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| Personal Social And Emotional development Making Relationships | | |
| 16-26 months | • Plays alongside others.  • Uses a familiar adult as a secure base from which to explore  independently in new environments, e.g. ventures away to  play and interact with others, but returns for a cuddle or  reassurance if becomes anxious.  • Plays cooperatively with a familiar adult, e.g. rolling a ball back  and forth. |  |
| 22-36 months | • Interested in others’ play and starting to join in.  • Seeks out others to share experiences.  • Shows affection and concern for people who are special to  them.  • May form a special friendship with another child. |  |
| 30-50 months | • Can play in a group, extending and elaborating play ideas,  e.g. building up a role-play activity with other children.  • Initiates play, offering cues to peers to join them.  • Keeps play going by responding to what others are saying or  doing.  • Demonstrates friendly behaviour, initiating conversations and  forming good relationships with peers and familiar adults. |  |
| 40-60 months | • Initiates conversations, attends to and takes account of what  others say.  • Explains own knowledge and understanding, and asks  appropriate questions of others.  • Takes steps to resolve conflicts with other children, e.g.  finding a compromise.  Early Learning Goal  Children play co-operatively, taking turns with others. They  take account of one another’s ideas about how to organise  their activity. They show sensitivity to others’ needs and  feelings, and form positive relationships with adults and  other children. |  |
| Self confidence and self awarenesss | | |
| 16-26 months | • Explores new toys and environments, but ‘checks in’ regularly  with familiar adult as and when needed.  • Gradually able to engage in pretend play with toys (supports  child to understand their own thinking may be different from  others).  • Demonstrates sense of self as an individual, e.g. wants to do  things independently, says “No” to adult. |  |
| 22-36 months | • Separates from main carer with support and encouragement  from a familiar adult.  • Expresses own preferences and interests. |  |
| 30-50 months | • Can select and use activities and resources with help.  • Welcomes and values praise for what they have done.  • Enjoys responsibility of carrying out small tasks.  • Is more outgoing towards unfamiliar people and more  confident in new social situations.  • Confident to talk to other children when playing, and will  communicate freely about own home and community.  • Shows confidence in asking adults for help. |  |
| 40-60 months | • Confident to speak to others about own needs, wants,  interests and opinions.  • Can describe self in positive terms and talk about abilities.  **Early Learning Goal**  **Children are confident to try new activities, and say why**  **they like some activities more than others. They are**  **confident to speak in a familiar group, will talk about**  **their ideas, and will choose the resources they need for**  **their chosen activities. They say when they do or don’t**  **need help.** |  |
| Managing feelings and behaviour | | |
|  |  |  |
| 16-26 months | • Is aware of others’ feelings, for example, looks concerned if  hears crying or looks excited if hears a familiar happy voice.  • Growing sense of will and determination may result in feelings  of anger and frustration which are difficult to handle, e.g. may  have tantrums.  • Responds to a few appropriate boundaries, with  encouragement and support.  • Begins to learn that some things are theirs, some things are  shared, and some things belong to other people. |  |
| 22-36 months | • Seeks comfort from familiar adults when needed.  • Can express their own feelings such as sad, happy, cross,  scared, worried.  • Responds to the feelings and wishes of others.  • Aware that some actions can hurt or harm others.  • Tries to help or give comfort when others are distressed.  • Shows understanding and cooperates with some boundaries  and routines.  • Can inhibit own actions/behaviours, e.g. stop themselves  from doing something they shouldn’t do.  • Growing ability to distract self when upset, e.g. by engaging in  a new play activity. |  |
| 30-50 months | • Aware of own feelings, and knows that some actions and  words can hurt others’ feelings.  • Begins to accept the needs of others and can take turns and  share resources, sometimes with support from others.  • Can usually tolerate delay when needs are not immediately  met, and understands wishes may not always be met.  • Can usually adapt behaviour to different events, social  situations and changes in routine. |  |
| 40-60 months | • Understands that own actions affect other people, for  example, becomes upset or tries to comfort another child  when they realise they have upset them.  • Aware of the boundaries set, and of behavioural expectations  in the setting.  • Beginning to be able to negotiate and solve problems without  aggression, e.g. when someone has taken their toy.  **Early Learning Goal**  **Children talk about how they and others show feelings,**  **talk about their own and others’ behaviour, and its**  **consequences, and know that some behaviour is**  **unacceptable. They work as part of a group or class,**  **and understand and follow the rules. They adjust their**  **behaviour to different situations, and take changes of**  **routine in their stride.** |  |
| Notes |  | |
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| **Communication and language** | | |
|  | Listening and attention | |
|  |  |  |
| 16-26 months | • Listens to and enjoys rhythmic patterns in rhymes and stories.  • Enjoys rhymes and demonstrates listening by trying to join in  with actions or vocalisations.  • Rigid attention – may appear not to hear. |  |
| 22-36 months | • 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.  • Single channelled attention. Can shift to a different task if  attention fully obtained – using child’s name helps focus. |  |
| 30-50 months | • Listens to others one to one or in small groups, when  conversation interests them.  • Listens to stories with increasing attention and recall.  • Joins in with repeated refrains and anticipates key events and  phrases in rhymes and stories.  • Focusing attention – still listen or do, but can shift own  attention.  • Is able to follow directions (if not intently focused on own  choice of activity). |  |
| 40-60 months | • Maintains attention, concentrates and sits quietly during  appropriate activity.  • Two-channelled attention – can listen and do for short span.  **Early Learning Goal**  **Children listen attentively in a range of situations. They**  **listen to stories, accurately anticipating key events and**  **respond to what they hear with relevant comments,**  **questions or actions. They give their attention to what**  **others say and respond appropriately, while engaged in**  **another activity**. |  |
|  | Understanding | |
|  |  |  |
| 16-26 months | • Selects familiar objects by name and will go and find objects  when asked, or identify objects from a group.  • Understands simple sentences (e.g. *‘Throw the ball.*’) |  |
| 22-36 months | • Identifies action words by pointing to the right picture,  e.g., *“Who’s jumping?”*  • Understands more complex sentences, e.g. *‘Put your toys*  *away and then we’ll read a book.’*  • Understands ‘who’, ‘what’, ‘where’ in simple questions  (e.g. *Who’s that/can? What’s that? Where is.?*).  • Developing understanding of simple concepts (e.g. *big/little*). |  |
| 30-50 months | • Understands use of objects (e.g. *“What do we use to cut*  *things?’*)  • Shows understanding of prepositions such as ‘under’, ‘on  top’, ‘behind’ by carrying out an action or selecting correct  picture.  • Responds to simple instructions, e.g. to get or put away an  object.  • Beginning to understand ‘why’ and ‘how’ questions. |  |
| 40-60 months | • Responds to instructions involving a two-part sequence.  Understands humour, e.g. nonsense rhymes, jokes.  • Able to follow a story without pictures or props.  • Listens and responds to ideas expressed by others in  conversation or discussion.  **Early Learning Goal**  **Children follow instructions involving several ideas or**  **actions. They answer ‘how’ and ‘why’ questions about**  **their experiences and in response to stories or events**. |  |
|  |  |  |
|  | Speaking | |
| 16-26 months | • Copies familiar expressions, e.g. ‘Oh dear’, ‘All gone’.  • Beginning to put two words together (e.g. *‘want ball’,*  *‘more juice*’).  • Uses different types of everyday words (nouns, verbs and  adjectives, e.g. *banana, go, sleep, hot*).  • Beginning to ask simple questions.  • Beginning to talk about people and things that are not  present. |  |
| 22-36 months | • Uses language as a powerful means of widening contacts,  sharing feelings, experiences and thoughts.  • Holds a conversation, jumping from topic to topic.  • Learns new words very rapidly and is able to use them in  communicating.  • Uses gestures, sometimes with limited talk, e.g. reaches  toward toy, saying *‘I have it’.*  • Uses a variety of questions (e.g. *what, where, who*).  • Uses simple sentences (e.g.’ *Mummy gonna work.’*)  • Beginning to use word endings (e.g. *going, cats*). |  |
| 30-50 months | • Beginning to use more complex sentences to link thoughts  (e.g. *using and, because*).  • Can retell a simple past event in correct order (e.g. *went down*  *slide, hurt finger*).  • Uses talk to connect ideas, explain what is happening and  anticipate what might happen next, recall and relive past  experiences.  • Questions why things happen and gives explanations. Asks  e.g. *who, what, when, how.*  • Uses a range of tenses (e.g. *play, playing, will play, played*).  • Uses intonation, rhythm and phrasing to make the meaning  clear to others.  • Uses vocabulary focused on objects and people that are of  particular importance to them.  • Builds up vocabulary that reflects the breadth of their  experiences.  • Uses talk in pretending that objects stand for something else  in play, e,g, *‘This box is my castle.’* |  |
| 40-60 months | • Extends vocabulary, especially by grouping and naming,  exploring the meaning and sounds of new words.  • Uses language to imagine and recreate roles and experiences  in play situations.  • Links statements and sticks to 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.  **Early Learning Goal**  **Children express themselves effectively, showing**  **awareness of listeners’ needs. They use past, present**  **and future forms accurately when talking about events**  **that have happened or are to happen in the future.**  **They develop their own narratives and explanations by**  **connecting ideas or events.** |  |
| **Physical Development** | | |
|  |  | Moving and Handling |
| 16-26 months | • Walks upstairs holding hand of adult.  • Comes downstairs backwards on knees (crawling).  • Beginning to balance blocks to build a small tower.  • Makes connections between their movement and the marks  they make. |  |
| 22-36 months | • Runs safely on whole foot.  • Squats with steadiness to rest or play with object on the  ground, and rises to feet without using hands.  • Climbs confidently and is beginning to pull themselves up on  nursery play climbing equipment.  • Can kick a large ball.  • Turns pages in a book, sometimes several at once.  • Shows control in holding and using jugs to pour, hammers,  books and mark-making tools.  • Beginning to use three fingers (tripod grip) to hold writing tools  • Imitates drawing simple shapes such as circles and lines.  • Walks upstairs or downstairs holding onto a rail two feet to a  step.  • May be beginning to show preference for dominant hand. |  |
| 30-50 months | • Moves freely and with pleasure and confidence in a range of ways, such as  slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding  and hopping.  • Mounts stairs, steps or climbing equipment using alternate feet.  • Walks downstairs, two feet to each step while carrying a small object.  • Runs skilfully and negotiates space successfully, adjusting speed or direction to  avoid obstacles.  • Can stand momentarily on one foot when shown.  • Can catch a large ball.  • Draws lines and circles using gross motor movements.  • Uses one-handed tools and equipment, e.g. makes snips in paper with child  scissors.  • Holds pencil between thumb and two fingers, no longer using whole-hand grasp.  • Holds pencil near point between first two fingers and thumb and uses it with good  control.  • Can copy some letters, e.g. letters from their name. |  |
| 40-60 months | • Experiments with different ways of moving.  • Jumps off an object and lands appropriately.  • Negotiates space successfully when playing racing and chasing games with other  children, adjusting speed 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.  • Shows a preference for a dominant hand.  • Begins to use anticlockwise movement and retrace vertical lines.  • Begins to form recognisable letters.  • Uses a pencil and holds it effectively to form recognisable letters, most of which  are correctly formed.  Early Learning Goal  **Children show good control and co-ordination in large and small movements.**  **They move confidently in a range of ways, safely negotiating space. They**  **handle equipment and tools effectively, including pencils for writing.** |  |
|  |  | Health and Self Care |
|  |  |  |
| 16-26 months | • Develops own likes and dislikes in food and drink.  • Willing to try new food textures and tastes.  • Holds cup with both hands and drinks without much spilling.  • Clearly communicates wet or soiled nappy or pants.  • Shows some awareness of bladder and bowel urges.  • Shows awareness of what a potty or toilet is used for.  • Shows a desire to help with dressing/undressing and hygiene  routines. |  |
| 22-36 months | • Feeds self competently with spoon.  • Drinks well without spilling.  • Clearly communicates their need for potty or toilet.  • Beginning to recognise danger and seeks support of  significant adults for help.  • Helps with clothing, e.g. puts on hat, unzips zipper on jacket,  takes off unbuttoned shirt.  • Beginning to be independent in self-care, but still often needs  adult support. |  |
| 30-50 months | • Can tell adults when hungry or tired or when they want to rest  or play.  • Observes the effects of activity on their bodies.  • Understands that equipment and tools have to be used safely.  • Gains more bowel and bladder control and can attend to  toileting needs most of the time themselves.  • Can usually manage washing and drying hands.  • Dresses with help, 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. |  |
| 40-60 months | • Eats a healthy range of foodstuffs and understands need for  variety in food.  • Usually dry and clean during the day.  • Shows some understanding that good practices with regard  to exercise, eating, sleeping and hygiene can contribute to  good health.  • Shows understanding of the need for safety when tackling  new challenges, and considers and manages some risks.  • Shows understanding of how to transport and store  equipment safely.  • Practices some appropriate safety measures without direct  supervision.  **Early Learning Goal**  **Children know the importance for good health of physical**  **exercise, and a healthy diet, and talk about ways to keep**  **healthy and safe. They manage their own basic hygiene**  **and personal needs successfully, including dressing and**  **going to the toilet independently.** |  |
| **Literacy** | | |
|  |  | Reading |
| 16-26 months | • Interested in books and rhymes and may have favourites. |  |
| 22-36 months | • Has some favourite stories, rhymes, songs, poems or jingles.  • Repeats words or phrases from familiar stories.  • Fills in the missing word or phrase in a known rhyme, story or  game, e.g. ‘Humpty Dumpty sat on a …’. |  |
| 30-50 months | • Enjoys rhyming and rhythmic activities.  • Shows awareness of rhyme and alliteration.  • Recognises rhythm in spoken words.  • Listens to and joins in with stories and poems, one-to-one  and also in small groups.  • Joins in with repeated refrains and anticipates key events and  phrases in rhymes and stories.  • Beginning to be aware of the way stories are structured.  • Suggests how the story might end.  • Listens to stories with increasing attention and recall.  • Describes main story settings, events and principal characters.  • Shows interest in illustrations and print in books and print in  the environment.  • Recognises familiar words and signs such as own name and  advertising logos.  • Looks at books independently.  • Handles books carefully.  • Knows information can be relayed in the form of print.  • Holds books the correct way up and turns pages.  • Knows that print carries meaning and, in English, is read from  left to right and top to bottom. |  |
| 40-60 months | • Continues a rhyming string.  • Hears and says the initial sound in words.  • Can segment the sounds in simple words and blend them  together and knows which letters represent some of them.  • Links sounds to letters, naming and sounding the letters of  the alphabet.  • Begins to read words and simple sentences.  • Uses vocabulary and forms of speech that are increasingly  influenced by their experiences of books.  • Enjoys an increasing range of books.  • Knows that information can be retrieved from books and  computers.  **Early Learning Goal**  **Children read and understand simple sentences. They**  **use phonic knowledge to decode regular words and read**  **them aloud accurately. They also read some common**  **irregular words. They demonstrate understanding when**  **talking with others about what they have read.** |  |
| Notes |  | |
|  |  | Writing |
|  |  |  |
| 16-26 months | (see CLL and physical) |  |
| 22-36 months | • Distinguishes between the different marks they make. |  |
| 30-50 months | • Sometimes gives meaning to marks as they draw and paint.  • Ascribes meanings to marks that they see in different places. |  |
| 40-60 months | • Gives meaning to marks they make as they draw, write and  paint.  • Begins to break the flow of speech into words.  • Continues a rhyming string.  • Hears and says the initial sound in words.  • Can segment the sounds in simple words and blend them  together.  • Links sounds to letters, naming and sounding the letters of  the alphabet.  • Uses some clearly identifiable letters to communicate  meaning, representing some sounds correctly and in  sequence.  • Writes own name and other things such as labels,captions.  • Attempts to write short sentences in meaningful contexts.  **Early Learning Goal**  **Children use their phonic knowledge to write words**  **in ways which match their spoken sounds. They also**  **write some irregular common words. They write simple**  **sentences which can be read by themselves and**  **others. Some words are spelt correctly and others are**  **phonetically plausible.** |  |
| **Mathematics** | | |
|  |  | Numbers |
| 16-26 months | • Knows that things exist, even when out of sight.  • Beginning to organise and categorise objects, e.g. putting all  the teddy bears together or teddies and cars in separate piles.  • Says some counting words randomly. |  |
| 22-36 months | • Selects a small number of objects from a group when asked,  for example, *‘please give me one’, ‘please give me two’.*  • Recites some number names in sequence.  • Creates and experiments with symbols and marks  representing ideas of number.  • Begins to make comparisons between quantities.  • Uses some language of quantities, such as *‘more’* and *‘a lot’.*  • Knows that a group of things changes in quantity when  something is added or taken away. |  |
| 30-50 months | • Uses some number names and number language  spontaneously.  • Uses some number names accurately in play.  • Recites numbers in order to 10.  • Knows that numbers identify how many objects are in a set.  • Beginning to represent numbers using fingers, marks on paper  or pictures.  • Sometimes matches numeral and quantity correctly.  • Shows curiosity about numbers by offering comments or  asking questions.  • Compares two groups of objects, saying when they have the  same number.  • Shows an interest in number problems.  • Separates a group of three or four objects in different ways,  beginning to recognise that the total is still the same.  • Shows an interest in numerals in the environment.  • Shows an interest in representing numbers.  • Realises not only objects, but anything can be counted,( steps etc) |  |
| 40-60 months | • Recognise some numerals of personal significance.  • Recognises numerals 1 to 5.  • Counts up to three or four objects by saying one number  name for each item.  • Counts actions or objects which cannot be moved.  • Counts objects to 10, and beginning to count beyond 10.  • Counts out up to six objects from a larger group.  • Selects the correct numeral to represent 1 to 5, then 1 to 10  objects.  • Counts an irregular arrangement of up to ten objects.  • Estimates how many objects they can see and checks by  counting them.  • Uses the language of ‘more’ and ‘fewer’ to compare two sets  of objects.  • Finds the total number of items in two groups by counting all  of them.  • Says the number that is one more than a given number.  • Finds one more or one less from a group of up to five objects,  then ten objects.  • In practical activities and discussion, beginning to use the  vocabulary involved in adding and subtracting.  • Records, using marks that they can interpret and explain.  • Begins to identify own mathematical problems based on own  interests and fascinations.  **Early Learning Goal**  **Children count reliably with numbers from one to 20,**  **place them in order and say which number is one more**  **or one less than a given number. Using quantities and**  **objects, they add and subtract two single-digit numbers**  **and count on or back to find the answer. They solve**  **problems, including doubling, halving and sharing.** |  |
|  |  | Shape, Space and Measure |
|  |  |  |
| 16-26 months | • Attempts, sometimes successfully, to fit shapes into spaces on  inset boards or jigsaw puzzles.  • Uses blocks to create their own simple structures and  arrangements.  • Enjoys filling and emptying containers.  • Associates a sequence of actions with daily routines.  • Beginning to understand that things might happen ‘now’ |  |
| 22-36 months | Notices simple shapes and patterns in pictures.  • Beginning to categorise objects according to properties such  as shape or size.  • Begins to use the language of size.  • Understands some talk about immediate past and future, e.g.  ‘*before*’, ‘*later*’ or ‘*soon*’.  • Anticipates specific time-based events such as mealtimes or  home time. |  |
| 30-50 months | • Shows an interest in shape and space by playing with shapes  or making arrangements with objects.  • Shows awareness of similarities of shapes in the environment.  • Uses positional language.  • Shows interest in shape by sustained construction activity or  by talking about shapes or arrangements.  • Shows interest in shapes in the environment.  • Uses shapes appropriately for tasks.  • Beginning to talk about the shapes of everyday objects,  e.g. ‘*round*’ and ‘*tall*’. |  |
| 40-60 months | • Beginning to use mathematical names for ‘solid’ 3D shapes  and ‘flat’ 2D shapes, and mathematical terms to describe  shapes.  • Selects a particular named shape.  • Can describe their relative position such as ‘*behind*’ or  ‘*next to*’.  • Orders two or three items by length or height.  • Orders two items by weight or capacity.  • Uses familiar objects and common shapes to create and  recreate patterns and build models.  • Uses everyday language related to time.  • Beginning to use everyday language related to money.  • Orders and sequences familiar events.  • Measures short periods of time in simple ways.  **Early Learning Goal**  **Children use everyday language to talk about size,**  **weight, capacity, position, distance, time and money to**  **compare quantities and objects and to solve problems.**  **They recognise, create and describe patterns. They**  **explore characteristics of everyday objects and shapes**  **and use mathematical language to describe them.** |  |
| Notes |  |  |
| **Understanding the World** | | |
|  |  | People and Communities |
|  |  |  |
| 16-26 months | • Is curious about people and shows interest in stories about  themselves and their family.  • Enjoys pictures and stories about themselves, their families  and other people. |  |
| 22-36 months | • Has a sense of own immediate family and relations.  • In pretend play, imitates everyday actions and events from  own family and cultural background, e.g. making and drinking  tea.  • Beginning to have their own friends.  • Learns that they have similarities and differences that connect  them to, and distinguish them from, others. |  |
| 30-50 months | Shows interest in the lives of people who are familiar to them.  • Remembers and talks about significant events in their own  experience.  • Recognises and describes special times or events for family or  friends.  • Shows interest in different occupations and ways of life.  • Knows some of the things that make them unique, and can  talk about some of the similarities and differences in relation to  friends or family. |  |
| 40-60 months | • Enjoys joining in with family customs and routines.  **Early Learning Goal**  **Children talk about past and present events in their own**  **lives and in the lives of family members. They know that**  **other children don’t always enjoy the same things, and**  **are sensitive to this. They know about similarities and**  **differences between themselves and others, and among**  **families, communities and traditions.** |  |
|  |  |  |
|  |  | The World |
| 16-26 months | • Explores objects by linking together different approaches:  shaking, hitting, looking, feeling, tasting, mouthing, pulling,  turning and poking.  • Remembers where objects belong.  • Matches parts of objects that fit together, e.g. puts lid on  teapot. |  |
| 22-36 months | • Enjoys playing with small-world models such as a farm, a  garage, or a train track.  • Notices detailed features of objects in their environment. |  |
| 30-50 months | • Comments and asks questions about aspects of their familiar  world such as the place where they live or the natural world.  • Can talk about some of the things they have observed such as  plants, animals, natural and found objects.  • Talks about why things happen and how things work.  • Developing an understanding of growth, decay and changes  over time.  • Shows care and concern for living things and the environment. |  |
| 40-60 months | Looks closely at similarities, differences, patterns and change.  **Early Learning Goal**  **Children know about similarities and differences in**  **relation to places, objects, materials and living things.**  **They talk about the features of their own immediate**  **environment and how environments might vary from**  **one another. They make observations of animals and**  **plants and explain why some things occur, and talk about**  **changes.** |  |
|  |  | Technology |
|  |  |  |
| 16-26 months | Anticipates repeated sounds, sights and actions, e.g. when an  adult demonstrates an action toy several times.  • Shows interest in toys with buttons, flaps and simple  mechanisms and beginning to learn to operate them. |  |
| 22-36 months | • Seeks to acquire basic skills in turning on and operating some  ICT equipment.  • Operates mechanical toys, e.g. turns the knob on a wind-up  toy or pulls back on a friction car. |  |
| 30-50 months | • Knows how to operate simple equipment, e.g. turns on CD  player and uses remote control.  • Shows an interest in technological toys with knobs or pulleys,  or real objects such as cameras or mobile phones.  • Shows skill in making toys work by pressing parts or lifting  flaps to achieve effects such as sound, movements or new  images.  • Knows that information can be retrieved from computers |  |
| 40-60 months | • Completes a simple program on a computer.  • Uses ICT hardware to interact with age-appropriate computer  software.  **Early Learning Goal**  **Children recognise that a range of technology is used in**  **places such as homes and schools. They select and use**  **technology for particular purposes.** |  |
| **Expressive Art and Design** | | |
|  |  | Exploring and using Media and Materials |
| 16-26 months | • Explores and experiments with a range of media through  sensory exploration, and using whole body.  • Move their whole bodies to sounds they enjoy, such as music  or a regular beat.  • Imitates and improvises actions they have observed, e.g.  clapping or waving.  • Begins to move to music, listen to or join in rhymes or songs.  • Notices and is interested in the effects of making movements  which leave marks. |  |
| 22-36 months | • Joins in singing favourite songs.  • Creates sounds by banging, shaking, tapping or blowing.  • Shows an interest in the way musical instruments sound.  • Experiments with blocks, colours and marks. |  |
| 30-50 months | • Enjoys joining in with dancing and ring games.  • Sings a few familiar songs.  • Beginning to move rhythmically.  • Imitates movement in response to music.  • Taps out simple repeated rhythms.  • Explores and learns how sounds can be changed.  • Explores colour and how colours can be changed.  • Understands that they can use lines to enclose a space, and  then begin to use these shapes to represent objects.  • Beginning to be interested in and describe the texture of  things.  • Uses various construction materials.  • Beginning to construct, stacking blocks vertically and  horizontally, making enclosures and creating spaces.  • Joins construction pieces together to build and balance.  • Realises tools can be used for a purpose. |  |
| 40-60 months | • Begins to build a repertoire of songs and dances.  • Explores the different sounds of instruments.  • Explores what happens when they mix colours.  • Experiments to create different textures.  • Understands that different media can be combined to create  new effects.  • Manipulates materials to achieve a planned effect.  • Constructs with a purpose in mind, using a variety of  resources.  • Uses simple tools and techniques competently and  appropriately.  • Selects appropriate resources and adapts work where  necessary.  • Selects tools and techniques needed to shape, assemble and  join materials they are using.  **Early Learning Goal**  **Children sing songs, make music and dance, and**  **experiment with ways of changing them. They safely use**  **and explore a variety of materials, tools and techniques,**  **experimenting with colour, design, texture, form and**  **function.** |  |
| Notes |  | |
|  |  | Being Imaginative |
|  |  |  |
| 16-26 months | • Expresses self through physical action and sound.  • Pretends that one object represents another, especially when  objects have characteristics in common. |  |
| 22-36 months | • Beginning to use representation to communicate, e.g. drawing  a line and saying ‘That’s me.’  • Beginning to make-believe by pretending. |  |
| 30-50 months | • Developing preferences for forms of expression.  • Uses movement to express feelings.  • Creates movement in response to music.  • Sings to self and makes up simple songs.  • Makes up rhythms.  • Notices what adults do, imitating what is observed and then  doing it spontaneously when the adult is not there.  • Engages in imaginative role-play based on own first-hand  experiences.  • Builds stories around toys, e.g. farm animals needing rescue  from an armchair ‘cliff’.  • Uses available resources to create props to support role-play.  • Captures experiences and responses with a range of media,  such as music, dance and paint and other materials or words. |  |
| 40-60 months | • Create simple representations of events, people and objects.  • Initiates new combinations of movement and gesture in order  to express and respond to feelings, ideas and experiences.  • Chooses particular colours to use for a purpose.  • Introduces a storyline or narrative into their play.  • Plays alongside other children who are engaged in the same  theme.  • Plays cooperatively as part of a group to develop and act out  a narrative.  **Early Learning Goal**  **Children use what they have learnt about media and**  **materials in original ways, thinking about uses and**  **purposes. They represent their own ideas, thoughts**  **and feelings through design and technology, art, music,**  **dance, role play and stories.** |  |
| Notes |  |  |