ability. - Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions. - Experiments with their own and other people's views of who they are through their play and through trying out different behaviours and by the way they talk about themselves. - Is gradually learning that actions have consequences but not always the consequences they hope for.	- Can express their own feelings such as sad, happy, cross, scared, and worried using preferred mode of communication. - With preparation, accepts when it's time to finish e.g. uses timers. - Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feeling. - Can feel overwhelmed by intense emotions, resulting in an emotional collapse when frightened, frustrated, angry, anxious or over- stimulated. - Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions. - Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset (or a change in environment).

Range	Making Relationships	Sense of Self	Understanding Emotions
4	• Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety. • Engages in extended interactive exchange or 'game' e.g. 'chase' game. • Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest through preferred mode of communication, e.g. eye gaze, taking by the hand to show something.		• Accepts alternatives to sensory seeking routines or behaviour that may be harmful or intrusive to self, others or the environment e.g. has own supply of fabric to stroke instead of approaching others and touching clothes; has a chew as alternative to biting self. • Responds to the feelings of others, showing concern and offering comfort. • May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they shouldn't do, in favourable conditions. • Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows.

Range	Making Relationships	Sense of Self	Understanding Emotions
5	• Seeks out companionship with adults and other children, sharing experiences and play ideas. • Uses their experiences of adult behaviours to guide their social relationships and interactions. • Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions e.g. giving up a toy to another who want it. • Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers. • Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play.	• Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers. • Is sensitive to others' messages of appreciation or criticism. • Enjoys a sense of belonging through being involved in daily tasks - shows pride through voice, gesture, eye contact or facial expression. • Is aware of being evaluated by others and begin to develop ideas about themselves as good, difficult, clever, silly etc. according to the messages they hear from others. • Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help using their preferred mode of communication.	• Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt. • Intentionally communicates their emotions to others e.g. shows an adult that they are excited by making eye contact whilst flapping hands, smiling. • May exhibit increased fearfulness of things like the dark or monsters etc. and possibly have nightmares. • Uses agreed strategies to manage sensory overload in certain situations e.g. redirecting themselves to a sensory toy or area. • Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants. • Is more able to recognize the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings. • Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions.

Range	Making Relationships	Sense of Self	Understanding Emotions
6	- Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others. - Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking. - Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours. - Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support. - Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations. - Is proactive in seeking adult support and able to articulate their wants and needs. - Some children may have had to make many different relationships in their life. This may have impacted on their understanding of what makes a consistent and stable relationship.	- Recognises that they belong to different communities and social groups and communicates freely about own home and community. - Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination. - Shows confidence in speaking/communicating to others about their own needs, wants, interests and opinions in familiar group using their preferred mode of communication. - Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms using their preferred mode of communication. - Has a clear idea about what they want to do in their play and how they want to go about it. - Shows confidence in choosing resources and perseverance in carrying out a chosen activity.	- Understands their own and other people's feelings, offering empathy and comfort. - Talks about their own and others' feelings and behaviour and its consequences. - Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people. - Is more able to manage their feelings and tolerate situations in which their wishes cannot be met. - Seeks support, emotional 'refuelling' and practical help in new or challenging situations. - Is aware of behavioural expectations and sensitive to ideas of justice and fairness. - Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise.

Playing and Exploring, Active Learning, and Creating and Thinking Critically support children's learning in all areas.

Communication and Language

Range	Listening and attention	Understanding	Speaking (expressive communication)
1	- Shows response to auditory stimuli e.g. smiles, reacts, holds breath in response. - Turns toward a familiar sound then locates range of sounds with accuracy. - Is aware when object of attention is taken away or paused e.g. looks /searches for object. - Quietens or alerts to the sound of speech. - Listens to, distinguishes and responds to intonations and sounds of voices. - Gives a physical response to familiar adult's voice e.g. stops moving. - Reacts in interaction with others by smiling, looking and moving. - Responds positively to an adult's bid for interaction e.g. shows interest in adult imitating own noise. - Looks/attends intently at a person talking but stops responding if speaker turns away - Listens to familiar sounds, words, or finger plays. - Shows physical response such as change in facial expression in response to familiar songs. - Shows emerging awareness of environmental sounds through physical response. - Fleeting Attention – not under child's control, new stimuli takes whole attention.	- Reacts consistently to stimuli from familiar people e.g. chuckling when key person tickles them. - Turns when hears own name or shows other response when own name is spoken or signed. - Begins to imitate actions such as poking out tongue. - Shows tolerance or intolerance to a range of sensory stimuli. - Starts to understand contextual clues, e.g. familiar gestures, words and sounds.	Means of communication may include: gesture; vocalisation; signing; object of reference; photo; picture; symbol; written word; spoken word; AAC (Alternative and Augmentative Communication e.g. communication aid). - Experiments and plays with making own sounds. - Consistently expresses a like or dislike of the same stimuli e.g. eyes always flicker when smelling a strawberry. - Communicates needs and feelings in a variety of ways including crying, gurgling, babbling and squealing. - Demonstrates a resistance to an unwanted activity or experience e.g. turns head away to indicate that they have had enough. - Makes own sounds (or shows a reaction) in response when talked to by familiar adults. - Lifts arms up in anticipation of being picked up (or shows some form of bodily response). - Uses voice, gesture, eye contact and facial expression to connect with people and keep their attention. - Begins to imitate actions by trial and improvement, such as clapping hands or banging on the table. - Practises and gradually develops speech sounds(babbling) to communicate with adults; says sounds like 'baba, nono, gogo'. - Points and looks to make requests and to share an interest.

Range	Listening and attention	Understanding	Speaking (expressive communication)
2	- Shows consistent response to auditory stimuli e.g. smiles in response to familiar sound. - Moves whole body or parts of body to sounds they enjoy, such as music or a regular beat. - Concentrates intently on an object or activity of own choosing for short periods. - Will look at object of reference, symbol/ picture, Makaton sign or attend to a form of non-visual adult prompt before an action or transition. - Pays attention to dominant stimulus – easily distracted by noises or other people talking or visual stimuli. - Uses integrated eye contact - looking between object and person. - Demonstrates emerging awareness of 'stop' and 'go' through physical response. - Enjoys laughing and being playful with other.	- Is developing the ability to follow others' body language, including pointing and gesture. - Shows a learnt response to stimuli. - Imitates a functional action e.g. drink cup. - Begins to anticipate event from visual clues e.g. responding to objects or/and songs of reference. - Understands simple two step sequences e.g. now, next. - Responds to simple questions when in a familiar context with special person. (Where's Mummy? Where's your nose?). - Understanding of single words in context is developing e.g. 'cup', 'milk', 'daddy'.	- Uses voices or gesture to ask for things (eg reaching, opening and shutting hands). - Interacts in sound making e.g. Repeats own sound when repeated by others. - Experiments with intonation patterns in sounds. - Uses sounds in play, eg brrrrm for toy car. - Vocalises or uses preferred mode of communication in response to music/singing. - Uses single words through preferred mode of communication. - Indicates "more" or "again" in relation to an experience or other activity e.g. sensory input - Indicates "enough" or "finished" in relation to an experience or other activity e.g. sensory input. - Frequently imitates words and sounds, signs or gestures. - Enjoys babbling and increasingly experiments with words to communicate for a range of purposes (e.g. teddy, more, no, bye-bye). - Using pointing with eye gaze, and then fingers or hands or other preferred mode of communication to make requests and to share an interest. - Brings item/object of reference to adult to request e.g. Brings shoes to signal wanting to go outside. - Creates personal words as they begin to develop language.

Range	Listening and attention	Understanding	Speaking (expressive communication)
3	• Listens to and enjoys rhythmic patterns in rhymes and stories, trying to join in with actions or vocalisations. • Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations. e.g. says 'Beep, beep' in the Wheels on the Bus. • Shows high levels of participation to auditory stimuli (e.g. pressing a switch/VOCA to participate in response). • Attends to focus of small structured group activity. • Pays attention to own choice of activity, may move quickly from activity to activity.	• Makes independent familiar transition to different environment with visual prompts e.g. indoors to outdoors. • Understands different situations - able to follow routine events and activities using nonverbal cues. • Makes connection between their actions and the behaviour of an adult e.g. if I do this, they'll do that. • Selects familiar objects by name and will go and find objects when asked (using signs/symbols/speech), or identify objects from a group. • Engages in negotiated non-chosen task followed by chosen task / motivator 'First this, then • Demonstrates spontaneous functional play relating to themselves. • Responds to and complies with a simple request supported by gesture e.g. 'give me ball' whilst adult holds out their hand. • Understands simple sentences (e.g. 'Throw the ball'.	• Responds to a given choice using preferred mode of communication. • Copies familiar expressions, e.g. Oh dear, All gone. • Uses different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot). • Beginning to put two words / signs/symbols together (e.g. 'Want ball', 'More juice'). • Beginning to ask simple questions. • Beginning to talk about people and things that are not present. • Initiates interaction e.g. by bringing or taking adult to item or place associated with familiar game, making movements associated with familiar interaction. • Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'Want it'.

Range	Listening and attention	Understanding	Speaking (expressive communication)
4	- Listens with interest to the noises adults make when they read stories. - Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door. - Shows interest in play with sounds, songs and rhymes. (e.g. joins in rhythm making on the resonance board). - Matches sounds, e.g. shaker, bells, sound lotto. - Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus.	- Understands instructions with more than one element e.g. sit on the blue chair. - Demonstrates an appropriate response to intonation in voice. - With preparation accepts small changes within a familiar activity e.g. visual schedule highlights changes. - Identifies action words by following simple instructions, e.g. 'Show me jumping'. - Follows a two-step / key word instruction. - Beginning to understand more complex sentences, e.g. 'Put your toys away and then sit on the carpet'. - Responds to direction to stop or finish what they are doing with visual support. - Responds to facial expression as part of communication appropriately e.g. looks worried if adult is frowning. - Understands 'who', 'what', 'where' in simple questions (e.g. Who's that, Who can? What's that? Where is?). - Developing understanding of simple concepts (e.g. big/little, fast/slow, good / bad).	- Uses language to share feelings, experiences and thoughts. - Holds a conversation, jumping from topic to topic. - Initiates and maintains short conversations about familiar event using their preferred mode of communication. - Learns new words very rapidly and is able to use them in communicating. - Volunteers information about what they are thinking or feeling. - Uses a variety of questions (e.g. what, where who). - Infers a question by use of intonation. - Uses longer sentences (e.g. 'Mummy gonna work'). - Beginning to use word endings (e.g. going, cats.).

Range	Listening and attention	Understanding	Speaking (expressive communication)
5	- Shows evidence of 'active listening' e.g. looks towards person who is communicating or indicates engagement through facial expression/body language. - Listens to others one to one or in small groups, when conversation interests them. - Listens to familiar 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).	- Understands use of objects (e.g. "Which one do we cut with?"). - Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. - Understands and responds to simple questions in a familiar context e.g. what's the weather like today? (Differentiate between learned and spontaneous response). - Understands and accepts reasons for rules and expectations in new setting e.g. using social stories, transition books. - Responds to instructions with more elements, e.g. 'Give the big ball to me'; 'collect up all the blocks and put them in the box'. - Beginning to understand 'why' and 'how' questions.	- Beginning to use more complex sentences to link thoughts (e.g. using and, because). - Able to use language in recalling past experiences. - Can retell a simple past event in correct order (e.g. went down slide, hurt finger), - Uses talk to explain what is happening and anticipate what might happen next. - Questions why things happen and gives explanations. Asks e.g. who, what, when, how. - Beginning to use a range of tenses (e.g. play, playing, will play, played). - Continues to make some errors in language (e.g. runned) and will absorb and use language they hear around them in their community and culture. - Uses intonation, rhythm and phrasing to make the meaning clear to others. - Gives instructions or explanations relating to activities in context e.g. I need get my coat because it's raining. - Gains attention by using name of communicative partner or by using appropriate phrase or convention e.g. 'Excuse me', raising hand. - Talks more extensively about things 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, e.g. 'This box is my castle'.

Range	Listening and attention	Understanding	Speaking (expressive communication)
6	- Shows variability in listening behaviour; may move around or fiddle but still be listening or sit still but not absorbed by activity. - May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for a short span.	- Understands a range of complex sentence structures including negatives, plurals and tense markers. - Beginning to understand humour e.g. nonsense rhymes, jokes. - Understands and responds to questions about past, present and future events. - Able to follow a story without pictures or props. - Listens and responds to ideas expressed by others in conversation or discussion. - Understands questions such as who; why; when; where and how.	- Responds to conversation partner - Takes turns e.g. pauses to allow another to speak. - Takes lead from another as to appropriate greeting to use. - Asks question to seek information or to solve problem. - Uses correct pronoun within question. - Uses voice appropriate to the interaction e.g. to allow speech to be clearly heard. - Uses gesture to support meaning. - Links statements and sticks to a main theme or intention. - Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. - Introduces a storyline or narrative into their play.

Playing and Exploring, Active Learning, and Creating and Thinking Critically support children's learning in all areas.

Physical Development

Range	Moving and Handling	Health and Self-Care
1	- Shows a reflex response e.g. blinks at a light, is startled by a sudden response. - Shows awareness of moving or not moving e.g. swinging in hammock or rolling on mat. - Gradually develops ability to hold up own head. - Moves parts of body to gain sensory feedback. - Develops purposeful action e.g. swiping at object. - Makes movements with arms and legs which gradually become more controlled- moves hands together/ legs together. - Follows and tracks a sound or moving object, moving head and eyes. - Demonstrates intentional movement/action. - Repeats action to create effect. - When lying on back, plays with hands and grasps feet, alternating mouthing hands/feet with focusing gaze on them, and vocalising. - Reaches out for, touches and begins to hold objects, developing later on into being able to release grasp. - Holds and explores large and small equipment with support. - Develops control of body movements to interact with environment/ materials. - Rolls over from back to side, gradually spending longer on side waving upper leg before returning to back. - Initiates 'roll' from front to back. - Develops roll from back right through to front, gradually becoming happy to spend longer on tummy as able to lift head for longer. - Explores objects with mouth, often picking up an object and holding it to the mouth for lips and tongue to explore (mouthing). - Raises head when lying on tummy- over wedge or roll if appropriate. - When lying on tummy becomes able to lift first head and then chest, supporting self with forearms and then straight arms.	- Responds to and thrives on warm, sensitive physical contact and care. - Makes needs known through crying and body movements. - Responds to being rocked as a means of soothing. - Sleeps for 14- 16 hours a day, with several short naps. Substantial sleeping is vital for processing sensory information taken in while awake. - Responds to any turns to sounds, especially voices. - Expresses discomfort, hunger or thirst. - Alert for periods of increasing length, interspersed with naps. - Anticipates food routines with interest. - Starts to move to solid feeding (current recommendations are at around 6 months) as well as milk. - Anticipates food or feeding routines with interest. - Accepts 'tasters' of foods eg. From finger/spoon/dummy/bottle top. - Communicates discomfort or distress with wet or soiled nappy. - Tolerates nappy changing without protest. - First teeth usually appear – first two lower incisors and then two upper incisors. - Chews on baby toothbrush. - Opens mouth for spoon or tolerates alternative feeding regime e.g. gastrostomy. - Accepts help when unwell or in pain.

Range	Moving and Handling	Health and Self-Care
1	• Starts to creep (belly crawl commando-style) from prone (on tummy) position on the floor, often moving backwards before going forwards. • Shows preference for certain assisted movements/physical activities. • Becomes increasingly able to communicate, both expressing and responding through body movements, gesture, facial expression and vocalisations. • Sits independently for up to a minute. • Responds to feel of items e.g. smiles when touches item. • Is calmed by surroundings e.g. sensory room.	
2	• Shows increased tolerance of specified touch, including sensitivity to being touched by other people as well as sensitivity to different textures and materials. • Attempts to copy movements. • Bears weight on hands and knees. • Belly crawling moves into crawling up on hands and knees. • Becomes adept at changing position from crawling to sitting in order to stop, pick up, handle and investigate objects. • Moves from lying to sitting with support. • Sits unsupported on the floor leaving hands free to manipulate objects with both hands. • Tolerates variety of supportive equipment. • Remains in agreed seating place or area for specified activity when sensory factors are taken into account. • Tracks and receives ball. • Bounces up and down when in supported standing position. • Picks up objects in palmar grip and shakes, waves, bangs, pulls and tugs them between two hands while looking at them. • Enjoys finger and toe rhymes and games. • Pulls to standing, from crawling, holding on to furniture or person for support. • Stands with high level of support from adult or equipment, i.e. weight bearing through feet.	• Sleeps for 11-15 hours a day with at least 2 naps. • Self-soothes and is able to drop off to sleep when conditions are right for them. • Expresses feelings and communicates through gesture, facial expression, movements, body language and vocalisations (such as joy, distress, frustration and fear). • Communicates sensitivity to a feature of the environment e.g. shields eyes from light source; puts hands on ears in response to a specific noise. • Shows rapid changes in energy levels, from highly active to a sudden need for adult support in order to restore equilibrium. • Grasps finger foods and brings them to mouth and shares control of spoon and bottle or cup, moving towards independence with support. • Actively cooperates with alternative feeding regime. • Attentive to sounds in the environment, even at distance and overhead, often pointing, vocalising and sharing attention with adults. • Interested in making and exploring sounds with objects. • Generally has up to 12 teeth - willing to allow baby toothbrush to be used on teeth. • Can actively cooperate with nappy changing, dressing / undressing. • Demonstrates awareness of urination or bowel movement, e.g. writhing, fidgeting, not wanting to sit).

Range	Moving and Handling	Health and Self-Care
2	• Walks around furniture lifting one foot and stepping sideways (cruising). • Stands independently and maintains balance. • Moves independently in supportive equipment, with stepping action. • Steps with minimum support e.g. one hand/finger held. • Starts walking independently on firm surfaces and later on uneven surfaces. • Points with first finger, sharing attention with adult. • Starts to throw and release objects overarm. • Enjoys the sensory experience of making marks in food, damp sand, water, mud, paste or paint. • Pushes, pulls, lifts and carries objects, moving them around and placing with intent. • Develops holding skills- grasping and releasing. • Climbs inside, underneath, into corners and between objects. • Manipulates objects using hands singly and together, such as squeezing water out of a sponge.	• Tolerates sitting on toilet chair, potty or toilet. • Starts to communication regarding urination and bowel movement.

Range	Moving and Handling	Health and Self-Care
3	• Develops security in walking upright using feet alternately and can also run short distances. • Walks upstairs facing forwards holding rail or hand of adult, with both feet onto a single step at a time. • Changes position from standing to squatting and sitting with little effort. • Participates in finger and action rhymes, songs and games, imitating the movements and anticipating actions. • Uses a combination of independent movements in play- grasp, release, throw, bang, drop, rolling ball - use 1 hand or use 2 hands. • Hands start to operate independently during a task that uses both, with each hand doing something different at the same time (e.g. holding a block in one hand and steadying the other block with the other hand). • Tolerates hand over hand support from adult during play/learning activity eg. To complete a task, to request/exchange a PECS symbol. • Shows interest, dances and sings to music rhymes and songs, imitating movements of others. Attempts to copy actions e.g. pouring, stirring, kicking or tapping. • Can walk considerable distance with purpose, stopping, starting and changing direction. Walks around obstacles with hands held by adult. • Looks closely at small items and creatures, and can also see items at substantial distance, comfortably changing focus from one to the other. • When holding crayons, chinks etc, makes connections between their movement and the marks they make. Attempts to use tools to interact with materials. • Uses gesture and body language to convey needs and interests and to support emerging verbal language use or other preferred mode of communication.	• Sleeps for 12-14 hours a day with one/two naps. Daytime sleeping continues to be important for healthy development. • Highly active in short bursts, with frequent and sudden need for rest or withdrawal. • Responds to adult's warning of danger through physical action, expression, words, symbols or signs. • Enjoys hugs and cuddles and seeks comfort from attachment figure when they feel the need. • Uses physical expression of feelings to release stress. • Generally has up to 16 teeth – helps adult with brushing teeth. • Intentionally makes sounds with objects and actively responds to music and singing with whole-body dancing. • Develops own likes and dislikes in food and drink, as demonstrated in own way, willing to try new food textures and tastes. • Tastes small amount of new or different food. • Shows interest in indoor and outdoor clothing and shoes / wellingtons. • Clearly communicates wet or soiled nappy or pants, using words, symbols or signs, showing increasing awareness of bladder and bowel urges. • Helps with dressing/undressing and care routines, enjoying the rituals established for hand washing and teeth cleaning. • Tolerates adult assistance to wash hands, clean themselves, brush teeth, brush hair tolerates adult assistance to get dressed / undressed. • Feeds self with increasing need to be in control and holds cup with both hands, drinking without much spilling.

Range	Moving and Handling	Health and Self-Care
4	• Sits up from lying down, stands up from sitting and squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. • Sits comfortably on a chair with both feet on the ground. • Runs safely on whole foot or in other safe ways. • Moves in response to music, or rhythms played on instruments such as drums or shakers. • Jumps up into the air with both feet leaving the floor and can jump forward a small distance. • Begins to walk, run and climb on different levels and surfaces. • Accepts adult help to manage safety e.g. being lifted down/ supported to come down from climbing, "feet down". • Begins to understand and choose different ways of moving. • Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it. • Climbs up and down stairs by placing both feet on each step while holding a handrail for support. • Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride. • May be beginning to show preference for dominant hand and/or leg/ foot. • Turns pages in a book, sometimes several at once. • Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools. • Holds mark-making tools with thumb and all fingers.	• Very energetic in short bursts and needs time for rest and calm with at least three hours of a day of exercise including moderate- to vigorous-intensity physical activity, spread throughout the day. • Needs to sleep for 10-13 hours in a 24-hour period which may include a nap, with regular sleep and wake-up times. • Feeds self competently. • Can hold a cup with two hands and drink well without spilling. • Develops some independence in self-care and shows an awareness of routines such as handwashing or teeth cleaning but still often needs adult support. • Follows visual hygiene routine with prompts. • Develops increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet through preferred method of communication. • Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots. • Begins to recognise danger and seeks the support and comfort of significant adults. • Can increasingly express their thoughts and emotions through words as well as continuing to use facial expressions.

Range	Moving and Handling	Health and Self-Care
5	• Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise. • Walks down steps or slopes whilst carrying a small object, maintaining balance and stability. • Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles. • Can balance on one foot or in a squat momentarily, shifting body weight to improve stability. • Can grasp and release with two hands to throw and catch a large ball, beanbag or an object. • Creates lines and circles pivoting from the shoulder and elbow • Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons.	• Can tell adults when hungry or tired or when they want to rest or play through preferred mode of communication. • Observes and can describe in words or actions, or other preferred mode of communication, the effects of activity on their bodies • Can name and identify different parts of the body using preferred mode of communication. • Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely. • Can wash and dry hands effectively and understands why this is important. • Willing to try a range of different textures and tastes and expresses a preference. • Observes and controls breath, able to take deep breaths, scrunching and releasing the breath. • Can mirror the playful actions or movements of another adult or child. • Working towards a consistent daily pattern in relation to eating, toileting and sleeping routines and understands why this is important. • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. • Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.

Range	Moving and Handling	Health and Self-Care
6	• Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk. • Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance. • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Travels with confidence and skill around, under, over and through balancing and 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 and malleable materials safely and with increasing control and intention. • Shows a preference for a dominant hand. • Begins to use anticlockwise movement and retrace vertical lines • Begins to form recognisable letters independently. • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.	• Eats a healthy range of foodstuffs and understands need for variety in food. • Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposure to hot and cold temperatures. • Describes physical change to the body that can occur when feeling unwell, anxious, tired, angry or sad. • Can initiate and describe playful actions or movements for other children to mirror or follow. • Has established a consistent, daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important. • Usually dry and clean during the day. • Shows some understanding that good practices with regard to exercise, eating, drinking water, 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 by taking independent action or by giving a verbal warning to others. • Shows understanding of how to transport and store equipment safely. • Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience.

Playing and Exploring, Active Learning, and Creating and Thinking Critically support children's learning in all areas.

Literacy

Range	Reading	Writing
1	• Notices and engages with sounds and images in the environment. • Focuses attention on visual stimuli such as objects of reference. • Shows interest in looking and reaching towards visual stimuli e.g. tactile books. • As part of sensory exploration, may touch and handle books and digital reading devices. • Enjoys looking at books and other suitable printed or digital materials e.g. photographs, symbols with familiar people and being read to. • Responds to rhymes e.g., smiling, stilling, making eye contact.	Writing systems are complicated ways to symbolise meanings and children need to learn many skills and develop a lot of knowledge as they begin to write. Writing skills and understanding start to develop as babies and toddlers. Firstly, children begin to understand that written texts are symbolic and carry meaning. Later they begin to produce and read written marks purposefully (See the roots of Writing in Communication and language). What is often referred to as 'early mark making' is the beginning of writing. It is a sensory and physical, and cognitive experience for babies and toddlers, which enables them to see the connection between their actions and the resulting marks, recognising their own agency. (See roots of mark making and handwriting in Playing and exploring and Physical Development).
2	• Tracks a visual stimulus. • Handles books and printed material and digital materials with interest e.g. tactile books, symbols, pictures, photographs, electronic devices. • Shows a response to rhythmic activities e.g. resonance board, in storytelling. • Responds to sounds in the environment such as cars, sirens and birds. • Is interested in and explores the sounds made by banging and tapping familiar objects and simple instruments. • Waves and taps arms, bounces or stamps to simple rhythms in songs and rhymes. • Notices pictures and symbols and beginning to recognise what they stand for in their familiar experiences.	

Range	Reading	Writing
3	• Is interested in and anticipates books and rhymes and may have favourites. • Shows anticipation of repeated refrain or key moment in a familiar story or rhyme. • Decodes a single symbol. • Begins to join in with actions and sounds in familiar song and book sharing experience.	As toddlers develop, they increase their understanding of how their marks are symbolic and convey meaning. Their marks may not yet resemble letters and words but nonetheless may carry meaning for the child. • Begins to understand the cause and effect of their actions in mark making. • Knows that the marks they make are of value. • Enjoys the sensory experience of making marks.
4	• Has some favourite stories, rhymes, songs, poems or jingles. • Repeats and uses actions, words from familiar stories. • Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'using a preferred mode of communication e.g Big Mac switch, symbols, signing'. • Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps. • Decodes a sequence of at least two symbols. • Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes.	• Distinguishes between the different marks they make in different media e.g. sand, foam, paint, styling gel touch-screen, iPad. • Enjoys drawing and writing on paper, on screen and on different texture, such as in sand or playdough and through using touch-screen technology.

Range	Reading	Writing
5	• Listens to and joins in with stories and poems one-to-one and also in small groups using a preferred mode of communication e.g. Big Mac, symbols or signing. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories, and to tell own stories. • Talk about events and principal characters in stories and suggests how the story may end using words, photographs or picture symbols. • Listens to stories with increasing attention and recall. • Shows interest in illustrations and print in books and print in the environment. • Recognises familiar words and signs such as own name and advertising logos and screen icons. • Looks at books and enjoys print and digital books independently • Knows that print carries meaning and, in English, is read from left to right and top to bottom. • Knows information can be relayed through signs and symbols in various forms (e.g printed materials, digital screens and environmental print). • Handles books and touch screen technology carefully and the correct way up with growing competence. • Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps. • Begins to develop phonological and phonemic awareness. • Shows awareness of rhyme and alliteration. • Recognises rhythm in spoken words, songs, poems and rhymes. • Claps or taps the syllables in words during sound play. • Hears and says the initial sound in words.	• Makes up stories, play scenarios, and drawings in response to experiences, such as outings. • Sometimes gives meaning to their drawings and paintings using their preferred mode of communication. • Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves. • Creates short sentence by sequencing photos, symbols or using programmes such as grid player (iPad) or other electronic devices. • Includes mark making and early writing in their play. • Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right. • Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes. • Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words. • Begins to make letter-type shapes to represent the initial sound of their name and other familiar words.

Range	Reading	Writing
6	- Enjoys an increasing range of print and digital books, both fiction and non-fiction. - Uses vocabulary and forms of speech, using their preferred mode of communication, that are increasingly influenced by their experiences of reading. - Describes main story settings, events and principal characters in increasing detail using their preferred mode of communication. - Re-enacts and reinvents stories they have heard in their play. - Knows that information can be retrieved from books, computers and mobile digital devices. - Is able to recall and discuss stories or information that has been read to them, or they have read themselves. - Begins to recognise some written names of peers, siblings or "Mummy"/"Daddy" for example. - Begins to develop phonological and phonemic awareness: - Continues a rhyming string and identifies alliteration. - Hears and says the initial sound in words. - Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them. - Starts to link sounds to letters, naming and sounding the letters of the alphabet. - Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee. - Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences. - Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text. - Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc.	- Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats. - Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology. - Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together. - Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name. - Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences.

Playing and Exploring, Active Learning, and Creating and Thinking Critically support children's learning in all areas.

Mathematics

Range	Number	Spatial awareness	Shape	Pattern	Measure
1	- Looks, feels, grasps, squeezes, reaches for, releases, casts a range of objects. - Shows awareness of the difference between one or lots from range of sensory stimuli. - Reacts to changes of amount when those amounts are significant (more than double). - Shows response to number rhymes and songs e.g. anticipation. - Shows response to changing rhythms such as starting and stopping.	- Explores space when they are free to move, roll and stretch. - Develop an awareness of their own bodies, that their body has different parts and where these are in relation to each other.	- Explores different sized and shaped objects. - Beginning to put objects of similar shapes inside others and take them out again.	- Shows interest in patterned songs and rhymes, perhaps with repeated actions. - Experiences patterned objects and images. - Begins to predict what happens next in predictable situations.	Responds to size, reacting to very big or very small items that they see or try to pick up.
2	- May be aware of number names through their enjoyment of action rhymes and songs that relate to numbers. - Looks for things that have moved out of sight. - Explores collections of objects. - Finds/matches (by eye pointing, gesture...) object 'the same' from a selection of 2.	- Explores space around them and engages with position and direction, such as pointing to where they would like to go. - Reaches to touch and begins to explore big and small objects.	- Stacks objects using flat surfaces. - Responds to changes of shapes. - Attempts, sometimes successfully, to match shapes with spaces on inset puzzles.	- Joins in with repeated actions in songs and stories. - Anticipates meaningful events in response to object/ song of reference. - Initiates and continues repeated actions using preferred mode of communication.	- Shows an interest in/response to objects of contrasting sizes in meaningful contexts. - Gets to know and enjoys daily routine. - Shows an interest in emptying containers.

Range	Number	Spatial awareness	Shape	Pattern	Measure
3	Comparison - Responds to words like lots or more - Creates collections of objects in play showing awareness of contrasting quantities. - Finds/matches (by eye pointing, gesture...) photo of object 'the same' from a selection of 2. Counting - Says some counting words using preferred mode of communication. - May engage in counting - like behaviour, making sounds and pointing or saying some numbers in sequence. Cardinality - Uses number words, like one or two and sometimes responds accurately when asked to give one or two things.	- Explores the form of objects. - Moves blocks/objects with purpose. - Enjoys filling and emptying containers. - Investigates fitting themselves inside and moving through spaces.	- Pushes objects through different shaped holes and attempts to fit shapes into spaces on inset boards or puzzles. - Beginning to select a shape for a specific space. - Eye/hand points to direct the actions of another to put shapes into matching space. - Enjoys using blocks to create their own simple structures and arrangements. - Sorts objects which are the same.	- Becoming familiar with patterns in daily routines. - Joins in with and predicts what comes next in a song or rhyme. - Correctly identifies object/song of reference for part of school day. - Shows negative/positive response to unplanned event. - Copies a simple repeated pattern of objects or sounds. - Beginning to arrange items in their own patterns, e.g. lining up toys.	- Shows and interest in size and weight. - Explores capacity by selecting, filling and emptying containers, eg. Fitting toys in a pram. - Beginning to understand that things might happen now or at another time, in routines . - Explores objects of different sizes, weights and lengths.

Range	Number	Spatial awareness	Shape	Pattern	Measure
4	Comparison - Beginning to compare and recognise changes in numbers of things, using words like more, lots or same. - Finds/ matches (by eye pointing, gesture....) picture symbol/photo 'the same' from a selection of 2. Counting - Begins to say or indicate numbers in order, some of which are in the right order (ordinality). - Joins in rote counting to 5. Cardinality (How many?) - In everyday situations, takes or gives two or three objects from a group. - Beginning to notice numeral (number symbols). - Beginning to count on their fingers.	- Moves their bodies and toys around objects and explores fitting into spaces. - Begins to remember their way around familiar environments . - Responds to some spatial and positional language. - Explores how things look from different viewpoints including things that are near or far away.	- Chooses puzzles pieces and tries to fit them in. - Recognises that two objects have the same shape indicates by preferred mode of communication. - Makes simple constructions.	- Joins in and anticipates repeated sounds and action patterns. - Is interested in what happens next using the pattern of everyday routines - Responds to cues for now and next. - Shows a negative/ positive response to finishing.	- Explores differences in size, length, weight and capacity. - Uses preferred mode of communication to indicate big or small. - Beginning to understand some talk about immediate past and future. - Beginning to anticipate times of the day such as mealtimes or home time.

Range	Number	Spatial awareness	Shape	Pattern	Measure
5	Comparison - Compares two small groups of up to five objects, saying/communicating when there are the same number of objects in each group, e.g. 'You've got two, I've got two. Same!'. Finds/matches (by eye pointing, gesture...) photo of object ' the same' from a selection of 2 with communicated support. Counting - May enjoy counting verbally/by other means as far as they can go - Points or touches (tags) each item, saying/communicating one number for each item, using the stable order of 1,2,3,4,5. - Uses some number names and number language within play, and may show fascination with large numbers. - Begin to recognise numerals 0 to 10 and some beyond.	- Responds to and uses language of position and direction using preferred mode of communication. - Predicts, moves and rotates objects to fit the space or create the shape they would like.	- Chooses items based on shape which are appropriate for the child's purpose using preferred mode of communication. Recognises some common 2D and 3D shapes. - Responds to both informal language and common shape names. - Shows awareness of shape similarities and differences between objects. - Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes. - Attempts to create arches and enclosures when building, using trial and improvement to select blocks.	Extends or creates a simple repeated pattern. - Explores and adds to simple linear patterns of two or three repeating items e.g. stick, leaf (AB) or stick, leaf, stone (ABC). - Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next.	Indicates full and empty using preferred mode of communication. - In meaningful contexts, finds the longer or shorter, heavier or lighter and more/ less full of two items. Begins to talk/ communicate about the properties of object e.g. heavy, long. - Recalls a sequence of events in everyday life and stories using preferred mode of communication. Shows some familiarity with the names of the days of the week. Explores simple measures of time e.g. sand timers.

Range	Number	Spatial awareness	Shape	Pattern	Measure
5	• Cardinality • Subitises one, two and three objects (without counting). • Counts up to 5 items, recognising that the last number [said] represents the total counted so far (cardinal principle). • Links numerals with amounts up to 5 and maybe beyond. • Explores using a range of marks and signs to which they ascribe mathematical meanings. Composition • Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers. • Beginning to use understanding of number to solve practical problems in play and meaningful activities. • Beginning to recognise that each counting number is one more than the one before. • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.		• Rearranges items when category is changed e.g. rearranges items from colour to type of transport.		

Range	Number	Spatial awareness	Shape	Pattern	Measure
6	Comparison • Uses number names and symbols when comparing numbers, showing interest in large numbers • Estimates of numbers of things, showing understanding of relative size. Counting • Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0 • Increasingly confident at putting numerals in order 0 to 10 (ordinality). Cardinality • Engages in subitising numbers to 4 or maybe 5. • Counts out up to 10 objects from a larger group. • Matches the numeral with a group of items to show how many there are (up to 10).	• Uses spatial language, including following and giving directions using relative terms and describing what they see from different viewpoints in preferred mode of communication. • Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning). • May enjoy making simple maps of familiar and imaginative environments with landmarks.	• Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes in preferred mode of communication. • Enjoys composing and decomposing shapes, learning which shapes combine to makes other shapes. • Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build.	• Spots patterns in the environment, beginning to identify the pattern "rule". • Chooses familiar objects to create and recreate repeating patterns beyond AB pattern and begins to identify the unit of repeat.	• Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy. • Becomes familiar with measuring tools in everyday experiences and play. • Is increasingly able to order and sequence events using everyday language related to time. • Beginning to experience measuring time with timers and calendars.

Range	Number	Spatial awareness	Shape	Pattern	Measure
6	Composition - Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects. - Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees 6 raisins on a plate as 3 and 3. - In practical activities adds one and subtracts one, with numbers to 10. - Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+" or "-".				

Playing and Exploring, Active Learning, and Creating and Thinking Critically support children's learning in all areas.

Understanding the World

Range	People and communities	The world	Technology
1	The beginnings of understanding of People and communities lie in early attachment and other relationships. See Personal, Social and Emotional Development and Communication and Language. - Starts to realise they influence people, e.g. as they laugh and smile so do the people they are with. - Develops a sense of belonging to their family and their key carer. - Recognises key people in their own lives.	- Shows curiosity/interest in stimuli. Explores, with appropriate support a range of objects and materials in different ways e.g. squeezing sponge or dough. - Moves eyes, then head, to follow moving objects, lights and sounds. - Reacts with abrupt change when a face or object suddenly appears or disappears from view. - Notices a visual/auditory change in their environment. - Begins to show curiosity in a wider range of resources and aspects of a room. - Looks around with interest when in a room, garden, balcony or park, visually scanning environment for novel, interesting objects and events. May focus attention on a particular area or resource. - Responds to environments outside home or familiar setting. - Smiles/responds with pleasure at recognisable playthings. - Repeats actions that have an effect, e.g. kicking or hitting a mobile or shaking a rattle.	The beginnings of understanding technology lie in the babies exploring and making sense of objects and how they behave. See Characteristics of Effective Learning – Playing and Exploring and Thinking Creatively and Critically. - Shows emerging awareness of activities and experiences, may give intermittent reactions to bubble tube, musical toy or vibrating toy. - Accepts co-active exploration of toys e.g. encouraging children to handle fibre optic strands. - Randomly explores cause and effect e.g. continually pressing a switch. - Engages in co-active exploration e.g. focuses attention on a technological resource for short time.

Range	People and communities	The world	Technology
2		• Communicates awareness of changes in light, sound or movement, e.g. by showing preference. • Closely observes what animals, people and vehicles do. • Watches toy being hidden and tries to find it, watches intently where a spider has scuttled away under leaves e.g. by eye pointing, gestures. • Looks for dropped objects. • Becomes absorbed in combining objects/materials, e.g. banging two objects or placing objects into containers, mixing flour and water. • Knows things are used in different ways, e.g. a ball for rolling or throwing, a toy car for pushing. • Shows interest and enthusiasm for the environment outside the home and setting. • Begins, with appropriate support, to use or explore objects functionally.	

Range	People and communities	The world	Technology
3	- Shows recognition of familiar people through sound, smells, personal objects or pictures. - Shows a consistent positive interest or response to particular individuals in social environment. - Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them. - Is interested in photographs of themselves and other familiar people and objects. - Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc) and is interested in photographs of themselves with these.	- Is curious and interested to explore new and familiar experiences in nature; grass, mud, puddles, plants and animal life. - Explores objects/materials 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/belong together, e.g. puts lid on teapot. - Notices prominent features of an environment.	- Shows awareness of cause and effect e.g. presses a switch and waits for response or creating an effect using a touchscreen. - Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times. - Shows interest in toys with buttons, flaps, switches and simple mechanisms and beginning to learn to operate them. - Remembers learned response over a short period of time.

Range	People and communities	The world	Technology
4	- Has a sense of own immediate family and relations and pets. - Demonstrates a sense of belonging to a familiar group. - Is involved in pretend play, with appropriate support. - In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog, or bird. - Beginning to have their own friends. - Learns that they have similarities and differences that connect them to, and distinguish them from, others. - Has a sense of significant personal events e.g. birthday, Christmas.	- Shows curiosity in how things work. - Notices detailed features of objects in their immediate or wider environment. - Indicates some understanding of aspects of their familiar world by answering simple questions through their preferred method of communication. - Developing an understanding that living things have needs e.g. eat, drink or care. - Can talk/communicate about some of the things they have observed such as plants, natural and found objects. - Enjoys playing with small world reconstructions, building on first hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake.	- Seeks to acquire basic skills in turning on and operating some digital equipment. - Uses a switch with purpose e.g. a power link switch to turn a fan on or off. - Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car. - Plays with water to investigate "low technology" such as washing and cleaning. - Uses pipes, funnels and other tools to carry/transport water from one place to another.

Range	People and communities	The world	Technology
5	- Shows interest in the lives of people who are familiar to them. - Enjoys joining in with family customs and routines. - Remembers and talks/communicates about significant events in their own experience. - Recognises and describes special times or events for family or friends using preferred mode of communication. - Shows interest in different occupations and ways of life indoors and outdoors. - Knows some of the things that make them unique, and can talk/communicate about some of the similarities and differences in relation to friends or family.	- Comments and asks through preferred method of communication questions about aspects of their familiar world such as the place where they live or the natural world. - Talks/communicates 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. - Begin to understand the effect their behaviour can have on the environment.	- Knows how to operate simple equipment e.g. turns on CD player, uses remote control, can navigate touch-capable technology with support. - Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets. - 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 digital devices and the internet. - Plays with a range of materials to learn cause and effect, for example makes a string puppet using dowels and string to suspend the puppet.
6	- Enjoys joining in with family customs and routines. - Talks/communicates about past and present events in their own life and in the lives of family members. - Knows that other children do not always enjoy the same things, and is sensitive to this. - Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions.	- Looks closely at similarities, differences, patterns and change in nature. - Knows about similarities and differences in relation to places, objects, materials and living things. - Talks/communicates about the features of their own immediate environment and how environments might vary from one another. - Makes observations of animals and plants and explains why some things occur, and talks about changes using their preferred mode of communication.	- Completes a simple program on electronic devices. - Uses ICT hardware to interact with stage or age-appropriate computer software. - Can create content such as a video recording, stories, and/or draw a picture on screen. - Develops digital literacy skills by being able to access, understand and interact with a range of technologies. - Can use the internet with adult supervision to find and retrieve information of interest to them.

Playing and Exploring, Active Learning, and Creating and Thinking Critically support children's learning in all areas.

Expressive Arts and Design

Range	Creating with Materials	Being imaginative
1-2	- Experiments with a range of media-tools, materials, sound and whole body movement- through multi-sensory exploration. - Responds to stimuli such as vibrations, sound activated/light up toys. - Shows an emerging awareness of music, rhymes, songs or beats e.g. resonance board.	Responds to and engages with the world that surrounds them e.g. sounds, movement, people, objects, sensations, emotions (her own and others).
3	- Continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression. - Moves while singing/vocalising, whilst listening to sounds and music, while playing with sound makers/instruments. - Mirrors and improvises actions they have observed, e.g. clapping or waving. - Sings/vocalises whilst listening to music or playing with instruments/sound makers. - Purposefully moves parts of body to create effect such as using the sound beam or pressing piano keys. - Shows consistent response to certain songs, music or vibration. - Notices and becomes interested in the transformative effect of their action on materials and resources. - Shows a preference for colours or textures as part of creative activities.	- Expresses self through physical actions and sound. - Pretends that one object represents another, especially when objects have characteristics in common. - Creates sound effects and movements, e.g. creates the sound of a car, animals. - Experiences imaginative/role play with appropriate support. - Imitates an action during imaginative/role play.

Range	Creating with Materials	Being imaginative
4	• Joins in singing favourite songs or participates by alternative means e.g. by pressing a VOCA or switch; by vocalising; or by using movements/gestures. • Responds to changes in sound e.g. moving more vigorously to faster sounds or showing preference for quiet/loud. • Creates sounds by banging, shaking, tapping or blowing, using sound beam or touch screen. • Shows an interest in the way musical instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow. • Experiments with ways to enclose a space, create shapes and represent action, sounds and objects. • Shows an interest in construction materials, beginning to experiment with appropriate support. • Shows an active interest in a range of tools, taking part in familiar activities with some support. • Joins in with dancing or ring games with appropriate adult support. • Enjoys and responds to playing with colour in a variety of ways, for example combining colours • Uses 3D and 2D structures to explore materials.	• Uses everyday materials to explore, understand and represent their world - their ideas, interests and fascinations. • Begins to make-believe by pretending using sounds, movements, words, objects Beginning to describe sounds and music imaginatively, e.g. "scary music". • Creates rhythmic sounds and movement. • Joins in imaginative/role play with an adult or peer and may continue play independently for a short time. • Displays emotions linked to make believe situations or characters. • Begins to give a narrative to play, e.g. pig puppet says hello or makes noise of car going or stopping using preferred mode of communication.

Range	Creating with Materials	Being imaginative
5	• Explores and learns how sounds and movements can be changed. • Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns. • Enjoys joining in with moving, dancing and ring games • Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home. • Taps out simple repeated rhythms. • Develops an understanding of how to create and use sounds intentionally. • Continues to explore colour and how colours can be changed. • Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience. • Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces. • Uses tools for a purpose.	• Uses movement and sounds to express experiences, expertise, ideas and feelings. • Experiments and creates movement in response to music, stories and ideas. • Sings to self and makes up simple songs. • Creates sounds, movements, drawings to accompany stories. • Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously. • Engages in imaginative play based on own ideas or first-hand or peer experiences. • Uses available resources to create props or creates imaginary ones to support play. • Plays alongside other children who are engaged in the same theme.

Range	Creating with Materials	Being imaginative
6	• Begins to build a collection of songs and dances. • Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to. • Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking. • Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. • Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts.	• Creates representations of both imaginary and real-life ideas, events, people and objects. • Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences. • Chooses particular movements, instruments/sounds, colours and materials for their own imaginative purposes. • Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping. • Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth. • Introduces a storyline or narrative into their play • Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative.

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