Personal, Social and Emotional Development
Dispositions and Attitudes

- Instances of young children celebrating their skills or qualities
- Any patterns in what children choose to do or not to do.
- The decisions that children begin to make
- Children's curiosity and drive to explore things around them.
- Situations in which children show confidence and independence.
- Children's reactions to relationships with peers and adults, particularly those whose company they enjoy.
- The activities which absorb and interest individual children.
- Reactions to new activities and experiences, understanding that for some children such experiences can be both exciting and worrying.
- Children's attentiveness to others, such as at group time, when a child is telling the others something they have done at home.

16-26mths	22-36mths	30-50mths	40-60+mths

Personal, Social and Emotional Development
Self-confidence and Self-esteem

- The challenges that children set themselves such as climbing on a big chair and turning to sit down.
- How children grow in confidence as they adapt to a setting.
- Children's ability to value what they do themselves and what others do.
- How children show their enthusiasm for things they like, or their anxiety about things that concern them.
- Instances of children's confidence and how they express their needs
- Children's ability to talk about, and take pride in, their homes and communities.
- The different ways children find to express their feeling, e.g. "we are going to the tree house 'cos the scary monster is after us".
- Children's pleasure in who they are and what they can do.
- How children show their own feeling and are sensitive to the needs, views and feelings of others.
- Children's awareness and appreciation of their own cultures and beliers and those of other people.

16-26mths	22-36mths	30-50mths	40-60+mths

Personal, Social and Emotional Development
Making Relationships

- How children look to others to check the acceptability of their actions.
- The different ways in which young children show their concern for other children.
- The strategies that children use to join in play with individual children or groups of children.
- Ways in which children show that they feel safe and cared for.
- Children who like to be with others, and those who need support to join in.
- Children's strategies for coping with change
- Children's acceptance that they may need to wait for something, or to share things.
- Children's relationships with other children and with adults.

16-26mths	22-36mths	30-50mths	40-60+mths

Personal, Social and Emotional Development
Behaviour and Self-control

- Children's awareness of their own belongings, and those of others, such as when they show they know which is their comforter, or get another child's toy to give to then when they are upset.
- Responses to stories in which someone could be hurt or harmed.
- Children's recognition of the needs of other.
- How children show they care for others and the environment
- Children's understanding of boundaries and behavioural expectations.
- Children's increasing understanding of acceptable behaviour for themselves and others.
- Children's ideas and explanations about what is right and wrong.
- Children's awareness of the consequences of their words and actions.

16-26mths	22-36mths	30-50mths	40-60+mths

Personal, Social and Emotional Development
Self-care

- The efforts young children make to take of their own clothes.
- Children's choices.
- Examples of independence, for example a child playing happily with building blocks, or putting their cup back on the table.
- What children choose to do when presented with several objects.
- Instances of children celebrating their achievements
- How children use their own ideas to develop play.
- How children set about a chosen activity or task, and the success they achieve.
- Children's recognition and management of their own needs, e.g., that they need to put on a waterproof coat to go out in the rain.

16-26mths	22-36mths	30-50mths	40-60+mths

Personal, Social and Emotional Development
Sense of Community

- Young children's interest in similarities and differences, e.g. their footwear, or patterns on clothes and in physical appearance including hair texture and skin colour.
- Children's references to groups, people and places in the different communities of which they are members.
- Instances of children drawing upon their experiences beyond the setting, e.g. recognising that the lunchtime helper is somebody who lives near to them
- Children's interest in and respect for different ways of life.
- Children's recognition s=and appreciation of their place in the world and extended family, and among friend and neighbours.

16-26mths	22-36mths	30-50mths	40-60+mths

Communication, Language and Literacy
Language for Communication

16-26mths	22-36mths	30-50mths	40-60+mths

- The meanings young children generate in their language through the creative ways in which they use words.
- Young children's use of their first language, with peers and adults, and how children with several languages may use their home language in some circumstances, perhaps when they are very enthusiastic or excited about something, and English in others.
- How children begin to use words to question and negotiate.
- Features of adult/child interaction, remembering these are culturally determined, and that conventions for interaction vary, both within and across speech communities.
- The gestures and body language children use.
- Children's responses to stories and information books you read with them.
- How children act out rhymes and stories.
- Instances of children recalling and recounting their own experiences and sharing them with others.
- How children take account of what others say during one-to-one conversations.
- Children's understanding of instructions and the questions they ask.
- The range and variety of words that children use.
- How children are beginning to develop and expand in what they say, e.g. "Come in, it's time for dinner, you'll get hungry if you stay out there".
- Children's developing use of a preferred language and whether this has changed since attending the current setting.
- Children's readiness to engage in conversation.
- Children's awareness of conventions, such as taking turns to talk.
- How children link statements to develop stories and explanations.
- The purposes for which children use talk, e.g. to gain attention or to resolve disagreements.
- How children concentrate on what others say and their responses to what they have heard.
- Rhymes and songs children know by heart.
- Children's made-up songs.
- Children's growing vocabulary.
- The occasions when children speak clearly and confidently and show awareness of the listener.

16-26mths	22-36mths	30-50mths	40-60+mths

Communication, Language and Literacy
Language for Thinking

- The ways in which young children respond to adults and other children and circumstances in which this takes place.
- Situations where children use actions and some talk to support and think about what they are doing.
- How children show what they understand, by what they do and say, e.g. actions, questions, new words and they rhymes and intonations they use.
- How children use talk to think through and revise what they are doing. E.g. following a farm visit, Fiona talks as she rearranges toy farm animals "Put baby sheep here...oh no...no mummy...that sheep has lost its mum".
- How children use talk to connect ideas and explain things.
- How children use talk to reflect upon, clarify, sequence and think about present and past experiences, ideas and feelings.
- How children link one thing to another to explain and anticipate things. E.g. "We won't play out today because it's too windy...you might get blown away."
- Ways in which children use language in their pretend and imaginary play.
- For children speaking languages other than English, note which language is dominant, as well as their use of gesture and intonation to convey meaning.

16-26mths	22-36mths	30-50mths	40-60+mths

Communication, Language and Literacy
Linking Letters and Sounds

- Young children's responses to music, rhymes and stories.
- The words, phrases and sounds children like to say or sing.
- The languages they understand and use.
- The rhymes and rhythms that children enjoy, recite and create in words and music, e.g. tapping out the rhythms in their names.
- Children's alternative versions of favourite rhymes that draw upon their phonic knowledge.
- Children's knowledge of initial sounds at the beginning of words, short vowel sounds within words and ending of words. E.g. Ranjit notices the letters in his name whenever he sees them, such as 'j' at the beginning of jam.
- How children link sound to letters and begin to use this knowledge to write words, e.g. "Pz cn I hv a d" (Please can I have a drink).
- Children's confidence in blending and segmenting and using grapheme-phoneme knowledge to read and spell regular consonant-vowel-consonant (CVC) words, including consonant digraphs and long vowels.
- The ways in which children use their phonic knowledge and the number of grapheme-phoneme correspondences used for reading and writing in a variety of contexts.
- How children read simple words by sounding out and blending the phonemes all through the word from left to right.

16-26mths	22-36mths	30-50mths	40-60+mths

Communication, Language and Literacy
Reading

16-26mths	22-36mths	30-50mths	40-60+mths

- Children's responses to picture books and stories you read with them.
- Children's favourite stories, rhymes, songs, poems or jingles.
- The stories and poems children choose and know how to follow. E.g. retelling a story, using words and phrases from a well-known story.
- Children's familiarity with the way books work. E.g. turning the pages and telling the story using the pictures and using phrases such as "Once upon a time..."
- Children's references to and understanding of how print works. E.g. asking what a word says of what instructions mean.
- Children's recognition of their names, or letters of words, in scripts other than English.
- Children's book choices.
- Children's understanding about how information is kept in different places and can be retrieved.
- Children's understanding of the elements of stories, e.g. Mehmet refers to the 'beginning' and 'end' of a story. He says, "I don't like that ending. I think he should've run away and been happy ever after".
- How children use non-fiction books
- The favourite books, songs and rhymes children turn to, to be re-read and enjoyed.
- The phonic skills children use in decoding text.
- The strategies that children use to read.
- The words that children recognise, such as 'open'.
- The confidence with which children use their developing phonic knowledge.

16-26mths	22-36mths	30-50mths	40-60+mths

Communication, Language and Literacy
Writing

- Marks young children make when given a crayon, a brush or other tools.
- What children tell you about the marks they make.
- The marks children make and the meanings that they give to them, such as when a child covers a whole piece of paper and says "I'm writing".
- How children use writing to record things or to communicate, e.g. Marcus writes "Marcus, fz (Faraz) and tm (Tommy) on a drawing of himself and his two friends playing together.
- Instances of writing for different purposes such a labelling the contents on the outside of a box.
- How children make use of phonic knowledge as they attempt to write words and simple sentences, e.g. "I went to see fiyuwercs and hat to pc by the hut" (I went to see the fireworks and had to park by the hut).

16-26mths	22-36mths	30-50mths	40-60+mths

Communication, Language and Literacy
Handwriting

- The different ways young children make marks, e.g. in dough or playdough.
- Ways in which children begin to develop fine motor skills, e.g. the way they use their fingers when trying to do up buttons, pull up a zip, pour a drink or use a watering can.
- The way children control equipment and materials.
- The marks children like to make.
- Children's dexterity in using a range of tools in their play and writing.
- Children's formation of recognisable letters.

16-26mths	22-36mths	30-50mths	40-60+mths

Problem-solving, Reasoning and Numeracy
Numbers as labels and for counting

16-26mths	22-36mths	30-50mths	40-60+mths

- Awareness of number during play, such as number words used and when and why they use them.
- How children notice of choose a larger quantity.
- How young children show their understanding of number labels such as 1, 2, 3.
- The contexts in which young children use marks and symbols.
- Situations that prompt children to talk about numbers.
- The numbers children recite spontaneously in their games.
- Children matching one thing with another, e.g. glasses and straws.
- Children putting things in order of 'turn'.
- Children knowing that different numbers have different names.
- Children using the names for numbers accurately.
- The range of numbers that children refer to, and why they use certain numbers.
- Children's guesses about numbers of things and their ability to check them.
- Accuracy in the use of ordinals (first, second, third and so on).
- The strategies that children use to match number and quantity, e.g. using fingers of tallying by making marks.
- The personal numbers that children refer to, such as their age, house number, telephone number or the number of people in their family.
- Instances of children counting and irregular arrangement of up to ten objects.
- Children's methods of counting out u to six objects from a larger group, e.g. when children do a jigsaw together and share out the pieces counting to check everyone has the same number.
- How children begin to represent numbers using fingers, marks on paper or pictures.
- How children use their developing understanding of maths to solve mathematical problems, e.g. solving a debate about which of two piles of pebbles has more in it.

16-26mths	22-36mths	30-50mths	40-60+mths

Problem-solving, Reasoning and Numeracy
Calculating

- Occasions when young children gather things together, such as collecting several books or lining up cars.
- Children's interest in helping when an adult sorts the fruit at snack time, e.g. putting all the apples together.
- The deductions children make about whether there is some juice left, or whether it is 'all gone'.
- Children's attempts at estimation and their efforts to check by counting.
- How children engage with simple counting songs and games, e.g. 'Five currant buns'.
- When children begin to know about dividing things equally into two groups.
- The strategies children use that show they are working out whether a group of objects is the same or different.
- How children work out a solution to a simple problem by using fingers or counting aloud.
- Methods children use to answer a problem they have posed, e.g. "Get one more, and then we will both have two".
- How children find the sum of two numbers.
- The variety in responses when children work out a calculation.
- The ways children count repeated groups of the same size, e.g. counting the number of socks in five pairs.
- How children share objects, e.g. sharing eight crayons equally among four children and knowing that each child has two crayons.
- Children working out what remains if something is taken away.

16-26mths	22-36mths	30-50mths	40-60+mths

Problem-solving, Reasoning and Numeracy
Shape, Space and Measures

16-26mths	22-36mths	30-50mths	40-60+mths

- Children's strategies as they select and fit shapes in a puzzle or balance blocks on one another.
- Children's interest in and familiarity with the shapes of everyday objects.
- Observations make by children relating to shapes or patterns.
- When children begin to use some words that describe time, amount and size, e.g. when children say things like "me bigger" to a smaller friend.
- Children's skills in matching shapes and in completing puzzles.
- Children's recognition of shapes in the environment, e.g. that a roof has a triangle at one end.
- Children's ideas about why something is the correct size, e.g. a piece of paper to wrap a gift.
- How children apply their understanding of shape and space, e.g. knowing they need one flat shape and one that is 'pointy'.
- Children's use of mathematical names for shapes, such as 'circle' and 'triangle'.
- Children's interest in and observation of shapes, such as how some are the same or different.
- How children match some shapes by recognising similarities and orientation, e.g. Stevie looked at the rhomboid, saying "It looks like a boat". Picking up a triangle she says, "This one's different...it's only got three points".
- How children select a named shape for a particular purpose.
- Children's use of positional of directional clues, e.g. "We had to come round the park and past the shops".
- Children's ordering of two items by length or height, e.g. comparing the length of zips on coats: "Too long for your coat".
- Children's identification of a mathematical problem involving shape, space or measures and the ways they solve them.
- Children's use of positional language, e.g. "I'm near the end of the path".
- Works children use to describe comparisons and measures such as 'greater', 'smaller', 'heavier' or 'lighter'.

16-26mths	22-36mths	30-50mths	40-60+mths

Knowledge and Understanding of the World
Exploration and Investigation

- The things young children investigate repeatedly, e.g. becoming absorbed with opening and shutting.
- Children's actions and talk, in response to what they find and the questions they ask.
- How children examine objects and living things to find out more about them, e.g. observing plants and animals, or noticing the different materials that things are made of.
- How children express choices and preferences where verbal communication is through a language other than English.
- The changes and patterns that children notice.
- Instances of children identifying features of living thing or objects.
- Ways in which children find out about things in the environment, e.g. by handling something and looking at it closely.
- Instances of children investigating everyday events, such as why a bicycle stops when the brakes are presses.

16-26mths	22-36mths	30-50mths	40-60+mths

Knowledge and Understanding of the World
Designing and Making

- The things young children enjoy building, opening and closing or pushing and pulling.
- How children investigate by, for example, taking all the cushions from several areas, piling them up and jumping on top of them.
- How children are using tools, e.g. by using a stick to make holes in dough.
- How children link experiences and use their knowledge to design and make things.
- Children's developing skills in using tools, including which tools they choose for particular tasks.
- The ways that children make things, e.g. a child might use card scissors, glue, string and a hole punch to make a bag to carry some things home.
- How children construct for their own purpose.
- Children's own assessment of the fitness for purpose of the designs and the modifications they decide to make to them.

16-26mths	22-36mths	30-50mths	40-60+mths

Knowledge and Understanding of the World
ICT

- The ways in which young children investigate how to push, pull, lift or press pare of toys and domestic equipment.
- How children use the control technology of toys, e.g. a toy electronic keyboard.
- The skills children develop as they become familiar with simple equipment, such as twisting or turning a knob.
- How children coordinate actions to use technology, e.g. to dial a telephone number.

16-26mths	22-36mths	30-50mths	40-60+mths

Knowledge and Understanding of the World
Time

- Actions that show young children understand the sequence of routines, e.g. going to the cloakroom area when you say it is time to go outside.
- How children talk about the special events they experience in the home and in the setting.
- The ways children show their growing understanding of the past, e.g. familiarity with places or people seen previously.
- How children remember and recount a significant event, such as finding a dead jellyfish at the beach.
- The comparisons children make about what they can do now with what they could so when they were younger.
- How children refer to past events, such as how long ago it was since they visited the swimming baths.
- How a child compares experiences in their own life with those of others, e.g. comparing their own play and playthings with their grandparents' experiences of play and playthings.

16-26mths	22-36mths	30-50mths	40-60+mths

Knowledge and Understanding of the World
Place

- Responses to sights, sounds and smells in the environment and what they like about playing outdoors.
- The things children say about their environment.
- Children's interest in things they see while out for a walk.
- The questions children ask about features of the built environment, such as road signs.
- How children talk about the different features of the surroundings, such as the sizes, shapes, uses and types of buildings or spaces they notice on a walk to the shops.
- How children connect photographs to places in the environment and can work out a route, e.g. from the local shop to their setting.
- How children talk about and evaluate the quality of their environment, by, for example, talking about how the flower baskets improve the area, and how the litter makes it look untidy.

16-26mths	22-36mths	30-50mths	40-60+mths

Knowledge and Understanding of the World
Communities

- Young children's questions about differences such as skin colour, hair and friends.
- How children play, socialise and talk about family life.
- How children respond to a significant event, such as the birth of a baby or the death of a pet.
- The ways children recall special events such as a wedding they have attended.
- The interest children show in stories, music and dance from a range of cultures.
- How children talk about the practices and beliefs of their friends.
- How children express their attitudes such as about differences in skin colours.
- How children respond to information about people's unfamiliar lifestyles.

16-26mths	22-36mths	30-50mths	40-60+mths

Physical Development
Movement and Space

16-26mths	22-36mths	30-50mths	40-60+mths

- How young children move with their whole bodies to show their excitement, interest, amusement or annoyance.
- The sensory experiences of, for example, spinning, rolling, spinning. Rocking and physical contact with adults enjoyed with children.
- The ways in which young children are developing skills, sometimes creeping, crawling, climbing, walking and throwing.
- The new skills children continue to achieve such as jumping, kicking a ball or balancing on one leg.
- Chosen ways of moving and the way children experiment with movement and balance, turning upside down, crawling or rolling.
- How a child responds physically to stimuli such as seeing an aeroplane flying overhead.
- How children respond to different types of music.
- The way children try to copy movements or repeat skills they have achieved.
- How children join movements such as running, climbing, and turning.
- The different ways children use their bodies to express themselves imaginatively.
- How children move enthusiastically, using their arms and legs in a spontaneous dance or shaking their bodies in time to music, when they are sad, happy or excited.
- Children's increasing confidence in what they can do and their enjoyment of physical activities.
- Some of the strategies children find to avoid banging into one another, and objects, as the negotiate space.
- Children's skill development, deciding if it is exploratory and experimental or repetitive, and whether they are ready for a new challenge.
- Efforts to try something new and persevere at a skill.
- The ideas that children suggest to make things 'fair'.
- The different ways children find of moving across and off and on objects.
- How children combine movements to make simple sequences.
- The way children recognise the need to take account of space when they plan to do things such as building and demolishing a tower or riding a wheeled toy.
- The ways children negotiate equipment by, for example, balancing, climbing, sliding or slithering.
- Children's fine motor control when using a pencil or a brush.
- Children's free spontaneous movement and how they demonstrate control.

16-26mths	22-36mths	30-50mths	40-60+mths

Physical Development
Health and Bodily Awareness

- Young children's interest in bodily functions and when they communicate their needs.
- The choices young children make, for example, asking for the same story again and again.
- Patterns of play, such as repeatedly climbing on to and off a step.
- The signs, gestures or words young children use to convey what their needs are at any time.
- Children's recognition of their own needs, such as when they tell you their lace is undone and need help to fasten it.
- The ways children demonstrate understanding of healthy practices such as by saying they need a tissue, or putting a cup on the sink ready to by washed.
- Children's understanding that they need a rest or a drink after a burst of activity.
- How children indicate that they are hungry or need to wash their hands before starting to cook.
- Children's familiarity with hygienic practices, such as throwing used tissues in the bin.
- Children's understanding of what they need to do to maintain health, for example, a child telling others they are going to the dentist: "I need to have a check-up to keep my teeth strong".
- Children talking about and feeling their heart beating after running, without prompting from an adult.

16-26mths	22-36mths	30-50mths	40-60+mths

Physical Development

Using Equipment and Materials

16-26mths	22-36mths	30-50mths	40-60+mths

- Ways babies prefer to eat their food, such as grasping a spoon, using their fingers, or holding a folk.
- How young children begin to recognise the conventional uses of some objects, such as a cup for drinking.
- How children are developing fine motor movements of their fingers and hands to grip, twist, bang and make marks.
- How they are building up strength in their arms and hands through large muscle activities such as climbing.
- They ways children manage to make things work successfully, such as when they wheel a buggy, turn a whisk or 'vacuum' the carpet.
- The things that inspire children to want to create or construct.
- The variety of skills children use to manipulate materials and objects, such as picking up, releasing, threading and posting objects.
- Children's strategies, efforts and achievements in fastening and unfastening items such as containers, clothing and cupboards.
- Children's skills in fixing, creating play worlds and using materials and equipment safely and appropriately.
- Children's preferred hand for putting on clothes or using a paintbrush.
- Children's developing ball skills.
- Children's play patterns, identifying they ways they show interest in using a range of equipment and materials.
- The different ways children explore and manipulate materials.
- The tools children use to achieve effects.
- Some of the ways children demonstrate their understanding of the need for handling equipment safely, such as when they carry a chair, ensuring they point its legs towards the ground.
- How children use their skills when creating something they need in their play, or want to give to a friend.

16-26mths	22-36mths	30-50mths	40-60+mths

Creative Development

Being Creative – Responding to Experiences, Expressing and Communicating Ideas.

- The ways that young children may repeat actions or make tuneful sounds as they climb steps, or step up and down from a stool.
- Word plays, signs, body language and gestures that young children use in response to their experiences, e.g. a child may jump up and down or whirr around when they are excited, or eagerly engaged.
- The ways children capture their experiences by, e.g. finding materials to make wings from large pieces of fed paper after watching some ladybirds in the garden.
- The ways in which children explore materials and the effects they can create, e.g. making swirling lines with scarves and streamers by twirling round.
- The connections children make as they respond to different experiences, e.g. remembering being cold at Diwali and seeing the cheery lights may inspire one child to begin to dance like the flames of the Diwali lamps.
- How children respond to new experiences and how they respond differently to similar experiences, e.g. a child may run around moving their arms rhythmically when they see or hear a train, or run along calling "train, train" as if they are trying to catch up with it, while another day they may draw, paint or represent the power of the train.
- How children design and create, either using their own ideas or developing those of others.

16-26mths	22-36mths	30-50mths	40-60+mths

Creative Development

Exploring Media and Materials

- The processes which children engage in as they explore and experiment with media.
- The inventive ways in which children add, or mix media, or wallow in a particular experience.
- Children's growing interest in and use of colour as they begin to find differences between colours.
- How one child spontaneously makes lots of 'spiral' marks and movements on their paper, while others may imitate each other's movements.
- How children begin to describe the objects they represent.
- The patterns and structures children talk about, make or construct.
- The inventive ways in which children mix colours.
- The decisions that children make about colour choices.
- How children experiment to create new effects and textures, e.g. by drizzling glue over wool, or squirting pools of colour on to paper.
- How children combine their creative skills and imagination to create something new, such as when a small group of children are using large blocks to represent their experience of a visit to the ferry port. After much discussion and negotiation they make arrows for the one-way system and a variety of signs and symbols. They tell ht e stories of people who will go on the ferry and wonder about whether on family will get there on time.
- The numerous ways in which children create and construct, and how their explorations lead to new understandings about media.

16-26mths	22-36mths	30-50mths	40-60+mths

Creative Development

Creating Music and Dance

- How children like to use shakers, blocks and body movement when they hear music, or to explore sound.
- Children's responses to different songs, dance or music.
- The ways children choose to explore sound, song or movement, e.g. a group of children explored a rainforest theme through music and movement. Some used instruments to make the sounds of the rainforest, while others imitated the movements of rainforest animals.
- Children's interest in exploring sound, rhythm and the arts such as when, in response to listening to music that represents the sea, the children composed their own sound picture. This led them into planning and constructing a pirate shop in the role-play area and using materials in the art and technology area to make hats, flags and other props to support their play.

16-26mths	22-36mths	30-50mths	40-60+mths

Creative Development

Developing Imagination and Imaginative Play

- How children may turn to pretend play when an object comes to hand, e.g. when a child uses a wooden block as a telephone.
- Children's make-believe play in order to gain an understanding of their interests.
- The range of experiences children represent through imaginative play.
- How children respond in different ways to stories ideas and their own life experiences
- The way stories are developed in children's play, e.g. children may start 'swimming' on the 'beach' and extend their storyline into a meeting with a mermaid and their adventures with her.

16-26mths	22-36mths	30-50mths	40-60+mths