

Early Years SEND Developmental Toolkit

Early Years and Special Educational Needs Inclusion Services

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Introduction

The Peterborough Early Years SEND Developmental toolkit will help Early Years settings and schools to support tracking, target setting and strategies to support next steps. It links the Early Years Development Matters observation check points and Early Learning Goals, with the Early Support materials and includes additional 'small steps'. The document is designed to be used by practitioners in early years settings and schools to support assessing children's development, plan the next steps and review progress. It can be used for all children but has been developed for use with children who may have emerging, developing or identified SEND. Through its use, learning can be more easily tracked, recorded and small steps of progress identified and celebrated. This document can also be used to support practitioners in identifying outcomes (longer term) and appropriate small step targets (short term) to work towards these.

The document is broken down into three main columns as identified below:

Age phase: This section identifies the month age phases and the associated 'Ranges' from Birth to Five Matters as well as the 'Observation checkpoints' from the non- statutory curriculum guidance.		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	Developing children's (area of development) will support them to:
This column identifies descriptors of typical development /developmental milestones taken from the Early Support materials.	This column identifies smaller steps that children with SEND may need to work towards as they learn and develop.	This column explains why we are supporting this area of development and how it impacts on future development and learning. It also provides suggestions on how you can support in the setting.
Useful links and resources:	This section identifies possible resources and links that may prove beneficial to refer to.	

Identify the child's chronological age in the top box, then look at the first column for the descriptors of development. Do these broadly match the child's current skills/knowledge and development? If not, look back an age phase at a time, until you have a 'best fit' description of the child's level of development i.e. the things described in this column best describe the skills/abilities etc. of the child in the given area of learning and development. Use the Small Steps column to support planning and for tracking smaller steps of progress - where children require developmental milestones to be broken down further.

Here is an example for what you will find throughout the document:

0-3 months Development Matters 0-3 years; Birth-5 Matters Range 1		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	Developing children's self-regulation will support them to:
Feelings and Behaviour: <ul style="list-style-type: none"> • Relaxing when held. • Responds to approaches that may calm for example, patting, rocking, wrapping and cuddling. • Smiles or quieters to familiar voice/face. • Sucks on hands, clothes or pacifier to calm self • Maybe soothed by rhymes, music or songs • Stops crying when picked up. 	Feelings and Behaviour: <ul style="list-style-type: none"> • Reacts to auditory stimuli e.g. startles to loud or noise. • Reacts to visual stimuli e.g. pupils react to light, blinks when object approaches face (defensive blink). • Reacts to tactile stimuli e.g. turns head when cheek is touched near mouth. • Watches face intently. • Maintains eye contact for brief periods. 	<ul style="list-style-type: none"> • Have their basic needs met. • Co-regulate with a trusted familiar adult. • To recognise that they have feelings and emotions and what they are called. • To understand that everyone has feelings. • To Learn that all feelings are ok, but not all responses are. • Label emotions and begin to understand how each emotion physically feels. • Accept help from an adult to regulate. • To develop their own self-regulation strategies to use when upset or frustrated. <p>Suggestions on how you can support:</p> <ul style="list-style-type: none"> • Find out what strategies calm the child e.g. rocking, cuddling or singing. • Make sure the child is not hungry, tired, hot, or cold. • Complete a sensory profile of the environment and for the child. • Consider your own emotional response before attempting to calm and co-regulate. If more appropriate, step back and allow another trusted adult to support. • Reflect on language used, always reinforce the action/behaviour you want to observe e.g. "Walk" • Using the word 'stop' supported by a hand gesture or visual, rather than using the word 'no!' • Acknowledging, validating and labelling children's feelings e.g. 'you feel very cross your tower was broken.' • The child may not be able to explain why they have done something inappropriate. Developmentally they

		<p>do not have the emotional understanding or language. Key adults will need to support the child to find a better way to express themselves this could be by modelling the behaviour you wish the child to use.</p> <ul style="list-style-type: none"> • Do not insist on the child saying sorry, rather providing the child with the actions and support to 'put it right'. • Time in not time out. • Consider keeping an ABC chart or anxiety mapping to record the child's behaviour if appropriate. • Having quiet and calm spaces in the environment, with soothing baskets and resources linked to children's individual sensory profiles. • Introducing strategies to calm as part of the everyday routine e.g. mindfulness, breathing exercises, calm down bottles or access to calming spaces. • Provide regular opportunities for children to be active and access to the outdoor learning environment. • Allow sensory support, such as a fiddle toy or movement, to aid listening and attending. • Consider a support plan/risk reduction plan to ensure consistency in responses and strategies. The plan will also support reflection and changes if an incident occurs. This will need to be completed and shared with parent/carers. <p>Helpful Resources:</p> <p>https://www.suttontrust.com/our-research/self-regulation-in-the-early-years/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit</p> <p>Self-regulation in the early year's webinars by Julian Grenier</p> <p>https://www.youtube.com/watch?v=RmcJdaLEr48</p>
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Inclusive Practice: Supporting Young Children with SEND

The Early Years Foundation Stage (EYFS) says that 'every child deserves the best possible start in life and the support that enables them to fulfil their potential.' Practitioners are required to think about the needs, interests and stage of development for all the children in their setting and use this information to develop their provision and support their planning. Practitioners have a responsibility to identify children's emerging needs and work with parents to support them. In addition to the requirements of the EYFS, settings need to comply with the Equality Act, 2010 and have regard to the Special Educational Needs and Disability Code of Practice 0-25 (SEND CoP, 2015).

The SEND Code of Practice (2015) identifies that settings should adopt a graduated approach to meet young children's special educational needs. The graduated approach consists of four stages: assess, plan, do, review (APDR) and sits alongside the process of observation, assessment and planning (OAP) used within early years settings.

The Two-Year Integrated Review in Peterborough

The Healthy Child Programme:

The Healthy Child Programme provides a national universal public health programme for all children and families in the UK, which requires health visitors to carry out a *health and development review* for children between age 2 and 2.5 years.

Similarly, the Early Years Foundation Stage Statutory Framework requires that Early Years settings review a child's learning and development through a *progress check* at two years old.

In Peterborough, we integrate the assessments. There are two ways in which this happens. Either:

- by sharing information from each assessment between parents, health visitors and the early years setting OR
- for those children where more support is needed, a **joint meeting** will take place to share the information and decide the next steps for appropriate support.

In this instance, the Integrated Review is completed jointly based on information provided by the child's parents, the health visitor and the educational setting.

The joint meeting or Integrated Review provides an opportunity to discuss the child's development and family life, how they communicate, eat, sleep, grow, play, as well as their personal social and emotional behaviour. The review meeting is usually arranged by the early years setting at a time to suit the parents and when the child can be present too.

The Integrated Two-Year Review gives a full picture of the child's development and needs, and what should be done to support the child's development and learning at the earliest opportunity.

For advice on how to carry out The Integrated Review go to: <https://help-for-early-years-providers.education.gov.uk/support-for-practitioners/integrated-reviews>

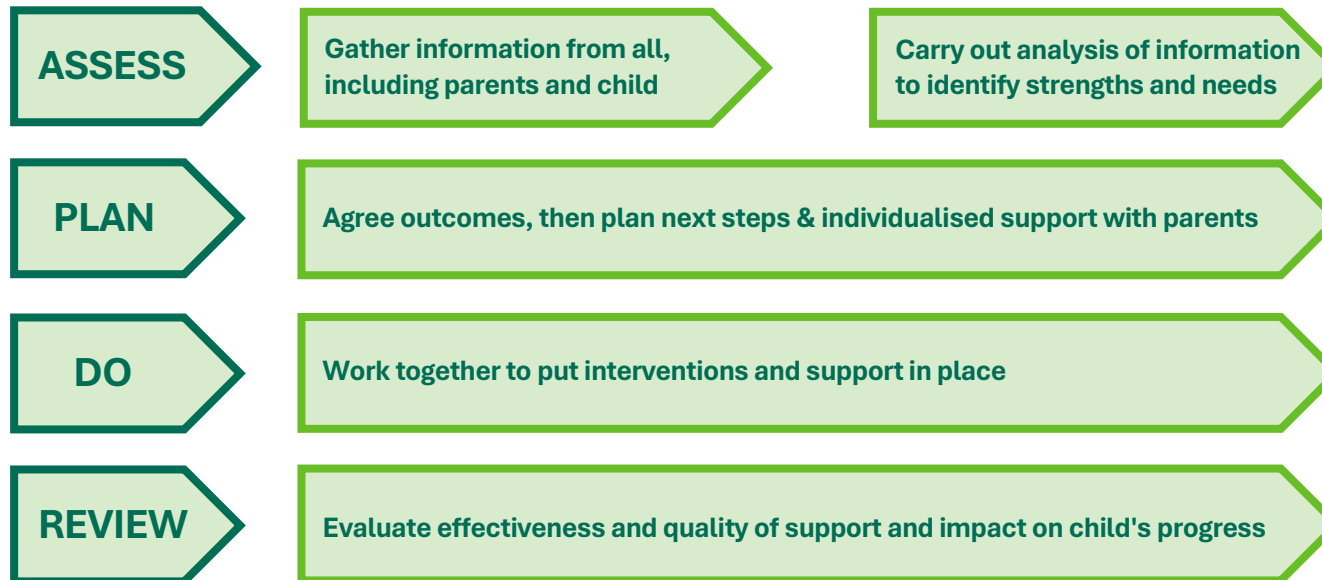
The Graduated Approach

All children develop at different rates. Their learning is not linear, and many may experience short term difficulties along the way. Learning can also be affected by external factors, such as the arrival of a new baby or moving settings. With the right support at the right time, many of these difficulties can be short-lived and the child will continue to make progress. For children with emerging needs the setting should ensure it follows the graduated approach of assess, plan, do, review:

- Assess the needs, by careful observation, discussion with parents/carers, use of developmental guidance as appropriate, e.g. Development Matters, Birth to 5 matters, Early Years Developmental Journal, Speech and Language screening tool, What to Expect When in The Early Years Foundation Stage: a guide for parents.
- Plan to support those needs, including using the guidance in this document. Consider developing an Early Years SEN Support Plan with parents.
- Do (implement) the support. Give it sufficient time to see if it works.
- Review the impact of the support and alter if necessary. Continue using the plan, do, review cycle.

This may be all the child needs in many cases. Once the child's needs are being met, they may begin to make good progress. However, if despite this support the child is still experiencing difficulties, further action may be needed to access specialist advice.

The “Assess, Plan, Do, Review” (APDR) cycle can be summarised as follows:



The Graduated Approach – Guidance for Peterborough Early Years Settings (Childminders, Pre-schools, and Nurseries)



Outcomes

An outcome can be defined as the benefit or difference made to an individual as a result of an intervention' (SEND CoP, 2015).

Outcomes are the end result, achieved over a longer period of time. Outcomes would usually be written with a view to being achieved by the end of EYFS, but for very young children they are more likely to be developed for a 12-month period. Outcomes can be broken down into smaller steps or targets that are worked towards through the differentiation and modification of the provision on offer within the setting; delivery of particular/specific interventions; and by practitioners implementing strategies and approaches designed to address individual needs.

Although they are longer-term aims, outcomes should still be S.M.A.R.T. in the way they are written.

Targets

A target identifies the next step(s) the child needs to achieve to progress towards the outcomes identified and move their development forward. Where possible use the child's interests and what they are motivated by as your starting point. This means targets are short term. In Early Years, targets would usually be set for a 6–8-week period. Activities designed to support children's progress towards achieving targets should; be built into provision on offer within the setting (e.g. use of enhancements etc.); be planned for in small group times and sometimes may need to be planned for short periods of 1:1 time. Approaches and strategies for practitioners to use should be built into all aspects of their practice.

Targets should always be S.M.A.R.T. in the way they are written.

What is a SMART Target?

Specific – can you easily identify what the child will be able to do/say when they have met the target?

Measurable – can you easily tell if the child has achieved the target?

Achievable – Is the target the appropriate next small step based on where the child is currently 'at'? Is the target 'do-able' Have we got the resources? Have we got enough time? Have we got the right environment?

Relevant - does the target work towards the outcome that has been identified?

Time bound - Have a specified date by which the child will have successfully achieved, and the target will be reviewed.

When setting targets, it can also be helpful to think in terms of who is going to do what, under what conditions, and with what degree of success. Practitioners also need to think about the activities, resources, strategies and approaches they will use to support the child when working towards the targets set. Use careful observation to inform target setting and outcome planning.

Examples of outcomes and targets and how they relate to each other.

Outcome - 6-12 months/end of EYFS	Target - 6/8 weeks
In 6 months time Muhammed will begin to use a small number of single words to name preferred objects/actions in structured situations with a familiar adult	In play Muhammed will vocalise the animal sound for lion, dog, cat, in imitation of an adult 50% of the time
In 12 months' time, Bonnie will be able to feed herself independently with a fork and spoon at every mealtime	Bonnie will be able to take a pre-loaded spoon from her dish and place it in her mouth on three occasions at each mealtime, with hand under hand support
By the end of the EYFS Safina will be able to share and take turns independently as part of a small group of 2-3 peers in all areas of continuous provision	Safina will take part in a tabletop game with an adult and one child taking turns for 3 turns each

Use of language when writing outcomes and targets

Careful use of language, especially when writing targets, allows skills/development to be broken down into manageable chunks and make it possible to evidence children's small steps of progress more easily. For example, a child may have an outcome related to engaging with activities in all areas of provision within the setting. When breaking this down into shorter term targets these might be:

- For the child to initially tolerate visiting different areas within the setting.
- Begin, with support from an adult, to engage with activities/resources in different areas of the setting.
- Regularly engage with activities/resources in different areas of the setting with adult support.
- Begin to engage with activities/resources in different areas of the setting independently.
- Consistently and independently engage with activities/resources in different areas of the setting.

So, when looking at the 'small steps' section of the document, remember that you can modify the language in this way to make the 'small steps' more of an appropriate target for a child. If including a target 'with adult support' or 'prompted by an adult' etc. you need to say what support or what type of prompt e.g. physical, modelling, gestural, verbal and then what support this will be. For example, physical support could be hand under hand, touch at the elbow, touch at the wrist etc.

Accessing further support and advice

Peterborough Early Years and Childcare:

Peterborough Early Years and Childcare – SEND:

Early Childhood Specialist/Request for Support Documents/SEN Support Documents/EHCP Report Examples/Transitions - <https://learntogether.peterborough.gov.uk/early-years-and-childcare/send>

Peterborough Early Years and Childcare - <https://learntogether.peterborough.gov.uk/early-years-and-childcare>

SEND Information Hub (Local Offer) Early Years and Child Care - <https://fis.peterborough.gov.uk/kb5/peterborough/directory/family.page?familychannel=1>

Other useful resources:

Early Years SEND Hub/ Caverstede - <https://learntogether.peterborough.gov.uk/early-years-and-childcare/send>

Council for Disabled Children Early Years SEND - https://councilfordisabledchildren.org.uk/resources/all-resources/filter/early-years-send?gad_source=1&gclid=EAlaIqObChMIpa-zt9bYhgMVCZFQBh0_SgBPEAAYAAEgKoEvD_BwE

A Celebratory Approach to SEND Assessment in the Early Years - <https://www.pengreen.org/a-celebratory-approach-to-send-assessment-in-the-early-years/>

What to expect, when? - This is a useful guide to children's learning and development for parent/carers and practitioners. It can be found at [Foundationyears.org.uk/what-to-expect-when](https://foundationyears.org.uk/what-to-expect-when).

NASEN - <https://nasen.org.uk/early-years>


Communication & Language: Listening and Attention

0-3 months

(Development Matters 0-3 years; Birth-5 Matters Range 1)

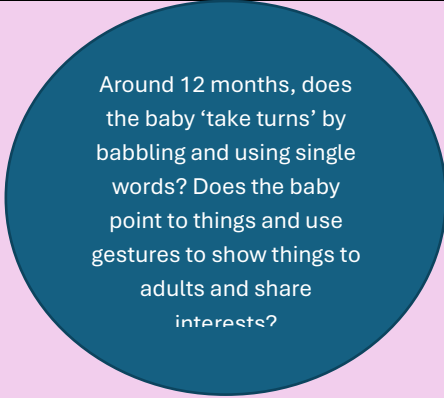
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	Developing children's listening and attention skills will support them to:
<p>Hearing/Listening & responding:</p> <ul style="list-style-type: none"> Alerting/showing awareness when talked to Listening to voice or other sounds especially when close by e.g. baby goes still, quietens, stops crying. Shows excited body movements and may turn towards speaker. Listening and beginning to show different response to different sounds e.g. alarmed by loud noise, soothed by music. Beginning to learn where voice comes from e.g. finding face very close by Turns eyes and/or head towards voice/sound. Reacting differently to different voices and tones of voice e.g. soothing and negative tones (smiles, cries, frowns, moves limbs) Appears to recognise and be most responsive to parent's voice e.g. smiling responsively to parent's voice/presence Attention/Concentration: Gazes for a long time at your face, especially when feeding. Adjusting body to other person's movements Turns head/eyes towards diffuse light or interesting objects. Responding to approach of parent e.g. by stilling Attention is attracted and held when you use lively facial expression, child directed speech (voice with varied tone and volume) Copies facial expression and mouth shapes e.g. sticking out tongue, opening mouth, widening eyes. Gazes at non-moving object for few seconds Interested in new experiences e.g. shows renewed interest if you present a different toy. 	<p>Hearing/Listening & responding:</p> <ul style="list-style-type: none"> Reacts to auditory stimuli e.g. startles to loud or sudden noise. Turns head towards familiar carer's voice. Turns eyes towards familiar carer's voice. Habituates to previously presented stimuli Attention/Concentration: Responds to a range of auditory/visual/tactile stimuli e.g. stilling, eyes widen, limbs move or slow, grimace, movement of lips, changing in sucking patterns, change in breathing patterns, whimpering sounds, cry etc. Responds positively to touch/voice of familiar person e.g. stilling, eyes widen, limbs move or slow, movement of lips, changing in sucking patterns, change in breathing patterns, cooing sounds, smile etc. Makes own sounds when familiar carers are nearby. Shows behaviour that can be interpreted as dislike of specific auditory, visual or tactile stimuli e.g. eyes widen, limbs move, breathing changes, quietens, grimaces, whimpers, cries. Shows behaviour that can be interpreted as liking specific auditory, visual or tactile stimuli e.g. eyes widen, limbs move, breathing changes, quietens, smiles, sighs, laughs. Uses all available senses to explore objects e.g. using vision, touch, hearing, mouthing. Prefers to look at faces rather than complex patterns. Fleeting attention Other: Reacts to visual stimuli e.g. pupils react to light, blinks when an object approaches face (defensive blink). Reacts to tactile stimuli e.g. turns head when cheek is touched near mouth. 	<ul style="list-style-type: none"> Hear and tune into environmental sounds and voices. Listen and remember sounds. Distinguish between and respond to certain sounds. Make connections between familiar sounds in the environment and what is happening next. Engage in activities and play games. Build friendships and take turns in conversations with others. Follow routines and make successful transitions. Develop an interest and enjoyment of sharing books and listening to stories. Flourish in their learning through increased focus and engagement. Prepare for future learning in phonics (differentiate between sounds in words), reading and writing. Prepare for future learning in music, dance and all creative arts. <p>Suggestions on how you can support in the setting:</p> <ul style="list-style-type: none"> It is important to observe attention and listening in a variety of situations to establish the child's most secure level of attention. When we are confident in our assessing and monitoring then we can support the child at their attention level and put in appropriate support strategies. Ensure a listening-friendly environment and consider the following: <ul style="list-style-type: none"> Level of distraction, particularly during focussed activities and group times, such as story sessions. Areas identified in the setting that are quiet with calming activities. A visually calm environment. Children's attention is gained before giving an instruction. <p>For children requiring further support, focus the child's attention before giving instructions e.g. Name.... Listen....</p> <ul style="list-style-type: none"> Instructions are broken down and repeated to support understanding.

		<ul style="list-style-type: none"> • Where appropriate visual strategies support information, routines and instructions. • There is a combination of activities for individual children and small groups. • As children progress through the attention levels, specifically teach good listening skills and give specific praise when a child changes their own focus of attention. <p>Helpful Resources:</p> <p>https://www.peterborough.gov.uk/children-and-families/family-hubs/speech-and-language-development</p> <p>https://help-for-early-years-providers.education.gov.uk/communication-and-language/listening-and-understanding</p> <p>https://www.youtube.com/playlist?list=PLmmlG7jutl-05px4lUrDc_u5KqJ1CFSTr</p> <p>https://www.elklan.co.uk/</p> <p>https://www.cpft.nhs.uk/speech-and-language-therapy-toolkit/</p> <p>https://www.icancharity.org.uk/</p> <p>https://speechandlanguage.org.uk/</p> <p>https://learntogether.peterborough.gov.uk/asset-library/using-slc-role-reflective-tools.docx</p>
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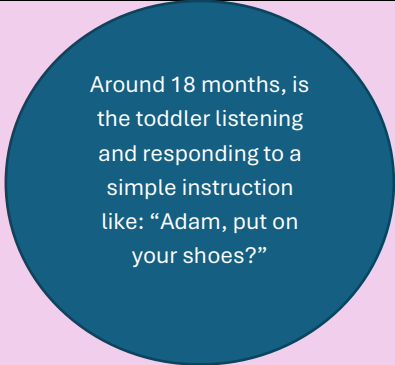
3-6 months (Development Matters 0-3 Years; Birth to 5 Matters Range 1)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<p>Hearing/Listening & responding:</p> <ul style="list-style-type: none"> • Orienting towards sources of sound e.g. adjusting head or head/body towards sound. • Reaching out to source of sound locating in direction to each side at ear level, to each side above and below ear level. • Beginning to show recognition of familiar sounds e.g. excitement at water running in the bath or pleasure at return of brother or sister. • Puzzled expression or changes behaviour when hears something new or unexpected e.g. a police siren. • Beginning to discriminate between fast and slow sounds, loud and quiet sounds, long and short sounds. • Copying non-speech sounds e.g. cough, raspberry • Turning to parents' voice when parent is sitting near them. • Listens to parents' voice even if s/he can't see them. • Showing prolonged interest when talked to e.g. is more excited or pays more attention or vocalises more. • Repeats action to make sound again e.g. shaking rattles, squeezing noise makers, kicking at baby gym. <p>Attention/Concentration:</p> <ul style="list-style-type: none"> • Looks around room with interest; visually scans environment for new and interesting objects and events. • Recognising familiar rhymes and games e.g. showing excitement, smiling, stilling. • Attending to parents, toys etc. for longer periods if not distracted by the introduction of something new. • Shows interest in moving pictures and sound – for example on television. • Can shift visual attention by looking from one object to another and back again. • Showing eager interest in anything new – switches attention to any new distracting event/sound • Joining in familiar joint game with a toy. 	<p>Hearing/Listening & responding:</p> <ul style="list-style-type: none"> • Turns to very quiet noises made on each side (if not too occupied with other things). • Discriminates between familiar and unfamiliar voices <p>Attention/Concentration:</p> <ul style="list-style-type: none"> • Exploring objects visually as turns them in their hands. • Beginning to show an interest in and preference for novel patterns. • Follows moving object until it is no longer visible – maintains gazes briefly at point of disappearance. 	 <p>Around 6 months, does the baby respond to familiar voices, turn to their own name and 'take turns' in conversations with babbling</p>

<ul style="list-style-type: none"> • Beginning to show interest in what you are doing e.g. reaches towards you and toy when you are playing with a musical toy. • Looks towards place where parent/carer is looking. • Awareness of events in his/her environment e.g. searches with eyes when hears familiar person come into the room. • Fixes gaze on interesting toys/objects at 15-25cm and watches them for several seconds. • Turns to follow a moving toy. • Follows adult's pointing gesture and/or head turn. 		
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6-9 months (Development Matters 0-3 Years; Birth to 5 Matters Range 1)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<p>Hearing/Listening & responding:</p> <ul style="list-style-type: none"> Recognises familiar environmental sounds e.g. washing machine, microwave, footsteps. This is shown by quietening, consistent reactions, turning to look at source of sound. Turns immediately to familiar voices across a room. Recognises and responds to own name e.g. turns or looks up in response to name. Recognises some family names e.g. mummy, daddy, names of siblings. Showing awareness of difference between vowel sounds 'oo' and 'ah' e.g. cuddles teddy – 'ah', points to picture of train 'oo' Bouncing rhythmically when being sung to or listening to music Showing selective listening – ignores sound/voice while concentrating on listening to something else. <p>Attention/Concentration:</p> <ul style="list-style-type: none"> Beginning to have attention directed to object by adult with voice, sound or touch by a pointing gesture. Follows another's gaze to an object and sometimes attends to it for a while – 'joint reference'. Looks at an object then back to an adult to direct adult attention to it (initiating joint attention) Pays attention to pictures when named by adults. Stops turning pages to feel textures in a book. Anticipates actions, tickles and so on from sounds and tunes of songs and rhymes, e.g. giggles at the end of 'Round and Round the Garden' waiting for the tickle to come. 	<p>Hearing/Listening & responding:</p> <ul style="list-style-type: none"> Can recall one item given verbally (when the item is familiar/known) – auditory memory. Attends to symbolic sounds and begins to relate them to the appropriate animal, object or toy. <p>Attention/Concentration:</p> <ul style="list-style-type: none"> Attention beginning to move from fleeting (easily distracted with attention easily caught by one stimulus. then another) to rigid – ignoring external stimuli to focus on concrete task of won choice (appears to be 'ignoring' or 'stubborn'). Independently explores toys/resources using repetitive strategies. Persists with single action task if initially unsuccessful e.g. presses a switch a second time to cause an action if it didn't work the first time. 	

9-12 months (Development Matters 0-3 Years; Birth to 5 Matters Range 1)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
Hearing/Listening & responding: <ul style="list-style-type: none"> Recognises the voices of key people in his/her life. Understands the meaning associated with some environmental sounds e.g. hears sound of a key in door and looks expectantly. Locates the direction sounds come from by looking appropriately in the direction of the sound. Enjoys listening to some simple stories or songs repeatedly. Attention/Concentration: <ul style="list-style-type: none"> Watches people and events for a long time (several minutes) Showing interest in and paying attention to what people have to say for a short time. Becoming absorbed in an activity and ignoring what is going on around them e.g. someone talking to them. Can play by focusing his/her attention on the same toy as another child at the same time. Explores new objects in orderly way to investigate cause and effect e.g. can pull on a string to get connected toy. Interested in things that go together for example cup and saucer. 	Hearing/Listening & responding: <ul style="list-style-type: none"> Can recall one item given verbally (when the item is familiar/known) – auditory memory. Attends to symbolic sounds and begins to relate them to the appropriate animal, object or toy. Attention/Concentration: <ul style="list-style-type: none"> Attention beginning to move from fleeting (easily distracted with attention easily caught by one stimulus then another) to rigid – ignoring external stimuli to focus on concrete task of won choice (appears to be 'ignoring' or 'stubborn'). Independently explores toys/resources using repetitive strategies. Persists with single action task if initially unsuccessful e.g. presses a switch a second time to cause an action if it didn't work the first time. 	 <p>Around 12 months, does the baby 'take turns' by babbling and using single words? Does the baby point to things and use gestures to show things to adults and share interests?</p>

12-15 months (Development Matters 0-3 Years; Birth-5 Matters Range 2)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<p>Hearing/Listening & responding:</p> <ul style="list-style-type: none"> Imitating things they hear or see around them, phrases, parts of games and actions. Showing interest in what adult is doing e.g. approaches to find out what adult is doing when they're making noise • Enjoying nursery rhymes and simple stories and demonstrating listening by trying to join in with actions or vocalisations. Responds appropriately to an increasing range of sounds, words, phrases by listening alone. <p>Attention/Concentration:</p> <ul style="list-style-type: none"> Stays absorbed in activities and can ignore distractions for at least 30 seconds. Intensely curious, exploring objects, rooms and outside areas (NB: if child is not yet mobile, they may show curiosity by pointing or looking at areas/objects they would like to explore). Watches and listens to others, copying some behaviours in own play. Follows with eyes when others point to distant objects – over 3m away. Attends to pictures for a short time labelling and making a comment – this could be done with adult guidance or independently. Shows problem solving skills after demonstration by adult or older child e.g. uses stick to obtain object out of reach, puts toys in bag or packets if too many to carry. Experiments – tries something and then reflects on it and tries something else e.g. if a puzzle piece doesn't fit, tries it in the other holes. 	<p>Hearing/Listening & responding:</p> <ul style="list-style-type: none"> Sometimes reacts to familiar words/phrases they overhear Glances in direction of adults when adult action catches their attention. <p>Attention/Concentration:</p> <ul style="list-style-type: none"> Level of distractibility is reduced as ability to focus attention on something of interest takes over – attention is rigid and single channelled. When engaged with adults in highly motivating activities begins to attend for gradually increasing periods. 	<ul style="list-style-type: none">

15-18 months (Development Matters 0-3 Years; Birth-5 matters Range 2)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
Hearing/Listening & responding: <ul style="list-style-type: none"> Beginning to fill in a missing word when adult leaves a pause – especially in rhymes or familiar stories/books. Attending to speech directed at them and listening with interest to general talk. Attention/Concentration: <ul style="list-style-type: none"> Focusing attention strongly on single task or activity if involved in something – may be difficult to distract. Is persistent in completing tasks and activities with more than one part e.g. puzzle, posting etc. Persisting with an action or remembering what to do again after a wait e.g. turning a roller and waiting until tune is finished before rolling again or opening the lid of a music box to start the music. Sharing longer, sustained attention in games or interaction e.g. listening to familiar story. Uses visual memory to find a toy when hidden under one of 2/3 covers laid out in a row. Plays 'give it to me' activities. Plays 'ready, steady, go' or '1, 2, 3, go' games. Listening and waiting or sometimes imitating alongside speaker. Copies things they see and hears others doing around him/her e.g. phrases, parts of games and actions. 	Hearing/Listening & responding: <ul style="list-style-type: none"> Accurately and consistently matches sounds to an object e.g. finds cow when hears 'moo' in small world play. Imitates single words/ two-word phrases after they have been modelled by an adult in focused play. Attention/Concentration: <ul style="list-style-type: none"> Imitates actions of an adult or peer after an adult has drawn the child's attention to the action. Shows interest in books and stories when supported by visuals e.g. story sacks, puppets or other props. Will sometimes respond to 'one mor e...' without additional support from an adult. 	 <p>Around 18 months, is the toddler listening and responding to a simple instruction like: “Adam, put on your shoes?”</p>

18-21 months (Development Matters: 0-3 Years; Birth-5 Matters: Range 3)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
Hearing/Listening & responding: <ul style="list-style-type: none"> Joining in actions and vocalisations in nursery rhyme games e.g. 'Incy Wincey Spider' or 'Wheels on the Bus' Listens with interest to stories and familiar expressions that parents make and noticing deliberate mistakes or pauses Attention/Concentration: <ul style="list-style-type: none"> Beginning to follow simple requests to find something in another room. Continuing to be strongly self-directed Continuing to attend strongly to a single task or activity; may need more adult persistence to attract or direct attention. Sharing interest in a toy with adult e.g. bringing, showing or pointing at toy Makes pretend sequences – e.g. pouring pretend tea, then drinking, washing then drying a doll, getting into a toy car and going to work. Remembers little bits of tunes and will 'sing' them for self or others. Discriminates between circle and square on a puzzle (i.e. looks at shape of piece and shapes on board and fits them together correctly) Shows sustained interest in looking at pictures/books with adult. Beginning to look at pictures or feel tactile or object parts of story while listening to story. 	Hearing/Listening & responding: <ul style="list-style-type: none"> Begins to join in with actions when prompted with a word or gesture by an adult. Joins in with actions and vocalisations for very familiar songs. Joins in with approximating key words in very familiar stories. Attention/Concentration: <ul style="list-style-type: none"> Produces single actions in pretend play. Imitates a second action modelled by an adult to extend the child's single action into a short sequence. Imitates two action sequence of play modelled by an adult. Produces two action sequences of pretend play. 	

21-24 months (Development Matters: 0-3 Years; Birth-5 Matters: Range 3)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
Hearing/Listening & responding: <ul style="list-style-type: none"> Picks out a familiar sound even when there is background noise, e.g. "Dinner time", "No!" or "Stop now". Recognises and joins in with songs and actions, e.g. 'The Wheels on the Bus'. Shows awareness of loud and soft sounds and reflects these in their speech. Selecting a number of objects from a small group when named Attention/Concentration: <ul style="list-style-type: none"> Attending for longer period if an adult is talking to and interacting with them. Imitates longer sequences in play e.g. copies adult pouring tea, putting in sugar, stirring then giving to doll. Remembers a sequence of activities and events i.e. tells parents what s/he has done or seen e.g. 'mummy, train, ice cream'. 	Hearing/Listening & responding: <ul style="list-style-type: none"> Responds to familiar sounds when supported by visual clues e.g. tidy up music when supported with a gesture/sign or picture. Attention/Concentration: <ul style="list-style-type: none"> Attends to self-chosen activity for 2 minutes. Attends to self-chosen activity for 2-5 minutes with prompts to refocus and support to stay on task Imitates three action sequence of play modelled by an adult. When prompted with objects/pictures can tell parents what s/he has done. 	

24-30 months (Development Matters: 0-3 Years; Birth-5 Matters: Range 4)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<p>Hearing/Listening & responding:</p> <ul style="list-style-type: none"> Noticing a deliberate mistake in story telling or a rhyme. Listens to music and responds when it is turned off, e.g. stops singing or dancing or turns to look at the stereo. <p>Attention/Concentration:</p> <ul style="list-style-type: none"> Watches and observes people carefully. Self-corrects during an activity without adult prompting e.g. tries to fit a puzzle piece in the wrong space, then changes to then right space. Becoming more amenable to adult participation and direction. Waits for a little longer when told – 'just a minute'. Continuing to be strongly focused on their own interests but more flexible in shifting attention e.g. may stop activity to listen to you. Engaging in more extended joint play with parent involving turn taking and objects. Accepting direction more easily when attention is not so intently focused. Beginning to show increased interest in adults' focus of attention e.g. 'what's doing?', 'what's that?' Being able to sit at small table and concentrate on independent task for few minutes. Being able to sit at small table and engage in adult led activity for 5-10 minutes. 	<p>Hearing/Listening & responding:</p> <ul style="list-style-type: none"> Begins to respond to what they over-hear/over-see and may modify behaviour e.g. hears peer being praised/getting a sticker and copies. Remembers and recalls a spoken list of two items. Can identify a picture or object with two key elements e.g. girl sleeping. <p>Attention/Concentration:</p> <ul style="list-style-type: none"> Attention remains single channelled, but ability to 'switch' full attention from own task to adult (and back again) with adult support is developing. Can wait for short periods when supported by an adult with visual reminders e.g. 'wait' gesture/sign/picture/symbol, sand timer etc. Attends to self-chosen activity for 5 minutes. Attends to adult led activity for 2 minutes. Attends to adult led activity for 2-5 minutes with prompts to refocus and support to stay on task. 	


30-36 months (Development Matters: 0-3 Years; Birth-5 Matters: Range 4)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<p>Hearing/Listening & responding:</p> <ul style="list-style-type: none"> Notifies if parents make the wrong sounds in relation to a picture. Listens eagerly to short stories, is able to talk about particular parts of them and request favourites over and over again. Takes part in 'reading' by filling in words and phrases Listens carefully to other speakers in order to join in with conversation. Starting to mark two and three syllables in words. Remembers 3-4 items shown on a visually represented list e.g. picture shopping list of apples, oranges, bananas. Repeats a two-digit number sequence e.g. 7, 2. Remembers a spoken list of three objects or names (no visual cues) <p>Attention/Concentration:</p> <ul style="list-style-type: none"> Remembers phrases from stories and rhymes and uses them appropriately. Demonstrates they remember content of a story by putting three pictures in correct order. Looks at books independently. Concentrates and listens for more than two minutes and responds appropriately to things that have been said. 	<p>Hearing/Listening & responding:</p> <ul style="list-style-type: none"> Takes turns in conversations as part of a small group. Responds/reacts to key phrases in conversations they are listening to. <p>Attention/Concentration:</p> <ul style="list-style-type: none"> Can wait for short periods when verbally reminded by an adult. Remembers and recalls a sequence of two items shown visually. Can identify a missing item from a small selection (e.g. Kim's game) Sits and listens to a short story for five minutes in a small group with an adult. Concentrates for a sustained period of time on a self-chosen task. 	

36-42 months (Development Matters: 3-4 Years Birth-5 Matters: Range 5)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
Hearing/Listening & responding: <ul style="list-style-type: none"> Repeats a three-digit number sequence e.g. 2, 8, 5. Attention/Concentration: <ul style="list-style-type: none"> Maintains attention, concentrates and sits quietly when appropriate. 	Hearing/Listening & responding: <ul style="list-style-type: none"> Responds to comments/questions from others about the book being shared by an adult as part of a small group. Maintains topic of conversation when talking to others Makes own views known in conversations. Attention/Concentration: <ul style="list-style-type: none"> Can travel to get 2/3 items given in a verbal list e.g. from another room. Increasingly able to switch attention from one focus to another independently, attention remains single channelled (focusing on one thing at a time). 	

42 months + (Development Matters: 3-4 Years Birth-5 Matters: Range 5)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
Hearing/Listening & responding: <ul style="list-style-type: none"> Beginning to link sounds to letters, naming and sounding the letters of the alphabet Says and uses number names in order in familiar contexts. Can pick out words that rhyme. Can pick out the first sound in a word. Recognises and explores how sounds can be changed, sings simple songs from memory, recognises repeated sounds and sound patterns and matches movement to music. Attention/Concentration: <ul style="list-style-type: none"> Concentrates and listens for more than ten minutes in adult-led activities that they enjoy. Is able to ignore distractions and concentrate on a chosen task. Enjoys and joins in with shared play appropriately e.g. turn taking and sharing. Adapts language to the needs of the listener. 	Hearing/Listening & responding: <ul style="list-style-type: none"> Can discriminate between a range of speech sounds. Attention/Concentration: <ul style="list-style-type: none"> Can switch focus of attention independently but needs to look at speaker to listen (early integrated attention) Listens to adults while continuing to perform other. action/task (mature integrated/two channelled attention) Beginning to maintain focus on task at hand, resisting desire to redirect attention to other stimuli. Attention is well established and can be sustained. 	 <p>ELG: Listening, Attention & Understanding Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p>

Communication & Language: Understanding		
0-3 months (Development Matters 0-3 years; Birth-5 Matters Range 1)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	Developing children's understanding skills will support them to:
<p>Communication:</p> <ul style="list-style-type: none"> Opening mouth in anticipation for breast or bottle. Watches speakers/signers face carefully (up to 30cm). Smiles or makes sounds in response to eye-contact. Shows anticipation and enjoyment for familiar caring routines e.g. sucks or licks lips in response to sounds or preparation for feeding, waves arms or vocalises when undressed for bath. <p>Language/Speech/Sign:</p> <ul style="list-style-type: none"> Alerting/showing awareness when talked to. Smiles or quietens to familiar voice/face. Recognises and is most responsive to parent/carer voice e.g. may become more vocal, active or make more eye contact. Responds when talked to e.g. move arms and legs, changes facial expression, moves body, makes mouth movements. 	<p>Communication:</p> <ul style="list-style-type: none"> Reacts to auditory stimuli e.g. startles to loud or sudden noise. Reacts to visual stimuli e.g. pupils react to light, blinks when object approaches face (defensive blink). Reacts to tactile stimuli e.g. turns head when cheek is touched near mouth. Responds to a range of auditory/visual/tactual stimuli e.g. stilling, eyes widen, limbs move or slow, grimace, movement of lips, changing in sucking patterns, change in breathing patterns, whimpering sounds, cry etc. Responds positively to touch/voice of familiar person e.g. stilling, eyes widen, limbs move or slow, movement of lips, changing in sucking patterns, change in breathing patterns, cooing sounds, smile etc. Shows anticipation of actions as part of a consistent care giving routines e.g. stills, vocalises, moves limbs, smiles etc. as adult begins to undertake an action such as lifting limbs when changing nappy or dressing. Recognises music heard regularly in the womb. Reacts to tone of voice or emotion. <p>Language/Speech/Sing:</p> <ul style="list-style-type: none"> Recognises mum's voice. Is comforted by a soothing voice e.g. stops grumbling/whinging. Turns in the direction of a soothing voice and is beginning to look towards the speaker. 	<ul style="list-style-type: none"> Build relationships with adults and other children. Understand routines and what to do next. Make their needs known and understood by others Use their verbal communication skills in a range of settings and with different people. Become more confident to engage with and explore the environment. Be able to join in activities with others. Develop their understanding and use of vocabulary Increase the number of words they use at one time Improve their ability to access all areas of learning Be able to play with others and understand what the play is about. Develop their understanding of familiar stories Support their understanding of all verbal interactions <p>Suggestions on how you can support in the setting:</p> <ul style="list-style-type: none"> Limit the number of questions used. Do not put the child under pressure, support by commenting or repeating back what the child says, repeating and extending sentences, instead of only using questions. Get down to the child's eye-level to gain their attention and interest. Use facial expressions and intonation of voice when interacting with the child. Show your interest in them and what they are communicating. Make sure all adults in the setting are consistent in their approach which should also be shared with parent/carers. Allow the child additional time to process and understand what is being communicated them. Give only one instruction at a time. Sing songs, rhymes and stories with actions, Starting by using nouns in the environment when identifying objects and through simple stories. Use a multi-sensory approach when exploring activities and new learning experiences.

		<ul style="list-style-type: none">• When the child says a noun, copy back that noun and add a descriptive word (adjective) to extend the sentence e.g. if the child says ‘bus’, respond with ‘big bus’.• Playing listening games.• Baseline understanding and use simple language at child’s level.• Use questions which the child understands. Adults to understand the developmentally appropriate sequence of questioning reflecting on ‘Blank Word Levels’• Give the child time to process a question and formulate a response – wait and watch. Use the ten second rule.• To support understanding use gesture or visuals such as objects of reference, pictures, first and then (Now/Next) boards, visual timetables, social stories. <p>Helpful Resources:</p> <p>https://www.cpft.nhs.uk/speech-and-language-therapy-toolkit/ - Language drop down box – Understanding/Blank Levels.</p> <p>https://speechandlanguage.org.uk/help-for-families/ages-and-stages/</p>
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3-6 months (Development Matters 0-3 Years; Birth to 5 Matters Range 1)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<p>Communication:</p> <ul style="list-style-type: none"> Becomes excited in anticipation of play/interaction e.g. waves arms and legs, vocalises. Anticipating being lifted. Beginning to show recognition of familiar sounds e.g. excitement at water running in the bath or pleasure at return of brother or sister. Responds to facial expressions of happiness and sadness in others, e.g. smiles if an adult smiles. Recognises familiar environmental sounds (e.g. washing machine, microwave, footsteps). This is shown by quietening, consistent reactions, turning to look at source of sound etc. Shows understanding that familiar objects are related to actions and events e.g. gets excited upon seeing a spoon as a single that food will soon appear, anticipates a game from seeing a familiar toy. Looks towards place where parent/carer is looking. Follows adult's pointing gesture and/or head turn. <p>Language/Speech/Sign:</p> <ul style="list-style-type: none"> Listens to parents' voices even if s/he can't see them. Responds differently to different tones of voice (e.g. sing-song, questioning, soothing and playful), as the tone of voices helps them to understand the meaning. Stops communicating if speaker turns away. 	<p>Communication:</p> <ul style="list-style-type: none"> Begins to recognise key sounds related to care giving routines and anticipates the care giving routine when hears the sounds e.g. hears spoon in bowl and knows it's time for food etc. Begins to recognise key objects related to care giving routines and anticipates the care giving routine when sees the object e.g. sees nappy and knows it is time for nappy change, sees bowl and knows it is time for food etc. When prompted by an adult with a touch, exaggerated expression and voice combined with exaggerated pointing gesture, looks to where adult is pointing. <p>Language/Speech/Sign:</p> <ul style="list-style-type: none"> Responds to 'cross' tone of voice. Begins to look around in response to 'where's mummy/daddy?' When presented with two options, gives attention to both options before indicating a choice. Vocalises when an adult pauses. 	 <p>Around 6 months, does the baby respond to familiar voices, turn to their own name and 'take turns' in conversations with babbling</p>

6-9 months (Development Matters 0-3 Years; Birth to 5 Matters Range 1)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
Communication: <ul style="list-style-type: none"> Seems to know whose turn it is. Language/Speech/Sign: <ul style="list-style-type: none"> Understands words they hear a lot and that are said to them with gestures for example 'all gone' and 'bye-bye'. Recognises and responds to own name e.g. turns or looks up in response to name. Recognises some family names e.g. Mummy, Daddy, names of siblings. Regularly stops activity when told 'no'. 	Communication: <ul style="list-style-type: none"> Looks at preferred object consistently when shown a choice of two objects. Language/Speech/Sign: <ul style="list-style-type: none"> Beginning to react when own name is called e.g. stilling. Beginning to understand and respond to a small number of frequently used words. Beginning to react when hears 'no' e.g. stilling briefly. 	

9-12 months (Development Matters 0-3 Years; Birth to 5 Matters Range 1)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<p>Communication:</p> <ul style="list-style-type: none"> Copies gestures as part of games and familiar routines, such as clapping hands, waving 'bye', blowing kisses, open hands for 'where is it' or 'all gone'. Understanding the meaning associated with some environmental sounds, e.g. hears sound of a key in door and looks expectant. Aware of routine and anticipates what will happen next e.g. expects to be fed if placed in highchair – may become distressed if the expected routine doesn't happen. Follows with gaze when an adult directs attention to near objects by looking and pointing e.g. when an adult points to a dog and says, 'look at the dog' and the child looks at the dog. Responds to simple familiar language in context e.g. child moves/look to the door when parent holds keys and says, 'It's time to go'. At this stage, the child is mainly responding to the tone of voice and situational cues in a particular well-known routine. Shows understanding of familiar objects by actions e.g. pretends to drink from an empty cup or uses brush on hair. Looks more at the adult in expectation of language. Looks at person speaking. <p>Language/Speech/Sign:</p> <ul style="list-style-type: none"> Hands over an object when asked to 'give me' – prompted by an open hand gesture. Understands names of some common objects e.g. picks up or points to a toy when it is named. Responds to keywords and/or signs in play e.g. 'Where's the ball?' and child looks to find the ball. 	<p>Communication:</p> <ul style="list-style-type: none"> Imitates gestures when prompted by an adult e.g. hand under/over hand, touch at the wrist/elbow etc. <p>Language/Speech/Sign:</p> <ul style="list-style-type: none"> Begins to recognise key words/signs related to care giving routines and anticipates the care giving routine when hears the word/sees the sign e.g. hears 'nappy' and knows it is time for nappy change, sees sign for food and knows it is time for snack etc. Although may not understand the language/respond appropriately, recognises a question is being asked e.g. by the intonation pattern, expectant gaze of the communication partner etc. Increasing understanding of single words – appears to understand new words each week. Beginning to follow a small number of one key word level instruction with a visual/object prompt within familiar routines. Understands more words than can approximate or clearly say. Uses vocalisation/word/sign to indicate choice from two alternatives offered/named/signed by an adult. 	<p>Around 12 months, can the baby choose between 2 objects: “Do you want the ball or the car</p> <p>Around 12 months, does the baby 'take turns' by babbling and using single words? Does the baby point to things and use gestures to show things to adults and share interests</p>

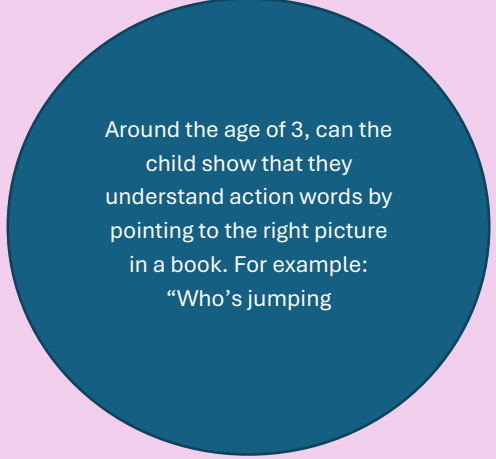
12-15 months (Development Matters 0-3 Years; Birth-5 Matters Range 2)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
Communication: <ul style="list-style-type: none"> Responds when adult makes symbolic vocalisations e.g. points to relevant object, toy, animal, picture in a book; reactivates relevant toy Play demonstrates understanding of use of objects – may put telephone to ear, turn pages of a book, stir a spoon in a cup, attempt to place pieces in a puzzle Choosing between two items 	Communication: <ul style="list-style-type: none"> Recognises and responds to sounds for highly preferred objects/toys etc. Imitates the actions of adults in play to use objects functionally e.g. putting phone to ear (functional play) Beginning to recognise when offered a choice. Able to choose between something strongly preferred and something disliked. Able to choose between something liked and disliked 	

15-18 months (Development Matters 0-3 Years; Birth-5 matters Range 2)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
Language/Speech/Sign: <ul style="list-style-type: none"> Points to named/signed items in picture books. Points to or finds an object when asked. Responds appropriately to an increasing range of sounds, words, phrases by listening alone. Shows understanding of at least 15 words/signs e.g. looks at a named person and points to or finds an object when asked to (e.g. 'Where are your shoes?') Shows understanding of simple questions e.g. 'where is the ball?', simple commands 'bring me the ball', when accompanied by gesture. 	Language/Speech/Sign: <ul style="list-style-type: none"> Uses gaze to indicate/respond to adult naming object or asking "Where's ...?" Uses whole hand to touch image in book/object when asked. Points to an image of a highly preferred item in a book/on a picture Finds a highly motivating objects when requested by an adult 	

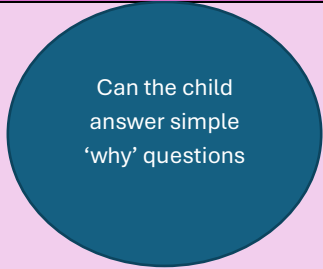
18-21 months (Development Matters: 0-3 Years; Birth-5 Matters: Range 3)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<p>Communication:</p> <ul style="list-style-type: none"> Beginning to match two objects of the same category e.g. shoes, spoons, brushes. Tries to work out problems by thinking first – for example, how to switch something on or how to get something that's out of reach. Going to find a particular toy to play with from a known place. Matches objects with parts that fit together (e.g. puts lid on teapot). <p>Language/Speech/Sign:</p> <ul style="list-style-type: none"> Anticipates what might happen next because of what others say/sign. Beginning to show understanding of simple positional words e.g. 'in', 'on', 'under'. Understands approximately 50 words. Recognises and will identify many objects and pictures when named/signed. Listens and responds to simple information or instructions out of context, for example 'Ben find your car' or 'Ali, put your teddy in bed'. Understands simple questions/directions without accompanying gestures e.g. get your shoes, where's your coat? Joins in simple narrative by answering questions about things that are very familiar, e.g. 'what goes on your feet?' child answers 'shoes', or by filling in the 'Let's put on your...' the child fills in 'shoes'. Picks out two or more objects from a group of four, for example, 'Give me the cup and the doll', and 'Where's the...?' Follows directions if they are part of a game or relate to what s/he is doing e.g. responds to 'come and sit here' when a snack or drink is put on the table. Waits for 'go' signal in 'ready, steady, go' games. Points to body parts on others e.g. Mummy's nose, Daddy's eyes Follows directions during play e.g. 'feed teddy'. Understands familiar action words e.g. 'sit down', 'come here', 'stop that' 	<p>Communication:</p> <ul style="list-style-type: none"> When prompted by an adult to look in/approach a specific area, can find a toy/item from a consistent place. Beginning to recognise and pair up things that go together from a small number of diverse options. <p>Language/Speech/Sign:</p> <ul style="list-style-type: none"> Follows a range of one key word instructions including when needing to move to follow them e.g. to get something from another room, to give something to another person 	

21-24 months (Development Matters: 0-3 Years; Birth-5 Matters: Range 3)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<p>Communication:</p> <ul style="list-style-type: none"> Remembers visual sequences of events and enacts the sequence in pretend play. Recognising and anticipating sequence of everyday routines e.g. looks for coat or gets in buggy when parent is getting ready to go out. Waiting for a little longer when told 'just a minute'. <p>Language/Speech/Sign:</p> <ul style="list-style-type: none"> Understands simple instructions involving two people or objects such as 'get mummy's shoes' or 'find Jacob's car'. Understands 'who', 'what', 'where' in simple questions (e.g. Who's that? What's that? Where is?) 	<p>Communication:</p> <ul style="list-style-type: none"> Recreates familiar routines in own play. Beginning to pretend one object is another when they have features in common e.g. a banana for a phone. Begins to wait when supported by an adult. <p>Language/Speech/Sign:</p> <ul style="list-style-type: none"> Finds body parts on a doll or teddy. Consistently follows a range of one key word level instructions from words/signs alone. Understands a number of verbs. Beginning to follow a range of instructions containing two key words when supported with gestural/visual or another prompt. Beginning to follow a small range of frequently heard instructions containing two key words. Follows a two-part verbal instruction with visual prompts e.g. gestures, pictures/symbols. Follows simple two-part instructions where the two parts are linked e.g. get your dolly and put it in the pram. 	

24-30 months (Development Matters: 0-3 Years; Birth-5 Matters: Range 4)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<p>Communication:</p> <ul style="list-style-type: none"> Prefers familiar routines to stay the same. May object to major changes in routine Understanding has to say 'please' before being given an object. Matching objects that are the same size, shape or colour Matches simple shapes (circle, square, triangle) Identifying round and square objects e.g. round ball and square cube Beginning to match object to picture Matches simple pictures of familiar objects e.g. spoon, dog, banana, shoes. Beginning to sort everyday object according to one characteristic e.g. all spoons, together/all brushes together. Beginning to sort objects according to two characteristics e.g. separating shoes from brushes (real objects), big and small, round and square, yellow and red • Identifying early difference in contents of container – 'empty', 'full up' <p>Language/Speech/Sign:</p> <ul style="list-style-type: none"> Will point to small parts of the body (such as chin, elbow or eyebrow) when asked to do so. Following an instruction with two information carrying words e.g. 'get your shoes and coat'. Selecting a small number of objects from a small group when named. Understands simple explanations and reasons given by others. Shows understanding of prepositions 'in' and 'on' – for example carries out the action 'put dolly in the box' or selects a picture correctly 'find the apple in the bag'. Can identify picture or object with three critical elements e.g. big girl jumping. Demonstrates some understanding of quantity e.g. take one biscuit, there are many blocks. Understands size differences – big, small etc. e.g. selects the big or small object/picture when asked. Understanding some descriptions such as 'wet', 'cold', 'dirty'. Begins to develop sense of time i.e. understands terms such as 'later', 'tomorrow' and 'yesterday'. 	<p>Communication:</p> <ul style="list-style-type: none"> Pretends one object represents another e.g. banana for a phone, brick for a car (symbolic play) Beginning to understand 'same' when matching. Beginning to understand full/empty in play. <p>Language/Speech/Sign:</p> <ul style="list-style-type: none"> Responds to familiar sounds when supported by visual clues e.g. tidy up music when supported with a gesture/sign or picture. Growing understanding and increasing use of verbs Carries out a requested action as part of a game from the words alone e.g. 'Simon says "jump", child will jump. Makes and communicates choices from multiple options in a range of situations/contexts. Understands, accepts and follows 'one more' before finishing an activity/task. Begins to follow two-part instructions where the two parts are not linked e.g. get your dolly then eat your breakfast. 	

30-36 months (Development Matters: 0-3 Years; Birth-5 Matters: Range 4)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<p>Communication:</p> <ul style="list-style-type: none"> Understands consequences of own actions e.g. if cup is knocked over, the juice is spilt; if I throw the toys, mum takes them away. Can remember a spoken list of objects or names (with no visual clues) Puts three pictures in correct order to represent sequence in familiar activity/story. <p>Language/Speech/Sign:</p> <ul style="list-style-type: none"> Understands all pronouns e.g. 'they', 'he/she', 'him/her'. Shows understanding of prepositions such as 'under', 'on top', 'behind, and 'next to' by carrying out an action or selecting correct picture. Identifies objects by description e.g. the wet one, or the dirty one. Understands the concept of two e.g. can give two blocks when asked. Answers what, where yes/no questions e.g. what is she doing? Where is the dog? Is he running? Provides appropriate information in response to 'what' and 'where' questions. 	<p>Communication:</p> <ul style="list-style-type: none"> Enjoys stories – likes favourites repeatedly. Beginning to understand past, present and future. Can follow simple rules of games. <p>Language/Speech/Sign:</p> <ul style="list-style-type: none"> Finds correct object from choice of two/three/four by the description. Consistently follows a range of two key word level instructions in all situations. Follows three key word level instructions within play. Follows a range of three key word level instructions in different situations. Beginning to understand and use concepts related to time/sequence e.g. 'first', 'then', 'next', 'last' etc. Understands simple who questions. 	 <p>Around the age of 3, can the child show that they understand action words by pointing to the right picture in a book. For example: "Who's jumping"</p>

36-42 months (Development Matters: 3-4 Years Birth-5 Matters: Range 5)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
Communication: <ul style="list-style-type: none"> Can remember three or four items shown on a list, for example, a picture shopping list of apples, oranges and bananas. Shows curiosity about the world by asking questions and thinking about reasons why things happen. Language/Speech/Sign: <ul style="list-style-type: none"> Understands use of objects e.g. can give the right answer to 'what do we use to cut things with?' 	Communication: <ul style="list-style-type: none"> Developing awareness of some dangers e.g. hot cooker, road dangers Developing simple role play beyond just re-enacting familiar routines (imaginative play) Joins in the games of others. Language/Speech/Sign: <ul style="list-style-type: none"> Beginning to understand negatives – no/not. Understands the negative form 'no' and 'not' e.g. can correctly identify something that is not... Can respond to questions about a story as it is being told. Beginning to answer questions related to a story they have just read. Beginning to understand simple language related to time e.g. yesterday, tomorrow. Begins to follow four key word level instructions in play. 	

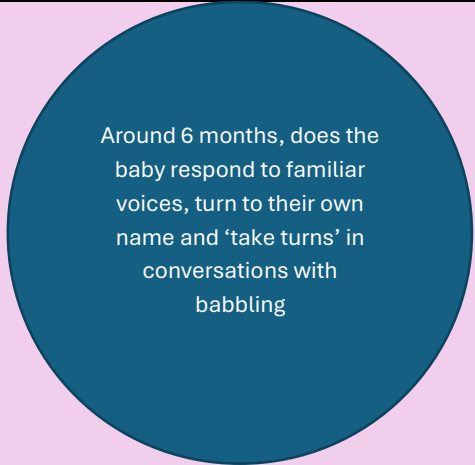
42 months + (Development Matters: 3-4 Years Birth-5 Matters: Range 5)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
Communication: <ul style="list-style-type: none"> Can express wishes and needs clearly and understands when these are not immediately met. Shows an understanding of the elements of stories – for example, main character, sequence of events and story beginnings and endings. Language/Speech/Sing: <ul style="list-style-type: none"> Understands rhyme and can pick out words that rhyme. Understands when and why 	Communication: <ul style="list-style-type: none"> Develops imaginative play with increasingly complex stories both in role play and small world play e.g. adopting different emotional states. Enjoys jokes and word play. May attempt to make up own jokes. Understands and can talk about consequence. Language/Speech/Sing: <ul style="list-style-type: none"> Consistently following instructions containing three key words. Beginning to follow instructions containing four key words. Consistently following instructions containing four key words. Follows a sequence of instructions given at the same time e.g. first...then...after that... Understands concepts such as 'before', 'after', 'if' 	 <p>Can the child answer simple 'why' questions</p>

Communication & Language: Expressive (EYFS – C&L: Speaking)

0-3 months (Development Matters 0-3 years; Birth-5 Matters Range 1)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	Developing children's speaking skills will support them to:
<p>Communication:</p> <ul style="list-style-type: none"> Showing contentment Gazes for a long time at your face, especially when feeding. Holds eye-contact for 5 seconds or more. Cries to express needs e.g. when hungry, uncomfortable or in pain. Turns towards speaker/signer. Smiles or makes sound in response to eye contact. Copies facial expressions and mouth shapes e.g. sticking tongue out, opening mouth, widening eyes etc. <p>Vocalisation/Speech/Sign:</p> <ul style="list-style-type: none"> Copies non-speech sounds e.g. coos, raspberries, effort grunts, squeals Making vocal sounds during interaction e.g. vocalising back when talked to Gurgles to get attention 	<p>Communication:</p> <ul style="list-style-type: none"> Reacts to auditory stimuli e.g. startles to loud or sudden noise. Reacts to visual stimuli e.g. pupils react to light, blinks when an object approaches face (defensive blink) Reacts to tactile stimuli e.g. turns head when cheek is touched near mouth. Responds to a range of auditory/visual/tactile stimuli e.g. stilling, eyes widen, limbs move or slow, grimace, movement of lips, changing in sucking patterns, change in breathing patterns, whimpering sounds, cry etc. Responds positively to touch/voice of familiar person e.g. stilling, eyes widen, limbs move or slow, movement of lips, changing in sucking patterns, change in breathing patterns, cooing sounds, smile etc. Habituates to previously presented stimuli Turns to person talking. Maintains eye contact to prompt adult to continue making sounds. Has different cries/sounds that enable an adult to interpret what they want e.g. discomfort, hungry, etc. Shows behaviour that can be interpreted as dislike of specific auditory, visual or tactile stimuli e.g. eyes widen, limbs move, breathing changes, quietens, grimaces, whimpers, cries. Shows behaviour that can be interpreted as liking specific auditory, visual or tactile stimuli e.g. eyes widen, limbs move, breathing changes, quietens, smiles, sighs, laughs <p>Vocalisation/Speech/Sign:</p> <ul style="list-style-type: none"> Makes guttural sounds 	<ul style="list-style-type: none"> Feel more valued. Have a voice and their feelings, thoughts and opinions are respected. Be able to make their own choices. Develop their characteristics of learning. Have a positive self-worth, leading to positive wellbeing. Learn to self-regulate, express their feelings, become independent, problem solve and resolve conflict. Communicate more with others, developing a sense of belonging. Develop their social interaction skills with adults and children. Express their ideas and feelings. Reduce their frustrations through being able to express themselves verbally. Feel safe and secure with familiar adults. Increasingly engage more in their environment through communication. know that others value what they communicate. Develop resilience and be confident to try new things. Interact appropriately and increase my confidence in communicating effectively. Develop in all areas of their learning, including preparing for future learning in reading, phonics and writing. Develop phonological discrimination (hearing different sounds within words) and develop oral blending and segmenting which are skills needed to be able to read and spell. Join in with fun, multi-sensory phonological games and activities with friends. <p>Suggestions on how you can support in the setting:</p> <ul style="list-style-type: none"> Allow babies and children opportunities to play and explore objects – vocabulary develops through the stages of play. If a child has delayed language, it is important to observe and encourage their play skills as this will support the child's development in language and communication.

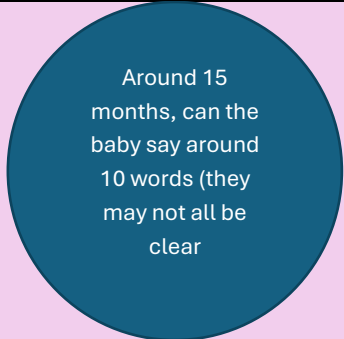
		<ul style="list-style-type: none"> • It is important that all practitioners are familiar with the different stages of play and why this is important for language. Play and language are inextricably linked. If a child's language skills are delayed, observation of their play can tell us a lot about their general development and readiness for language. It can also inform us which type of play to target in order to encourage language development. • Follow the child's lead and interests. • Model words – modelling is an effective way to promote talking and the development and use of spoken language. Follow the repeating, emphasizing, expanding structure to support modelling in the setting. • Introduce the simple vocabulary first e.g. talk about 'trousers' then add 'jeans', jogging bottoms etc. • Use the same words for objects, items, rooms etc... across home and setting. This is particularly important for those children learning more than one language. • Actively listen by giving your full attention through eye contact, not interrupting when the child is vocalising. Respond to the child by mirroring their sounds, actions, movement, emotions (Intensive Interaction). • Give the child additional time to respond. • Tune into what the child is saying and trying to communicate. • All adults supporting to have a good understanding of the different ways children communicate. Explore with parent/carers how the child communicates at home. Understand any gestures, signs or words that are individual to the child and their communication. • Understand that behaviour may be a form of communication. • Prioritise talking within the setting, having quality times to talk and share conversations day to day but also during planned activities and routines, such as snack and mealtimes. • Adults to use correct words, pronunciation and grammar • Use interesting objects or events as motivators/provocations to stimulate conversation • Teach specific and new vocabulary. • Join words together into phrases and sentences. <p>Helpful Resources: https://www.cpft.nhs.uk/speech-and-language-therapy-toolkit/</p>
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3-6 months (Development Matters 0-3 Years; Birth to 5 Matters Range 1)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<p>Communication:</p> <ul style="list-style-type: none"> Smiles to get a person to smile back. Imitates face or arm movements Becomes excited in anticipation of play/interaction e.g. waves arms and legs, vocalises Uses voice, gesture, eye contact and facial expression to make contact with people and keep their attention Taking turns in making sounds with you as if having a conversation Beginning to indicate wants action to stop e.g. turning body away Beginning to indicate wants action repeated e.g. bouncing or rocking to start game again Beginning to use hand movements to show wishes e.g. open/shut hand (I want) and pushing objects away (I don't want) Puts arms up to be lifted Attempting to communicate needs e.g. whinging and squirming when tired or hungry Stops communicating if speaker turns away <p>Vocalisation/Speech/Sign:</p> <ul style="list-style-type: none"> Produces and copies non-speech sounds such as coos, raspberries, effort grunts, shrieks and squeals Makes sounds for pleasure e.g. vocalises with tuneful voice for minutes at a time to self when lying in cot or at play Vocalises for longer when 'talking' to/taking turns with a familiar adult <p>Speech sounds:</p> <ul style="list-style-type: none"> Begins to develop and use vowel sounds of the language used at home, e.g. 'a' as in hat, or 'e' as in pet (for English language) Begins to develop and use some consonant sounds, e.g. 'g-g', 'mmm', 'h' Begins to babble by repeating a series of the same sounds (reduplicated babble) e.g. ba-ba-ba', 'ma, ma, ma' Producing an increasing range of consonant sounds such as /p/, /b/ 	<p>Communication:</p> <ul style="list-style-type: none"> Responds to facial expressions – smiles at you when you smile at them Attempting to use several ways to communicate basic wants and needs When presented with two options, gives attention to both options before indicating a choice. Vocalises when an adult pauses <p>Vocalisation/Speech/Sign:</p> <ul style="list-style-type: none"> Attempts to copy sounds made by an adult Makes sounds for increasing periods of time Beginning to take more turns in vocal exchanges with an adult Produces short babble 'sentences' of 6+ syllables 	 <p>Around 6 months, does the baby respond to familiar voices, turn to their own name and 'take turns' in conversations with babbling</p>

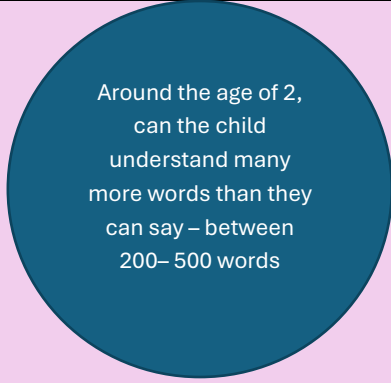
6-9 months (Development Matters 0-3 Years; Birth to 5 Matters Range 1)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<p>Communication:</p> <ul style="list-style-type: none"> • Uses own gestures with or without voice e.g. sucking movement as if asking for dummy/milk, ruffling hair to mean hair wash; sad face plus vocalisation to indicate unhappy • Looks at an object then back to adult to direct adult attention to it (referential gaze) • Using gestures e.g. shaking head for 'no', hand out to request something • Making it clear through gesture/vocalisation when they want something to happen again e.g. a game to be repeated or more to eat • Shouts to attract attention, listens, then shouts again • Uses simple sounds or gestures to mean a particular thing – e.g. 'da' for 'daddy' <p>Vocalisation/Speech/Sign:</p> <ul style="list-style-type: none"> • Voice is tuneful and expressive, starting to have the tone and rhythm of the language spoken at home (first language) • Practices sounds over and over in different tones, lengths, volumes and combinations as if trying to make the sound more how they want it to be (demonstrates use of auditory feedback) • Begins to use varied double syllable sounds e.g. 'dadi', 'babu' or uses a variety of syllables in continuous babbling e.g. badago (variegated babble) • Uses varied sounds e.g. 'daadee', 'babu', 'badago' • Vocal babble is increasingly speechlike containing consonants and vowels Speech sounds: • Tries lots of ways of making consonants in babble; most common b/d/g/ 	<p>Communication:</p> <ul style="list-style-type: none"> • Looks at preferred object consistently when shown a choice of two objects • Uses gaze to indicate response adult naming object or asking "Where's ...?" • Uses gesture e.g. reaching or pointing to make a choice from two objects offered <p>Vocalisation/Speech/Sign:</p> <ul style="list-style-type: none"> • Consistently produces longer string of babble • Consistently vocalises for increasing periods of time • Changes tone of voice • Begins to combine vowel sounds when vocalising to self- e.g. 'ah oo' • Combines occasional consonant sounds with a range of vowel sounds 	

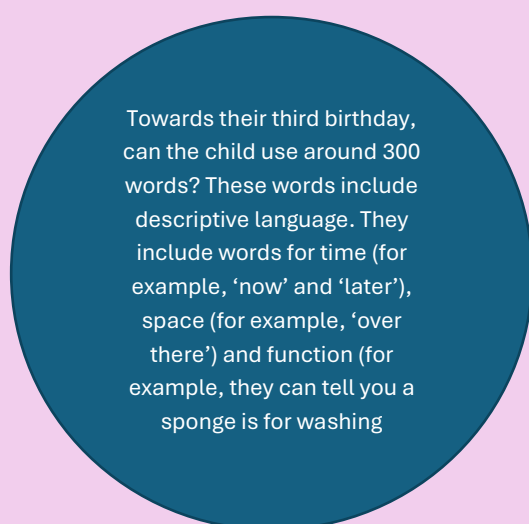
9-12 months (Development Matters 0-3 Years; Birth to 5 Matters Range 1)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
Communication: <ul style="list-style-type: none"> Attends to pictures for a short time, labelling and making a comment and may sometimes do this by themselves Points to objects that are out of reach to request them Waves 'bye-bye' spontaneously Using words to make a request e.g. 'drink' (may say 'dink' or 'oos' for juice) Simple conversations take place between adult and child mainly focused on the here and now Waiting for speaker/signer to finish before taking his/her turn Choosing between two items Vocalisation/Speech/Sign: <ul style="list-style-type: none"> Babbles freely when alone or playing Making vocal sounds that are more speech like and are recognisable as words e.g. 'that's his/her word for...' Making longer vocalisations that have recognisable 'words' and sounds in them but whole meaning is not clear (expressive jargon) e.g. when playing alone Uses 'nana' for banana; 'ain' for train (approximations of words) Uses approximately five words without prompting Speaks/signs to name favourite items e.g. 'bubbles', 'ball' or 'cat' 	Communication: <ul style="list-style-type: none"> Words/signs, body language and facial expression are congruent and appropriate to what is being said Vocalisation/Speech/Sign: <ul style="list-style-type: none"> Continues to imitate the language of others e.g. last word said to them (echolalia) Produces a small number of symbolic/representational sounds which are used spontaneously and appropriately in play Uses an approximation of the word/sign 'more' to request more Uses word/sign for object shown by an adult. Uses word/sign for an action demonstrated by an adult or other child Modifies own attempt at word/sign in response to an adult repeating the word/sign 	

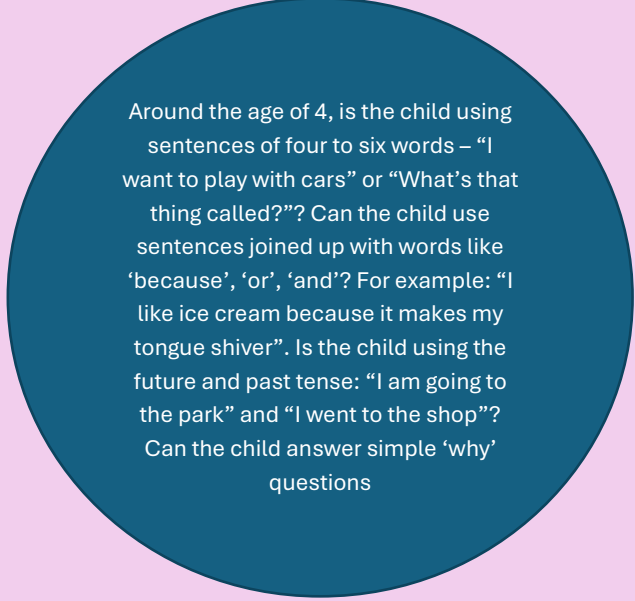
15-18 months (Development Matters 0-3 Years; Birth-5 matters Range 2)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<p>Communication:</p> <ul style="list-style-type: none"> Sings/signs along with favourite action rhymes (words /signs may be unclear) Begins to fill in familiar missing word when an adult leaves a pause, especially in rhymes and when sharing stories/books Comments on something that has just happened, e.g. 'doggy' if they see a dog on the way home or 'fall down' if the blocks have just crashed over Naming a variety of everyday objects Begins to use words to refer to people and things that are not present <p>Vocalisation/Speech/Sign:</p> <ul style="list-style-type: none"> Makes animal sounds such as 'moo', 'woof' and other symbolic vocalisations Uses a wide range of ups and downs (intonation) and rhythms to reflect mood Imitates simple words/phrases, but not always accurately. Uses some words to name a whole class of objects e.g. uses 'car' for all vehicles, 'apple' for all fruit, 'mummy' for all women Uses at least ten words/signs consistently Has favourite 'phrases' or signs that s/he often uses e.g. 'that one' 	<p>Communication:</p> <ul style="list-style-type: none"> Attempts to join in with familiar songs and rhymes Begins to finish the end of a rhyme or song line when adult pauses and prompts with a gesture and the beginning sound of the next word e.g. 'Twinkle, twinkle little...', adult pauses, looks expectantly and may begin to say "st" then child says 'star' (or 'tar' if not yet able to produce "st") Makes choices from increasing numbers of options using words/pictures/symbols/signs Points to show things further away/outside <p>Vocalisation/Speech/Sign:</p> <ul style="list-style-type: none"> Continues to imitate the language of others (echolalia) but efforts at spontaneous use of own language are developing (single 'words') Spontaneously combines symbolic/representational sounds with associated words in independent play e.g. 'brum car', 'baa sheep' Spontaneously uses between two and six recognisable 'words' 	 <p>Around 15 months, can the baby say around 10 words (they may not all be clear)</p>


18-21 months (Development Matters: 0-3 Years; Birth-5 Matters: Range 3)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<p>Communication:</p> <ul style="list-style-type: none"> Uses up to 20 words to: name things and people; comment on what is happening; tell someone something; respond to an adult's questions or comments; protest; express likes and dislikes; describe actions Begins to make little sentences by joining two words together (e.g. daddy gone) Joins in simple narrative by answering questions about things that are very familiar e.g. 'what goes on your feet?' child answers 'shoes' or by filling in the gaps 'let's put on your...' – child fills in 'shoes' Calling family members by name e.g. brothers and sisters or grandparents Beginning to make two-way conversation using speech e.g. listening to parent's comment and then responding. <p>Vocalisation/Speech/Sign:</p> <ul style="list-style-type: none"> Talks to self continuously when playing, although this may not be readily understood by adults Continues to use simplified versions of words (e.g. 'goggy' for 'dog') Imitates words by copying some speech sounds and the correct number of syllables Says 'hello' or 'hi' in greeting when prompted Says 'please' or 'ta'/'thank you' when prompted <p>Speech sounds:</p> <ul style="list-style-type: none"> Produces a wider range of vowel sounds in 'words' including /ee/uh/ar/or/oo/eh/ih/ Uses a range of consonant sounds in 'words' including p/ d/b/t/g/n/m/w/h 	<p>Vocalisation/Speech/Sign:</p> <ul style="list-style-type: none"> Continues to imitate the language of others (echolalia) but spontaneous use of own language increasing Attempts to use common learnt two-word phrases e.g. 'all gone', 'oh dear' Uses between six and twenty understandable 'words' 	 <p>Around 18 months, is the toddler using a range of adult like speech patterns (jargon) and at least 20 clear words</p>

21-24 months (Development Matters: 0-3 Years; Birth-5 Matters: Range 3)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<p>Communication:</p> <ul style="list-style-type: none"> Points to and names simple pictures. Asks if hungry, thirsty. Becoming more able to express their wishes and intentions through language e.g. 'nowant bath', 'nogo bed'. Beginning to use 'mental state' words to communicate about feelings e.g. 'happy', 'sad', 'cross', 'hurt'. Remembers sequence of activities and events i.e. tells parents what s/he has done or seen e.g. 'mummy, train, ice cream. <p>'Vocalisation/Speech/Sign:</p> <ul style="list-style-type: none"> Tries to repeat many things adults say, either saying the actual word or making a close match, e.g. 'um-beya' for umbrella. Uses 'me' to refer to self. Beginning to use pronouns ('me', 'you', 'I') Talks aloud and/or signs when playing with others. Rapid growth in spoken vocabulary from at least 50 words and becoming more difficult for parents to keep track of new words/signs. Uses words more often than 'word-like' approximations. <p>Speech sounds:</p> <ul style="list-style-type: none"> Can now produce consonant sounds including p/d/b/t/g/k/m/n/ng/w/h/f 	<p>Communication:</p> <ul style="list-style-type: none"> 'Talks' to toys when playing. Leads adult to things they want. With adult support, beginning to take turns to contribute in a small group at circle time – e.g. sharing a feely bag, toys, talking about an object <p>Vocalisation/Speech/Sign:</p> <ul style="list-style-type: none"> Echolalia reducing as language and use of language develops – imitated words becoming integrated into child's vocabulary and increasingly being used spontaneously and appropriately. Uses some learnt phrases e.g. 'oh dear', 'all gone' spontaneously and appropriately. Uses at least 4/5 and up to 40 verbs. Sometimes attempts to copy two-word sentences when the child says a word and the adult models it back, adding a word e.g. child says 'train', adult models 'blue train' and child copies it back. Uses some shortened form of words e.g. 'banana' is said as 'nana'. Despite speech sound immaturities, around 50% of what is said is understood to unfamiliar adults. <p>Speech sounds:</p> <ul style="list-style-type: none"> Consonant clusters/blends often reduced to a single sound e.g. 'poon' (for spoon) 	

24-30 months (Development Matters: 0-3 Years; Birth-5 Matters: Range 4)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<p>Communication:</p> <ul style="list-style-type: none"> • Uses words/signs to ask or find out about things • Uses words/signs to ask for help e.g. when washing hands, going to the toilet • Answers simple questions, e.g. 'Where's Mum?' • Uses words to describe things e.g. 'It's wet' or 'It's too hot' • Uses words/signs during play and almost all activities • Fills in missing word or phrase (using speech or sign) in a known rhyme, story retell or game e.g. 'Humpty Dumpty sat on a ...' <p>Vocalisation/Speech/Sign:</p> <ul style="list-style-type: none"> • Regularly using two-word combinations e.g. to request 'biscuit please' or to comment on activity 'eat biscuit' • Asks 'whassat' a lot • Uses appropriate intonation to ask one or two-word questions • Uses over 200 words and/or signs • Uses negatives 'no', 'not', 'no more' • Uses between 10- 15 action words e.g. 'eat', 'drink', 'sleep', 'wash', 'play' and 'finish' • Uses several pronouns correctly e.g. 'I', 'me', 'you' • May say 'hello'/'hi', 'please' or 'thank you'/'ta' unprompted • Beginning to use prepositions ('on', 'in', 'under') • Referring to self by name or 'I' • Familiar adults understand speech when words are joined into sentences • May repeat the first part of words 'w-w-w-where doggie?' <p>Speech sounds:</p> <ul style="list-style-type: none"> • Produces a wide range of vowels more accurately in words e.g. 'ou' as in about, 'ea' as in 'bear', 'ou' as in bought, 'oa' as in 'boat' • Uses more accurate consonant sounds I 'words' including; p/d/b/t/g/k/n/m/ng/w/h/s/f/v/ 	<p>Communication:</p> <ul style="list-style-type: none"> • Uses language to give instructions to others e.g. 'do it again' • Sings a favourite rhyme or song 1:1 with an adult when sung at a slow pace • Uses newly introduced language, first in imitation and then spontaneously at another point in the same interaction. • Beginning to understand and use concepts related to time/sequencing e.g. 'first', 'then', 'next', 'last' etc. • Asks about the meaning of words and then uses them in their speech – often accurately but not always • Beginning to use 1:1 correspondence when counting up to five <p>Vocalisation/Speech/Sign:</p> <ul style="list-style-type: none"> • Copies two-word sentences - child says a word and the adult models it back, adding a word e.g. child says 'train', adult models 'blue train' and child copies back 'blue train' Uses 50+ words appropriately • Learns several new verbs each month • Produces new/novel two-word combinations as well as familiar/learnt phrases • Beginning to ask questions i.e. 'what?' • Beginning to use 'so...', 'because...' to give explanations 	 <p>Around the age of 2, can the child understand many more words than they can say – between 200– 500 words</p>

30-36 months (Development Matters: 0-3 Years; Birth-5 Matters: Range 4)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<p>Communication:</p> <ul style="list-style-type: none"> Changes speech to the person being spoken to, e.g. uses simpler words with younger children Uses words/signs: giving reasons; saying what s/he wants; playing with others; directing others; telling others about things. Retells a simple past event Retells a simple story – recalling events and characters • Puts three pictures in correct order to represent sequence in familiar activity/story Builds 'stories' around toys – e.g. farm animals climbing on an armchair 'cliff' and having to be rescued Can give information about own life and favourite things Answers what, where and yes/no questions Answers questions more fully, providing more than one piece of information/using two or more sentences Asks increasingly detailed questions to find out information Knows when to wait and begins to while others are talking i.e. can control the urge to butt in Realises the correct volume to talk at (not too loud or quiet) <p>Vocalisation/Speech/Sign:</p> <ul style="list-style-type: none"> Uses ups and downs in tone of voice appropriately for questions e.g. 'my ball gone?', when asking 'where's my ball gone?' Uses longer sentences (three to four words) e.g. 'mummy go shops now' Uses several sentences linked with 'and' Uses a range of verb forms e.g. 'play', 'playing', 'will play', 'played' Uses plurals e.g. 'cats' Uses possessives e.g. 'the boy's teddy' Begins to add -ed to end of word to show something that has happened, such as jumped and walked but may use incorrectly e.g. goed or eaten Starting to 'say' or 'sound' 2 and 3 syllables in words <p>Speech sounds:</p> <ul style="list-style-type: none"> Produces wider range of consonant sounds in words more accurately p/b//d/ /t/ /g/ /k/n/ m/ng/w//h//s /f/ v/l Produces some consonant blends (e.g. 'tr' in tree, 'bl' in blue) Produces almost all vowel sounds accurately 	<p>Communication:</p> <ul style="list-style-type: none"> Uses a sequence of gestures to indicate wants/needs With prompting from an adult, retells simple past event • Starting to adjust the volume of their voice With prompting from an adult can resist the urge to interrupt Speaks freely and with confidence with small number of familiar adults or children, speaks less to new people/strangers Beginning to be able to identify familiar objects by function e.g. beginning to know 'which one do we ... (e.g. cut, draw) with?' <p>Vocalisation/Speech/Sign:</p> <ul style="list-style-type: none"> Uses 3–4-word sentences in a familiar context or when talking about a familiar topic. Uses 3–4-word sentences in a variety of contexts or to talk about any topic Uses present and past tenses Begins to use plurals Uses plurals after modelling by an adult Begins to use possessives Uses possessives after modelling by an adult Uses '-ed' after modelling by an adult Frequently asks a range of questions e.g. 'Why?', 'When?', 'How?' Rote counts to twenty or beyond <p>Speech sounds:</p> <ul style="list-style-type: none"> Emerging use of sh/v/z/l//ch/j in speech. Consonant clusters/blends p/sk/st/bl/pl/tr/gr may still be reduced to single sounds e.g. 'poon' for 'spoon', 'wim' for 'swim' Speech is increasingly understood by unfamiliar adults – around 75% of what is said is understood (although it may not be clear – speech sound immaturities remain) 	 <p>Towards their third birthday, can the child use around 300 words? These words include descriptive language. They include words for time (for example, 'now' and 'later'), space (for example, 'over there') and function (for example, they can tell you a sponge is for washing)</p>

36-42 months (Development Matters: 3-4 Years Birth-5 Matters: Range 5)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
Communication: <ul style="list-style-type: none"> Talks about own life and favourite things Takes part in 'reading' by filling in words and phrases Understands the use of objects – for example can give the right answer to 'what do we use to cut things with' Vocalisation/Speech/Sign: <ul style="list-style-type: none"> Uses sentences involving more than three words Says 'negative' sentences e.g. 'he wasn't singing' Uses the correct form of verbs such as 'be', 'do' and 'have' – e.g. 'I am hungry' rather than 'I be hungry' or 'I did that', rather than 'I doed that' 	Communication: <ul style="list-style-type: none"> Changes volume and tone of voice when speaking Can explain 'why' something have happened Vocalisation/Speech/Sign: <ul style="list-style-type: none"> producing longer sentences of 4-6 words Using joining words like 'and', 'but' to join sentences together Uses some possessives – 'yours', 'mine' Uses pronouns – 'he', 'she' 	 <p>Around the age of 4, is the child using sentences of four to six words – “I want to play with cars” or “What’s that thing called?”? Can the child use sentences joined up with words like ‘because’, ‘or’, ‘and’? For example: “I like ice cream because it makes my tongue shiver”. Is the child using the future and past tense: “I am going to the park” and “I went to the shop”? Can the child answer simple ‘why’ questions</p>

42 months + (Development Matters: 3-4 Years Birth-5 Matters: Range 5)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
Communication: <ul style="list-style-type: none"> Comments and asks questions about where they live and the natural world Talks about personal intentions, describing what they are trying to do Begins to use language for pretending and organising play - e.g. 'you be the mum and I'll be the baby' Language <ul style="list-style-type: none"> Uses longer sentences to link more than one idea, e.g. 'we walked to the park, and we watched the ducks' Can express wishes and needs clearly and understands when these are not immediately met Enjoys talking about past experiences, the present and the future Talks about personal intentions, describing what they are trying to do Speech sounds: <ul style="list-style-type: none"> Produces nearly all consonant sounds accurately 	Communication: <ul style="list-style-type: none"> Uses language (e.g. talk, sign) for a wide range of reasons – connect ideas, describe what is happening and anticipate what might be next, share memories, instruct Combines a range of nonverbal communication (intonation, tone, gesture, facial expression etc.) appropriately with language to make meaning clear to others Uses language (e.g. talk, sign) to express thoughts, feelings, ideas and learning Enjoys talking to adults and friends Uses language to bring new ideas to their play Language: <ul style="list-style-type: none"> Produces sentences of 6+ words Sentences are largely grammatically correct Uses 'and', 'but' and 'because' to join sentences into more complex ideas Asks 'when' and 'how' questions Talks about things in the past, present and future Asks what words mean Speech: <ul style="list-style-type: none"> Some speech sound immaturities remain r/l/h/h/ch/j Speech is fully understood by unfamiliar adults, although a small number of speech sound immaturities may remain (age appropriate). 	 <p>ELG: Speaking Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>

Communication & Language


Useful Links and Resources

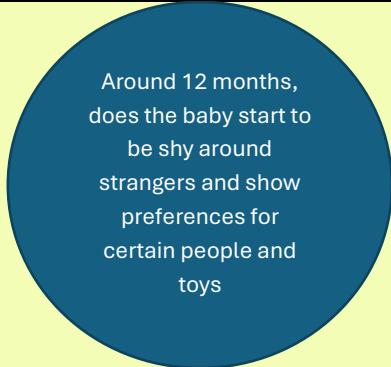
- <https://www.cpft.nhs.uk/speech-and-language-therapy-toolkit/>
- <https://speechandlanguage.org.uk/help-for-families/resource-library-for-families/supporting-childrens-early-communication-skills/>
- <https://speechandlanguage.org.uk/educators-and-professionals/resource-library-for-educators/strategies-to-support-primary-aged-childrens-communication-skills/>
- <https://help-for-early-years-providers.education.gov.uk/areas-of-learning/communication-and-language/exploring-language>
- https://wordsforlife.org.uk/activities/how-to-encourage-baby-to-talk/?gad_source=1&gclid=EAlaIqobChMI4uzCudP8iQMVAYBQBh1ZaADhEAAAYASAAEgJnkvd_BwE
- <https://www.nhs.uk/start-for-life/toddler/learning-to-talk/learning-to-talk-2-to-3-years/>
- <https://cambspborochildrenshealth.nhs.uk/speech-language-and-communication/>
- <https://help-for-early-years-providers.education.gov.uk/communication-and-language/interactions>
- <https://educationendowmentfoundation.org.uk/early-years/evidence-store/communication-and-language>

Personal, Social & Emotional Development: Building Relationships		
0-3 months (Development Matters 0-3 years; Birth-5 Matters Range 1)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	Developing children's building relationship skills will support them to:
<p>Own & other's needs:</p> <ul style="list-style-type: none"> Responds to calming input, for example, patting, rocking, wrapping and cuddling Cries to express needs, for example, when hungry, or in discomfort Trying to attract attention e.g. crying and settling when picked up Cooing and gurgling when happy and comfortable <p>Attachments & friendships:</p> <ul style="list-style-type: none"> Alerting/showing awareness when talked to Relaxing when held Looks intently at faces nearby Holds eye contact briefly (5 seconds or more) Maintains eye contact during interactions with a familiar person Gazes for a long time at your face, especially when feeding Smiles or quieters to familiar voice/ face Smiles or makes sounds in response to eye-contact Uses sounds – for example, gurgling and cooing to communicate when relaxed Enjoying cuddles from parent e.g. snuggling in Adjusting body to other person's movements Makes sounds and movements to initiate interaction with another person Shows no anxiety in mother's/carer's absence Smiles or quieters to familiar voice/ face <p>Cooperation/Sharing & turn taking:</p> <ul style="list-style-type: none"> Responds to touch 'games' (e.g. stroking tummy/feet, tickling, kissing, blowing on tummy etc.) by stilling, smiling, gazing or waving arms and legs etc. Responds when talked to, for example, moves arms and legs, changes facial expression, moves body and makes mouth movements 	<p>Own & other's needs:</p> <ul style="list-style-type: none"> Reacts to auditory stimuli e.g. startles to loud or sudden noise Reacts to visual stimuli e.g. pupils react to light, blinks when object approaches face (defensive blink) Reacts to tactile stimuli e.g. turns head when cheek is touched near mouth Responds to a range of auditory/visual/tactual stimuli e.g. stilling, eyes widen, limbs move or slow, grimace, movement of lips, changing in sucking patterns, change in breathing patterns, whimpering sounds, cry etc. Responds positively to touch/voice of familiar person e.g. stilling, eyes widen, limbs move or slow, movement of lips, changing in sucking patterns, change in breathing patterns, cooing sounds, smile etc. Shows behaviour that can be interpreted as dislike of specific auditory, visual or tactual stimuli e.g. eyes widen, limbs move, breathing changes, quieters, grimaces, whimpers, cries Shows behaviour that can be interpreted as liking specific auditory, visual or tactual stimuli e.g. eyes widen, limbs move, breathing changes, quieters, smiles, sighs, laughs <p>Attachments & friendships:</p> <ul style="list-style-type: none"> Makes own sounds when familiar carers are near Tolerates close proximity of familiar carer Tolerates being cuddled by familiar carer Tolerates being spoken to by familiar carer Makes fleeting eye-contact 	<ul style="list-style-type: none"> Have positive attachments and relationships with adults and peers. Thrive in their environment, positively impacting on learning, cognitive development, wellbeing and future success. Feel safe and ensure that their individual needs are met. Have and maintain friendships. Understand and respect other people's views and opinions. Independently access the environment to develop and form relationships and solve conflicts. Understand their emotions and how to regulate them. <p>Suggestions on how you can support in the setting:</p> <ul style="list-style-type: none"> Trusting relationships with children, parent/carers and families. Structured routines and systems in place to allow children to feel safe and thrive. Encourage co – operation and children fostering relationships with each other. Supporting and modelling relationship skills, during play, activities and in the provision. Supporting children to tune into each other's individual needs. Tune into children's interests, developing play and conversations by being alongside and modelling play and interactions. Providing enough resources for children to play with in both the indoor and outdoor learning environments. Ensuring there is sufficient space to play alongside others, some areas may need to be made bigger. Adults to play alongside children with their own set of resources, then sensitively join in the play supporting joint play e.g. working with another child to fill a bucket. Supporting turn taking with an adult and then one other child, modelling the language such as 'my turn' 'your turn'. Using a visual prompt such as a disc, one side green (your turn), one side red (wait)

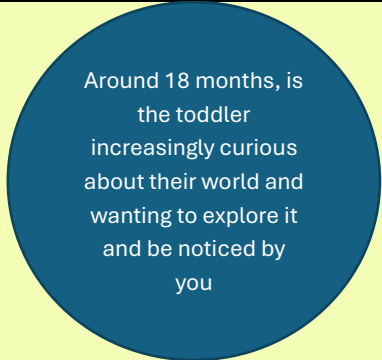
		<ul style="list-style-type: none"> • Using visual timers to help children to understand when their turn is ending. • Playing games such as 'ready, steady go'. • Planning activities for turn taking that motivate children by using their interests. • Keeping turn taking sessions short and finishing with success. Gradually withdrawing adult support in turn taking games and including more children in the group. • Using everyday opportunities for promoting sharing for example at snack time cutting up fruit or sharing out a lump of playdough • Support both verbal and nonverbal forms of communication between children. Give children the tools to support all forms of communication, including gestures and signing. • Making sure expectations of children are appropriate and match their developmental stage. • Consistency in approaches between home and setting. <p>Helpful Resources:</p> <p>Relationships - https://help-for-early-years-providers.education.gov.uk/areas-of-learning/personal-social-and-emotional-development/relationships</p> <p>Parents as partners - https://birthto5matters.org.uk/parents-as-partners/</p> <p>Relationship with a key person - https://www.annafreud.org/resources/under-fives-wellbeing/common-difficulties/relationship-with-the-key-person-in-a-childcare-setting/?gad_source=1&gc</p> <p>Working in partnership with parents and carers - https://help-for-early-years-providers.education.gov.uk/support-for-practitioners/working-in-partnership-with-parents-and-carers</p>
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3-6 months (Development Matters 0-3 Years; Birth to 5 Matters Range 1)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<p>Own & other's needs:</p> <ul style="list-style-type: none"> • Likes cuddles and being held – for example, calms, snuggles in smiles, gazes at carer's face or strokes carer's skin • Showing delight e.g. laughing and chuckling • Shows distress at being left alone • Is wary of new people and events • Beginning to indicate wants action to stop e.g. turning body away • Beginning to indicate wants action repeating e.g. bouncing or rocking to start game again <p>Attachments & friendships:</p> <ul style="list-style-type: none"> • Preferring to be handled by particular people • Smiles at image of self in mirror; shows a developing understanding and awareness of themselves • Responds differently to certain voice patterns (intonation) particularly if accompanied by facial expression e.g. warnings, anger, friendly tones and expressions and songs • Cooing and gurgling when happy and comfortable • Uses attention-getting gestures and eye contact/facial expression to make contact with people and to keep their attention 	<p>Own & other's needs:</p> <ul style="list-style-type: none"> • Deliberately maintains or breaks eye-contact within a child-adult interaction <p>Attachments & friendships:</p> <ul style="list-style-type: none"> • Looks towards where parent /carer is looking when prompted with gesture and/or voice • May seem oblivious to efforts of carer to engage them in interaction when deeply focused on exploring toy/object <p>Cooperating/Sharing & taking turns:</p> <ul style="list-style-type: none"> • Joins in with rocking and rolling games holding adult's hands e.g. 'Row, Row, Row the boat' etc. • Imitates clapping 	

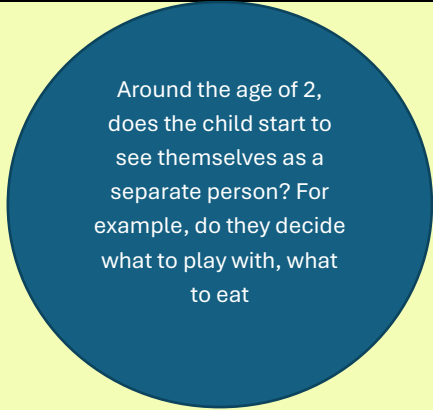
6-9 months (Development Matters 0-3 Years; Birth to 5 Matters Range 1)		
Descriptors of 'typical' development/Developmental milestone(Early support materials)	Small Steps	
<p>Own & other's needs:</p> <ul style="list-style-type: none"> Communicates friendliness or annoyance through vocalisation Uses voice or gesture to attract attention <p>Attachments & friendships:</p> <ul style="list-style-type: none"> Recognises some family names such as Mummy, Daddy, names of other carers, brothers and sisters, or pets, and will turn to look when the name is said Shows attachment to special people – for example by being distressed when they are separated, staying close and showing affection Imitates actions s/he sees performed by others that are already in his/her repertoire (e.g. if she/he knows how to bang hands on the table, he/she will copy another person doing this) Laughs with favourite people Laughs during games Shows awareness of other children (e.g. watching and smiling or moving closer to them) Growing awareness of being separate from people and objects around them <p>Cooperating/Sharing & taking turns:</p> <ul style="list-style-type: none"> Shows excitement in turn taking games such as peek-a-boo – for example, clasps hands together as their turn gets closer Takes turns in interactions with others; quietens when another person talks Shows delight at active play (e.g. rough and tumble, tickling) 	<p>Cooperating/Sharing & taking turns:</p> <ul style="list-style-type: none"> Shows consistent anticipation (e.g. stills, smiles, moves body etc.) of play/interactions such as lap games, tickle games etc. 	 <p>Around 7 months, does the baby respond to their name and respond to the emotions in your voice</p>

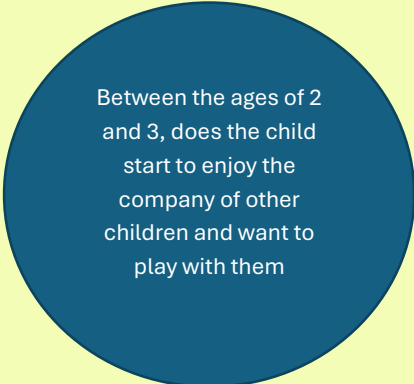
9-12 months (Development Matters 0-3 Years; Birth to 5 Matters Range 1)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<p>Own & other's needs:</p> <ul style="list-style-type: none"> Follows with gaze when an adult directs attention to an object by looking and pointing – for example, when an adult points to a bus and says, 'look at the bus' and the child looks at the bus Points to draw other people's attention to things of interest Seeking attention for self-e.g. physical approach towards parent, 'calling' – shouts, listens and shouts again, tugging clothes Reacts to an audience – for example, repeats an activity or action which is received positively by a smile, or which is laughed at, applauded or cheered Explores new toys and environments but looks back to you regularly to 'check in' <p>Attachments & friendships:</p> <ul style="list-style-type: none"> Builds relationships with special people – for example, by showing affection or holding your attention by vocalising Preferring to be with familiar people Hugging and kissing familiar people/showing affection Clings to special person and hides face when feeling scared or overwhelmed Showing wariness of strangers e.g. reacts negatively to being lifted by a stranger or to stranger's voice Shows interest in other Beginning to wave 'bye-bye' when another person says 'bye-bye' <p>Cooperating/Sharing & taking turns:</p> <ul style="list-style-type: none"> Starting off a social game e.g. pulling cloth off face, holding out hand for 'round and round the garden', opening/closing hands for 'twinkle, twinkle little star' Can play by focusing his/her attention on the same toy as another child at the same time child 	<p>Own & other's needs:</p> <ul style="list-style-type: none"> Begins to recognise key words/signs related to care giving routines and anticipates the care giving routine when hears the word/sees the sign e.g. hears 'nappy' and knows it is time for nappy change, sees sign for food and knows it is time for snack etc. Shows consistent anticipation (e.g. stills, smiles, moves body etc.) of play/interactions such as lap games, tickle games etc. <p>Attachments & friendships:</p> <ul style="list-style-type: none"> Offers food to familiar people Accepting hugs and kisses from familiar people Becoming more aware of the presence of strangers Waves bye-bye in imitation of adult <p>Cooperating/Sharing & taking turns:</p> <ul style="list-style-type: none"> Beginning to hold a toy up to show an adult Imitates adults' actions to play with toys in a variety of ways e.g. shaking, banging Cooperate in social games e.g. pulling cloth off face, holding out hand for 'round and round the garden', opening/closing hands for 'twinkle, twinkle little star' 	 <p>Around 12 months, does the baby start to be shy around strangers and show preferences for certain people and toys</p>

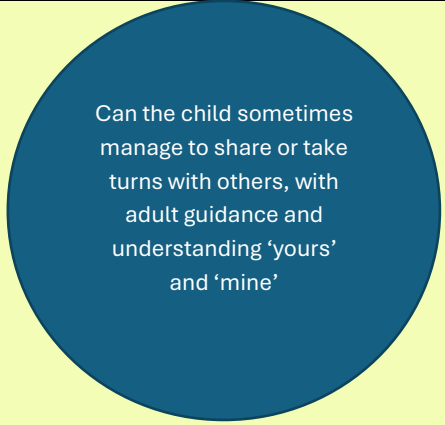
12-15 months (Development Matters 0-3 Years; Birth-5 Matters Range 2)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<p>Own & other's needs:</p> <ul style="list-style-type: none"> Beginning to indicate when hungry or thirsty e.g. finds cup, goes to fridge or highchair Recognises favourite toys, games and activities – for example, sees character in favourite book and brings same toy for you to play with Points to desired objects out of reach to request them <p>Attachments & friendships:</p> <ul style="list-style-type: none"> Shows interest in activities of others Initiates interaction with other children Waves 'bye-bye' spontaneously Laughs at discrepancies (e.g. putting shoe on head) Responding positively to praise and positive attention <p>Cooperating/Sharing & taking turns:</p> <ul style="list-style-type: none"> Gives toy to adult when asked Becoming aware that actions can affect others e.g. pulling hair or pushing upsets another person Sometimes offers a toy spontaneously Uses other person to help achieve a goal, for example. 	<p>Own & other's needs:</p> <ul style="list-style-type: none"> Moves self away when a group of children gets 'too big' Begins to indicate needs and wants to familiar carer e.g. using eye gaze/vocalisations/gestures/pointing <p>Attachments & friendship:</p> <ul style="list-style-type: none"> Shows awareness of the approach of another child e.g. stilling, glancing, turning body etc. Responds positively when another child approaches e.g. looks up, holds brief eye-contact, smiles etc. <p>Cooperating/Sharing & taking turns:</p> <ul style="list-style-type: none"> Tolerates an adult being nearby and copying their play/sounds etc. Notices adults playing alongside and may, on occasion, have regard for some of their actions/sounds etc. Tolerates an adult having a 'turn' with the adult's own toy e.g. pushing own train on same track as child Tolerates an adult taking a brief turn with their toy before handing it back e.g. adult pushing child's train on same track Allows an adult to change an aspect of play Copies an adult's change of play 	

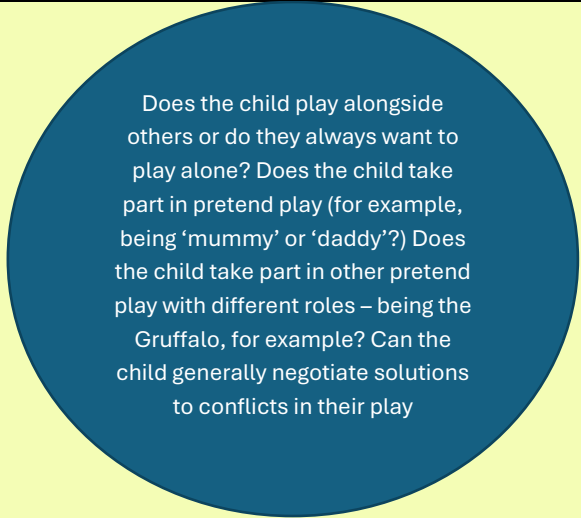
15-18 months (Development Matters 0-3 Years; Birth-5 matters Range 2)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<p>Own & other's needs:</p> <ul style="list-style-type: none"> Hands a toy to an adult for assistance, when unable to get it to work and sees an adult as someone who can help <p>Attachments & friendships:</p> <ul style="list-style-type: none"> Continuing to show strong attachment to parent and familiar care giver e.g. reacts to separation or clinging when tired or fearful Developing a secure relationship with another caregiver e.g. familiar nursery key worker, childminder Showing anxiety if left alone with strangers Plays happily alone but near familiar adult Uses parent as secure base from which to explore independently in new environments (e.g. ventures away from parent to play and interact with others, but returns for a cuddle if become anxious) Watches the emotional reactions of parent /carer and uses them as a guide in new situations (e.g. watches parents face before approaching strange dog, or climbing steps on slide and stops if parent looks anxious) <p>Cooperating/Sharing & taking turns:</p> <ul style="list-style-type: none"> Participating actively in familiar social games e.g. may initiate or start repeat of game and perform some actions or phrases Plays 'ready steady go' or '1, 2, 3, go' games, listening and waiting or sometimes imitating alongside speaker Will pause and wait for turn in play with adults support 	<p>Attachments & friendships:</p> <ul style="list-style-type: none"> Offers a toy to an adult Plays alone (solitary play) Tolerates other children alongside May allow less familiar adults initiate familiar social games Allows an adult to join in with their play for short periods Occasionally, copies familiar actions modelled by an adult playing alongside and intentionally attempting to get child's attention May allow less familiar adults to join in with play Beginning to comply with some adult requests some of the time. <p>Cooperating/Sharing & taking turns:</p> <ul style="list-style-type: none"> Beginning to take part in a short simple game – rolling a ball back and forth, pushing a car – when supported by an adult. May take turns but not really understanding the idea of sharing, whether that's toys or adult attention. 	 <p>Around 18 months, is the toddler increasingly curious about their world and wanting to explore it and be noticed by you</p>

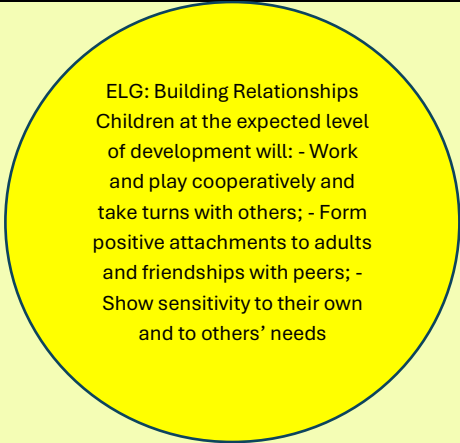
18-21 months (Development Matters: 0-3 Years; Birth-5 Matters: Range 3)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<p>Own & other's needs:</p> <ul style="list-style-type: none"> Searching out adult when distressed Responds to other's pleasure and distress; shows empathy Alternates between clinging and resistance to familiar adult Clings for affection when tired or afraid Aware that carer is cross when says 'no' in a cross voice Finding it difficult to share parents' attention e.g. when parent is holding and talking to another child <p>Attachments & friendships:</p> <ul style="list-style-type: none"> Says 'hello' or 'hi' in greeting when prompted Says 'please' or 'ta'/'thank you' when prompted Calling family members by name e.g. brothers and sisters or grandparents Cooperating/Sharing & turn taking: <ul style="list-style-type: none"> Waits for 'go' signal in 'ready steady go' games Follows directions during play (e.g. 'feed teddy') Will pause and wait for turn in play with others support Spends time in groups of other children engaging in own play, but watching the other children (onlooker/spectator play) Starts to share and 'give and take' 	<p>Attachments & friendships:</p> <ul style="list-style-type: none"> With prompting, sometimes uses social greetings/niceties – hi, bye, ta Knows other familiar adults and begins to use names Cooperating/Sharing & taking turns: <ul style="list-style-type: none"> In play with an adult, actively moves attention between an adult and an object (coordinated joint attention) Likes to share books with an adult 	

21-24 months (Development Matters: 0-3 Years; Birth-5 Matters: Range 3)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<p>Own & other's needs:</p> <ul style="list-style-type: none"> Choosing/requesting favourite foods <p>Attachments & friendships:</p> <ul style="list-style-type: none"> Continuing to need reassurance and staged separation to settle in new environment Responds positively to a variety of familiar adults Conscious of adult approval/disapproval for his/her actions (e.g. looks guilty if 'caught in the act') Demonstrates concern for others when they are upset (e.g. offers favourite toy, pats arm or back, offers cuddle etc.) <p>Cooperating/Sharing & taking turns:</p> <ul style="list-style-type: none"> Actively draws others into social interaction Plays alongside other children and occasionally allows them into play, hands toy to them (parallel play) 	<p>Attachments & friendships:</p> <ul style="list-style-type: none"> Sustains interactions with familiar adult e.g., through facial expression/gesture/vocalisations Sustains interactions with children e.g., through facial expression/gesture/vocalisations Begins to show something that they have made/done to a familiar adult Recognises key adults in photos <p>Cooperating/Sharing & taking turns:</p> <ul style="list-style-type: none"> With support from an adult to model behaviour/actions or words/signs/gestures, begins to draw others into social interaction When prompted by an adult (e.g. physically) will offer an item to an adult in play When prompted by an adult (e.g. physically) will offer an item to another child in play Begins to cooperate in play with others 	 <p>Around the age of 2, does the child start to see themselves as a separate person? For example, do they decide what to play with, what to eat</p>

24-30 months (Development Matters: 0-3 Years; Birth-5 Matters: Range 4)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<p>Own & other's needs:</p> <ul style="list-style-type: none"> Becoming more able to express their wishes and intentions through language for example 'no want bath', 'no go bed' Becoming more amenable to adult participation and direction Uses others as sources of information by asking questions <p>Attachments & friendships:</p> <ul style="list-style-type: none"> Takes a lead in positive interactions with special people – for example, initiates interaction, shows spontaneous affection, can wait a little while before seeking others for comfort and security Shy with strangers, especially adults - may hide against a more familiar adult when introduced Is curious about others and will modify behaviour to fit in with what others are doing (e.g. removing shoes and socks before going on slide after seeing others doing this) May say 'hi'/'hello', 'bye', 'please' or 'thank you'/'ta' unprompted Understanding has to say 'please' before being given an object Identifies self with children of same age and sex <p>Cooperating/Sharing & turn taking:</p> <ul style="list-style-type: none"> Engaging in more extended joint play with parents involving turn taking and objects Engaging in simple interactive play e.g. rough and tumble, running and chasing, singing) with familiar child e.g. sibling Includes other children in their play sequences and may talk to them as does so (e.g. gives child a cup to drink from) Creates imaginary objects, characters and scenes in play (e.g. talks to an imaginary shopper as if s/he is the shop assistant) Waiting when told 'just a minute' Becoming more compliant with adult requests and amenable to family rules (fewer tantrums) Understands simple explanations and reasons given by others Understands 'if...then' logic (e.g. If I stand on a chair, then I can reach the toy, If I eat my sandwich, then I can have some chocolate pudding etc.) 	<p>Attachments & friendships:</p> <ul style="list-style-type: none"> Approaches an adult to initiate interaction/play Approaches another child to initiate interaction/play Begins to favour certain children Notices the behaviour of others <p>Cooperating/Sharing & taking turns:</p> <ul style="list-style-type: none"> Chooses to play in preferred areas/with preferred toys/resources independently Will explore all areas of provision and engage with resources when supported by an adult Beginning to develop short sequences in role play e.g. feeding doll and putting doll to bed Acts out familiar scenarios using objects symbolically e.g. puts mud on a plate and presents it as food (symbolic play) Begins to adopt roles in play Allows other children to join in with their play for short periods when supported by an adult Joins play with one other 	 <p>Between the ages of 2 and 3, does the child start to enjoy the company of other children and want to play with them</p>

30-36 months (Development Matters: 0-3 Years; Birth-5 Matters: Range 4)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<p>Attachments & friendships:</p> <ul style="list-style-type: none"> • Likes to sit, have a cuddle and share events of the day with a familiar adult • Seeks out others to share experiences • May form special friendship with one child • Beginning to understand their actions affect others e.g. may cuddle or comfort child (with adult prompting) if they know they have upset them • Is conscious of and curious about sex differences • Knows whether someone is a boy or girl – but might still be getting them (he/she) confused <p>Cooperating/Sharing & taking turns</p> <ul style="list-style-type: none"> • Participates and helps with familiar routines with help from adults – for example, dusting, setting table or putting toys away • Gets satisfaction from doing things with other people • Strong sense of ownership of toys, but will share at times • Understands s/he needs to share (e.g. toys) but might not always be willing to do so • Plays well with 2-3 children in a group • Generally, more cooperative and amenable to rules and routines, has fewer tantrums • Understands consequences of own actions (e.g. if I throw the toys, Mum takes them away) • Engages in imaginative play and role play based on own experiences – for example, 'driving a car' (imaginative play) • Enjoys playing with small world models such as a farm, garage, or a train track 	<p>Attachments & friendships:</p> <ul style="list-style-type: none"> • Talks about 'friends' and being/not being friends • Begins to form a friendship with another child • Begins to notice similarities and differences between themselves and others • Watches unfamiliar adults in familiar settings, makes eye contact with them from a distance. <p>Cooperating/Sharing & taking turns:</p> <ul style="list-style-type: none"> • Attempts to join others in their play if it is of interest • Successfully joins others in play which is of interest to them • Modifies play, with adult support, to fit in with what others are doing • Shares play experiences with a more competent friend for short periods • Adopts roles with another e.g. parent and child • Joins in with small group games with adult support • With support from an adult can engage in adult led activities for up to 3 minutes 	 <p>Can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'</p>

36-42 months (Development Matters: 3-4 Years Birth-5 Matters: Range 5)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
Own & other's needs: <ul style="list-style-type: none"> Can sometimes be stubborn or negative and react badly to frustration Talks about own life and favourite things Attachments & friendships: <ul style="list-style-type: none"> Regularly uses adults as source of knowledge, comfort and shared activities Cooperating/Sharing & taking turns: <ul style="list-style-type: none"> Enjoys responsibility of carrying out small tasks such as carrying a bag back from the shops Builds stories around toys – for example, farm animals climbing on an armchair 'cliff' and having to be rescued Joins in make believe play with other children 	Attachments & friendships: <ul style="list-style-type: none"> Approaches unfamiliar adults in familiar settings and initiates interaction with them e.g. by looking at them, showing/offering something etc. Initiates conversation with unfamiliar people through use of questions e.g. 'who are you?' Maintains conversation with unfamiliar people through use of questions e.g. 'I've got a dog at home, have you got a dog? My dog is called.....' May gravitate towards younger children if they are better matched in relation to one or more areas of development e.g. communication, attention, play skills Joins in more effectively during outside play – simple interactive games with reduced language demands e.g. chase Uses language to sustain a friendship with another child 	 <p>Does the child play alongside others or do they always want to play alone? Does the child take part in pretend play (for example, being 'mummy' or 'daddy'?) Does the child take part in other pretend play with different roles – being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play</p>

42 months + (Development Matters: 3-4 Years Birth-5 Matters: Range 5)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<p>Own & other's needs:</p> <ul style="list-style-type: none"> Can express wishes and needs clearly and understands when these are not immediately met Can describe self in positive terms and talk about own strengths and weaknesses Has an awareness and pride in self as having own identity and abilities and welcomes praise Has an awareness that people have different needs, views cultures, beliefs which need to be treated with respect Has an awareness that they can expect others to treat their needs, views, cultures and beliefs with respect <p>Attachments & friendships:</p> <ul style="list-style-type: none"> Is confident and skilled in seeking comfort, reassurance and help from special people <p>Cooperating/Sharing & taking turns:</p> <ul style="list-style-type: none"> Is more outgoing towards strangers and more confident in new social situations – for example, in playgroup although may be anxious at first Enjoys and joins in with shared play appropriately – for example, turn-taking and sharing (cooperative play) Understands and follows agreed values when in group situations with adults and children Often actively seeks sharing and fairness Beginning to use language for pretending and organising play – for example 'you be the mummy and I'll be the baby' 	<p>Own & other's needs:</p> <ul style="list-style-type: none"> Beginning to understand that people have different needs and views <p>Attachments & friendships:</p> <ul style="list-style-type: none"> Chooses own friends Differentiates between friends and others Beginning to know and understand what makes a friend <p>Cooperating/Sharing & taking turns:</p> <ul style="list-style-type: none"> With support from an adult will participate in a group task (e.g. contribute to a group model/painting etc.) Can complete a simple turn taking game as part of a group of 4-6 children when supported by an adult Plays cooperatively with a group of other children Plays in a medium sized group (4-6 children) Can complete a simple turn taking game as part of a group of 6+ children when supported by an adult Plays in a larger group (6+ children) Plays a range of turn taking and sharing games independently with peers Can play cooperatively without adult intervention most of the time May have disagreements and 'fall out' with play mates Uses different strategies such as seeking out an adult or using language to resolve conflicts Notices the behaviour of others and points this out to adults e.g. 's/he's not tidying up' Understands need to use words to 'argue' with others 	 <p>ELG: Building Relationships Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs</p>

Personal, Social & Emotional Development: Self-regulation		
0-3 months (Development Matters 0-3 years; Birth-5 Matters Range 1)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	Developing children's self-regulation skills will support them to:
<p>Feelings & behaviour:</p> <ul style="list-style-type: none"> Relaxing when held Responds to calming input, for example, patting, rocking, wrapping and cuddling Smiles or quiets to familiar voice/ face Sucks on hands, clothes, or pacifier to calm self Maybe soothed by particular music or songs Stops crying when picked up Cries to express needs, for example, when hungry, or in discomfort Responds to calming input, for example, patting, rocking, wrapping and cuddling Cries at angry voices Cries at angry faces Shows no anxiety at mother's/carer's absence Laughs to express pleasure <p>Achieving goals:</p> <ul style="list-style-type: none"> Makes sounds and movements to initiate interaction with another person Trying to attract attention e.g. crying and settling when picked up <p>Paying attention/Following direction:</p> <ul style="list-style-type: none"> Smiles or makes sounds in response to eye-contact Adjusting body to other person's movements 	<p>Feelings & behaviour:</p> <ul style="list-style-type: none"> Reacts to auditory stimuli e.g. startles to loud or sudden noise Reacts to visual stimuli e.g. pupils react to light, blinks when object approaches face (defensive blink) Reacts to tactile stimuli e.g. turns head when cheek is touched near mouth Watches faces intently Maintains eye contact for brief periods Shows behaviour that can be interpreted as dislike of specific auditory, visual or tactual stimuli e.g. eyes widen, limbs move, breathing changes, quietens, grimaces, whimpers, cries Shows behaviour that can be interpreted as liking specific auditory, visual or tactual stimuli e.g. eyes widen, limbs move, breathing changes, quietens, smiles, sighs, laughs <p>Achieving goals:</p> <ul style="list-style-type: none"> Indicates e.g. through reaching up to adult that wants to be picked up Uses facial expression or gesture to prompt an adult to continue with activity <p>Paying attention/Following direction:</p> <ul style="list-style-type: none"> Maintains eye contact for more sustained periods Shows anticipation of actions as part of a consistent care giving routines (e.g. stills, vocalises, moves limbs, smiles etc. as adult begins to undertake an action such as lifting limbs when changing nappy or dressing) 	<ul style="list-style-type: none"> Co-regulate their feelings with their key person. Understand their own feelings and the feelings of others. Recognise that they have feelings and emotions and what they are called. Begin to understand that everyone has feelings. Learn that all feelings are ok, but not all responses are. Accept an adult helping them to calm down. Identify triggers that can be avoided. Understand what is expected of them. Understand and manage their emotions and find strategies that help them calm. Have adults that will support them in a consistent and similar way. <p>Suggestions on how you can support in the setting:</p> <ul style="list-style-type: none"> Finding out what calms the child e.g. rocking, cuddling or singing. Making sure that the child is not hungry, tired, hot, or cold. All supporting adults to consider their own emotional response before attempting to calm the child, take a breath. Using the word 'stop' and a hand gesture rather than using the word 'no!' Acknowledging, validating and labelling the child's feelings e.g. 'you feel very cross your tower was broken.' Supporting the child to recognise their emotions and then others through the use of picture prompts e.g. facial expressions Using stories and everyday opportunities to discuss children's feelings. Not expecting the child to be able to explain why they have done something inappropriate but supporting them to find a better way to express themselves. Supporting the child to calm before talking about what has happened. Helping the child to 'put it right' rather than insisting on saying sorry. Time in not time out. Helping the child to be included.

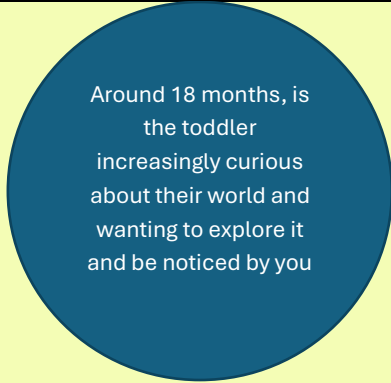
		<ul style="list-style-type: none"> • Keeping an ABC (Antecedent, Behaviour, Consequence) chart or STAR chart (Setting, Trigger, Action, Result) to record the child's behaviour. This structured approach helps identify patterns and triggers related to specific behaviours, particularly useful for understanding challenging behaviours or supporting individuals with Special Educational Needs (SEN). • Telling the child what to do not what not to do • Having a calm space where the child can go to when they need to. <ul style="list-style-type: none"> • Introducing strategies to calm as part of the everyday routine e.g. mindfulness, breathing exercises, calm down bottles or a regulation station. • Providing regular movement breaks and access to the outdoors. • Allowing the child objects to fiddle with when the expectation is to be sitting and listening. • Developing consistency in practitioner responses by developing a support plan. Developing and sharing this with parent/carers. <p>Helpful resources: Mental Health for Early Years Children https://help-for-early-years-providers.education.gov.uk/health-and-wellbeing/mental-health-for-early-years-children</p> <p>Self-regulation strategies https://educationendowmentfoundation.org.uk/early-years/toolkit/self-regulation-strategies</p> <p>Promoting children's self-regulation skills through play - https://www.annafreud.org/resources/under-fives-wellbeing/promoting-young-childrens-self-regulation-skills-through-play/</p> <p>Self-regulation in the Early Years https://www.suttontrust.com/our-research/self-regulation-in-the-early-years/?gad_source=1&gclid=EAlaIqobChMI_tua3aOsigMV8odQBh1EWA4pEAMYASAAEgK-https://www.suttontrust.com/wp-content/uploads/2020/01/Teacher-Handbook-Self-Regulation-in-the-Early-Years.pdf</p>
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3-6 months (Development Matters 0-3 Years; Birth to 5 Matters Range 1)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<p>Feelings & behaviour:</p> <ul style="list-style-type: none"> • Likes cuddles and being held – for example, calms, snuggles in smiles, gazes at carer's face or strokes carer's skin • Responds differently to certain voice patterns (intonation) particularly if accompanied by facial expression e.g. warnings, anger, friendly tones and expressions and songs • Cooing and gurgling when happy and comfortable • Showing delight e.g. laughing and chuckling • Protesting if restrained e.g. makes body stiff and vocalises when protesting • Showing greater range of feelings e.g. delight, distress, excitement • Shows more feelings like fear or disgust • Shows anger and frustration more • Gets upset if toy is taken away • Shows distress at being left alone • Is wary of new people and events <p>Paying attention/Following direction:</p> <ul style="list-style-type: none"> • Aware of events in his/her environment (e.g. searches with eyes when hears familiar person come into the room) • Looks puzzled or changes behaviour when hears something new, different or unexpected 	<p>Feelings & behaviour:</p> <ul style="list-style-type: none"> • Tolerates being held by a range of people • Shows a positive response to being handled by a familiar person • Enjoys being lifted/swung for play Paying attention/Following direction: • Responds to self & others in mirror • Shows interest in new objects 	

6-9 months (Development Matters 0-3 Years; Birth to 5 Matters Range 1)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
Feelings & behaviour: <ul style="list-style-type: none"> Communicates friendliness or annoyance through vocalisation Shows more differentiated feelings and emotions, for e.g. joy, fear, anger or surprise Paying attention/Following direction: <ul style="list-style-type: none"> Stops what they are doing when hears 'No' 	Feelings & behaviour: <ul style="list-style-type: none"> Enjoys simple interactive games e.g. peek-a-boo Paying attention/Following direction: <ul style="list-style-type: none"> Beginning to react when hears 'no' e.g. stilling briefly 	

9-12 months (Development Matters 0-3 Years; Birth to 5 Matters Range 1)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
Feelings & behaviour: <ul style="list-style-type: none"> Expressing frustration and protesting if wishes are thwarted e.g. stopped from banging table Making clear protests e.g. making body stiff and vocalising Showing distress at removal of something enjoyable e.g. a particular toy Achieving goals: <ul style="list-style-type: none"> Seeking attention for self e.g. physical approach towards parent, 'calling' – shouts, listens and shouts again, tugging clothes Paying attention/Following direction: <ul style="list-style-type: none"> Follows with gaze when an adult directs attention to an object by looking and pointing – for example, when an adult points to a bus and says, 'look at the bus' and the child looks at the bus 	Feelings & behaviour: <ul style="list-style-type: none"> Understands that if carer leaves for a short while she/he will return again Has preferred toys Achieving goals: <ul style="list-style-type: none"> Indicates a choice by eye gaze/gesture/vocalisation when offered two familiar toys/ activities Paying attention/Following direction: <ul style="list-style-type: none"> Begins to recognise key words/signs related to care giving routines and anticipates the care giving routine when hears the word/sees the sign e.g. hears 'nappy' and knows it is time for nappy change, sees sign for food and knows it is time for snack etc 	

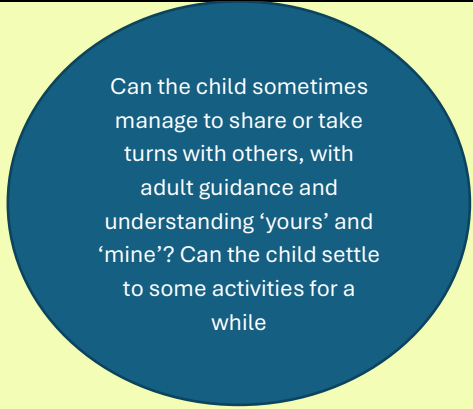
12-15 months (Development Matters 0-3 Years; Birth-5 Matters Range 2)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<p>Feelings & behaviour:</p> <ul style="list-style-type: none"> Beginning to demonstrate challenge e.g. moves away when asked to 'come here' Becoming more resistant to being guided or helped Increasing tantrums if frustrated or actions are thwarted Takes favourite comfort toy or other object with them when has a nap Uses comfort toy or object to calm self when in an unfamiliar environment Defending own possession or toy and getting upset if someone tries to remove it Becoming aware that actions can affect others e.g. pulling hair or pushing upsets another person <p>Achieving goals:</p> <ul style="list-style-type: none"> Clapping hands to express delight about what they have done Seeking to be the centre of attention e.g. repeating a sound or action to make adult's laugh <p>Paying attention/Following direction:</p> <ul style="list-style-type: none"> Looks at an object and then back to adult to direct adult attention to it Gives toy to adult when asked Responding positively to praise and positive attention Becoming aware that actions can affect others e.g. pulling hair or pushing upsets another person 	<p>Feelings & behaviour:</p> <ul style="list-style-type: none"> Stops what doing when hears 'No', looks towards adult and then resumes action <p>Paying attention/Following direction:</p> <ul style="list-style-type: none"> Allows adult to take toy they have when the adult reaches for it Repeats an activity for an adult on request 	

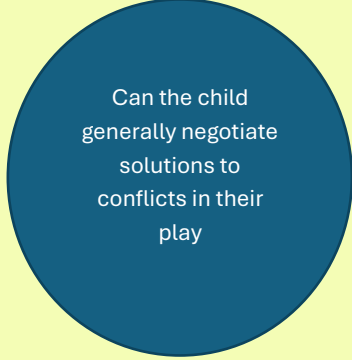
15-18 months (Development Matters 0-3 Years; Birth-5 matters Range 2)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<p>Feelings & behaviour:</p> <ul style="list-style-type: none"> Watches the emotional reactions of parent /carer and uses them as a guide in new situations (e.g. watches parents face before approaching strange dog, or climbing steps on slide and stops if parents look anxious) Uses parent as secure base from which to explore independently in new environments (e.g. ventures away from parent to play and interact with others, but returns for a cuddle if become anxious) Plays happily alone but near familiar adult Responds to small number of boundaries with encouragement and support Shows signs of jealousy Shows defiance <p>Achieving goals:</p> <ul style="list-style-type: none"> Shows pride and pleasure in new accomplishments Expressing intentions in word or gestures – e.g. wanting to go into the garden or choosing which game they would like to play <p>Paying attention/Following direction:</p> <ul style="list-style-type: none"> Copies things he/she sees and hears others doing around him/her (e.g. phrases, parts of games and actions) Joins in simple routines spontaneously Understands and follows simple instructions in context such as 'Give me the ball' or 'Kiss daddy night-night' Plays 'ready steady go' or '1, 2, 3, go' games, listening and waiting or sometimes imitating alongside speaker 	<p>Feelings & behaviour:</p> <ul style="list-style-type: none"> Beginning to recognise the expressions of others as indicators of emotions <p>Paying attention/Following direction:</p> <ul style="list-style-type: none"> Beginning to respond to some adult requests some of the time Responds to simple boundary instructions (e.g. stop, wait, no) when supported with physical, gestural or visual prompts Beginning to understand 'wait' when supported by an adult through physical, gestural or visual prompts Beginning to take part in a short simple game – rolling a ball back and forth, pushing a car – when supported by an adult 	 <p>Around 18 months, is the toddler increasingly curious about their world and wanting to explore it and be noticed by you</p>

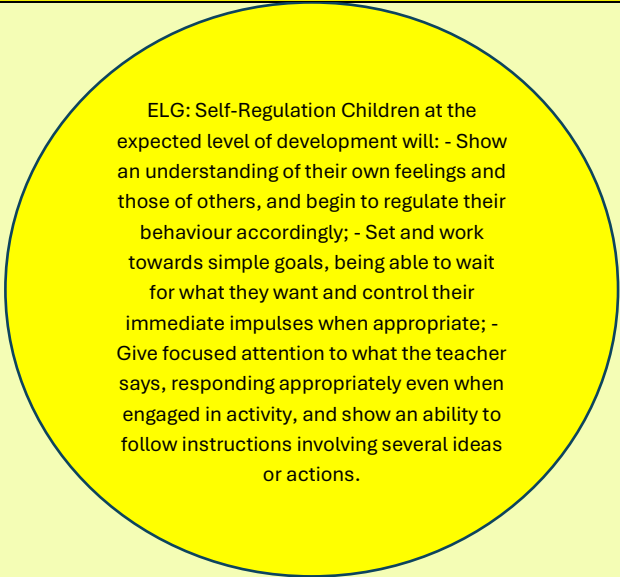
18-21 months (Development Matters: 0-3 Years; Birth-5 Matters: Range 3)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<p>Feelings & behaviour:</p> <ul style="list-style-type: none"> Continues to be resistant to being guided or helped Searching out adult when distressed Shows embarrassment Responds to other's pleasure and distress; shows empathy. Alternates between clinging and resistance to familiar adult Clings for affection when tired or afraid May intentionally hurt another person if angry (e.g. may hit another child if they take a toy away) Aware that carer is cross when says 'no' in a cross voice Finding it difficult to share parents attention e.g. when parent is holding and talking to another child Continues to be possessive about own toys and defends these Continuing to show frustration and anger which can become temper tantrums – especially when thwarted or not able to communicate what they want <p>Paying attention/Following direction:</p> <ul style="list-style-type: none"> Recognises self in mirror or photo (e.g. if looks in a mirror and sees dirt or food on face, tries to wipe it off or points to self in photo when asked) Waits for 'go' signal in 'ready steady go' games Follows directions during play (e.g. 'feed teddy') 	<p>Feelings & behaviour:</p> <ul style="list-style-type: none"> Expresses a range of emotions as appropriate to a situation May need support from an adult to calm when upset/frustrated May need time alone to calm when upset/frustrated Sees familiar items and recognises them as theirs, even if they actually are not <p>Achieving goals:</p> <ul style="list-style-type: none"> Completes simple, short, preferred activities/tasks With support from an adult may be encouraged to participate in other (non-preferred) activities and tasks <p>Paying attention/Following direction:</p> <ul style="list-style-type: none"> Begins to accept simple boundary instructions such as stop, wait 	

21-24 months (Development Matters: 0-3 Years; Birth-5 Matters: Range 3)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
Feelings & behaviour: <ul style="list-style-type: none"> Understands causes of some feelings (e.g. feel sad because a toy is broken) Demonstrates concern for others when they are upset (e.g. offers favourite toy, pats arm or back, offers cuddle etc.) Conscious of adult approval/disapproval for his/her actions (e.g. looks guilty if 'caught in the act') Paying attention/Following direction: <ul style="list-style-type: none"> Plays alongside other children and occasionally allows them into play (e.g. hands toy to them) 	Feelings & behaviour: <ul style="list-style-type: none"> Uses gestures/pictures/words/signs/symbols to express own feelings Points at simple, clear pictures of expressions; identifying sad/happy when asked After taking it from them, gives a toy back to a peer when directed by an adult Paying attention/Following direction: <ul style="list-style-type: none"> Plays in parallel – plays happily alongside other children but not with them 	

24-30 months (Development Matters: 0-3 Years; Birth-5 Matters: Range 4)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<p>Feelings & behaviour:</p> <ul style="list-style-type: none"> • Prefers familiar routines to stay the same. May object to major changes in routine • Beginning to talk about the behaviour and intentions of others • Is curious about others and will modify behaviour to fit in with what others are doing (e.g. removing shoes and socks before going on slide after seeing others doing this) • Beginning to use words to communicate about feelings e.g. 'happy', 'sad', 'cross', 'hurt' <p>Achieving goals:</p> <ul style="list-style-type: none"> • Becoming more able to express their wishes and intentions through language e.g. 'no want bath', 'no go bed' • Waiting when told 'just a minute' <p>Paying attention/Following direction:</p> <ul style="list-style-type: none"> • Becoming more amenable to adult participation and direction • Engaging in more extended joint play with parents involving turn taking and objects • Becoming more compliant with adult requests and amenable to family rules (fewer tantrums) • Understands simple explanations and reasons given by others • Understands 'if...then' logic (e.g. If I stand on a chair, then I can reach the toy, If I eat my sandwich, then I can have some chocolate pudding etc) 	<p>Feelings & behaviour:</p> <ul style="list-style-type: none"> • Accepts small changes to familiar routines with support from an adult • Accepts small changes to familiar routines e.g. has snack but not at the table without support • Accepts multiple changes to familiar routines with support from an adult <p>Achieving goals:</p> <ul style="list-style-type: none"> • With support from an adult, can defer achieving a goal for a short time e.g. can wait for a few seconds • With support from an adult, can defer achieving a goal for a short time e.g. ..first, then... (when the first task is short) <p>Paying attention/Following direction:</p> <ul style="list-style-type: none"> • Can complete a simple short turn taking activity with an adult 1-2 turns each • Responds to prompts such as 'one more' to extend the play • Can play simple turn taking games with an adult for 2-3 turns each • Can play more complex turn taking games with an adult for two or three turns each • Can play a simple turn taking game with an adult for several turns each • Attends to adult led activity for 2 minutes • Attends to adult led activity for 2-5 minutes with prompts to refocus and support to stay on task 	

30-36 months (Development Matters: 0-3 Years; Birth-5 Matters: Range 4)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<p>Feelings & behaviour:</p> <ul style="list-style-type: none"> Strong sense of ownership of toys, but will share at times Able to share and take turns to some extent, but also selfish at times Understands s/he has to share (e.g. toys) but might not always be willing to do so Beginning to understand their actions affect others e.g. may cuddle or comfort child (with adult prompting) if they know they have upset them Gives reasons for own actions <p>Achieving goals:</p> <ul style="list-style-type: none"> Knows cannot always have what they want they want it <p>Paying attention/Following direction:</p> <ul style="list-style-type: none"> Knows when to and begins to wait while others are talking, i.e. can control the urge to butt in Being able to sit at table and concentrate on independent task for few minutes Being able to sit at a small table and engage in adult led activity for 5-10 minutes 	<p>Feelings and behaviour:</p> <ul style="list-style-type: none"> Behaviour is generally more amenable Can share and take turns with others when supported by an adult e.g. to hand over a toy, to wait, to ask for their turn etc. Passes extra pieces of equipment to peers to enable them to complete a task may give up their equipment if encouraged by an adult <p>Achieving goals:</p> <ul style="list-style-type: none"> Can defer getting what they want for a short time e.g. first, then... when there are only minutes between Accepts being told 'no' and not being able to have what they want <p>Paying attention/Following direction:</p> <ul style="list-style-type: none"> Seeks out preferred peers for play Joins in with small group games with adult support 	 <p>Can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'? Can the child settle to some activities for a while</p>


36-42 months (Development Matters: 3-4 Years Birth-5 Matters: Range 5)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<p>Feelings & behaviour:</p> <ul style="list-style-type: none"> Can sometimes be stubborn or negative and react badly to frustration <p>Paying attention/Following direction:</p> <ul style="list-style-type: none"> Notices what adults do, copying what is observed and then doing it when the adult is not there Shows awareness of danger – for example is careful on playground equipment 	<p>Feelings & behaviour:</p> <ul style="list-style-type: none"> Accepts changes to familiar routines when detailed on a visual timetable May gravitate towards younger children if they are better matched in relation to one or more areas of development e.g. communication, attention, play skills <p>Achieving goals:</p> <ul style="list-style-type: none"> Can defer achieving a goal/getting what they want for increasing periods of time e.g. later in the day <p>Paying attention/Following direction:</p> <ul style="list-style-type: none"> Engages with the environment and provision and can easily become absorbed in a wide range of activities/areas of play 	 <p>Can the child generally negotiate solutions to conflicts in their play</p>

42 months + (Development Matters: 3-4 Years Birth-5 Matters: Range 5)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<p>Feelings & behaviour:</p> <ul style="list-style-type: none"> Can describe self in positive terms and talk about own strengths and weaknesses Often actively seeks sharing and fairness Is confident and skilled in seeking comfort, reassurance and help from special people Is more outgoing towards strangers and more confident in new social situations – for example, in playgroup although may be anxious at first <p>Achieving goals:</p> <ul style="list-style-type: none"> Can express wishes and needs clearly and understands when these are not immediately met Makes short-term/future plans <p>Paying attention/Following direction:</p> <ul style="list-style-type: none"> Concentrates and listens for more than 10 minutes in adult led activities that they enjoy Understands and follows agreed values when in group situations with adults and children 	<p>Feelings & behaviour:</p> <ul style="list-style-type: none"> Likes to be with other children Can be protective of younger children Accepts an adult refusing a request for an item or toy Apologises when prompted e.g. says sorry to a peer or adult <p>Achieving goals:</p> <ul style="list-style-type: none"> Can wait for increasing periods of time Can wait for increasing numbers of turns each in a small group or increasing numbers of children to have a single turn Can defer achieving a goal/getting what they want for increasing periods of time e.g. the next day Short term plans include two elements e.g. first, then Short term plans include three elements e.g. first, then, next Short term plans include future days e.g. tomorrow <p>Paying attention/Following direction:</p> <ul style="list-style-type: none"> Concentrates for increasing periods on non-preferred adult led activities 	 <p>ELG: Self-Regulation Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>

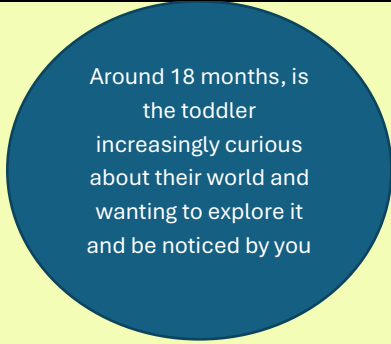
Personal, Social & Emotional Development: Managing Self		
0-3 months (Development Matters 0-3 years; Birth-5 Matters Range 1)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	Developing children's managing self-skills will support them to:
Engagement: <ul style="list-style-type: none"> Alerting/showing awareness when talked to Shows interest in new experiences – for example, when you show a new toy Responding to different sensations/textures on body e.g. stills or become more active in response to different sensations Becoming aware of hands e.g. noticing that bells on wrist bracelet jingle when hands move or watching hands Explores hands and fingers – for example, watches them, presses hands together, clasps and unclasps hands Becoming aware of and fingering objects in their daily experience e.g. parents' body, mother's bangles, milk bottle, soft rattle Shows interest in new experiences for example, when you show a new toy Moves hanging rattle or soft toy accidentally while moving arms or legs Repeats actions that have an effect – for e.g. kicking or batting a mobile to create movement, shaking a rattle so it makes a sound 	Engagement: <ul style="list-style-type: none"> Reacts to auditory stimuli e.g. startles to loud or sudden noise Reacts to visual stimuli e.g. pupils react to light, blinks when object approaches face (defensive blink) Reacts to tactile stimuli e.g. turns head when cheek is touched near mouth Responds to a range of auditory/visual/tactual stimuli e.g. stilling, eyes widen, limbs move or slow, grimace, movement of lips, changing in sucking patterns, change in breathing patterns, whimpering sounds, cry etc. Responds positively to touch/voice of familiar person e.g. stilling, eyes widen, limbs move or slow, movement of lips, changing in sucking patterns, change in breathing patterns, cooing sounds, smile etc. Reaches out and 'finds' toys which are activated by accident e.g. makes a bell ring by accidentally hitting it as moves arms/legs Shows behaviour that can be interpreted as dislike of specific auditory, visual or tactual stimuli e.g. eyes widen, limbs move, breathing changes, quietens, grimaces, whimpers, cries Shows behaviour that can be interpreted as liking specific auditory, visual or tactual stimuli e.g. eyes widen, limbs move, breathing changes, quietens, smiles, sighs, laughs Uses facial expression or gesture to prompt an adult to continue with activity 	<ul style="list-style-type: none"> Challenge themselves, allowing them to become independent and set personalised goals. Be confident in trying new activities. Develop skills in independence, resilience and perseverance in the face of challenge. Understand rules and meet expectations in a range of settings and situations. Manage their own basic hygiene and personal needs and understanding the importance of healthy food choices. <p>Suggestions on how you can support in the setting:</p> <ul style="list-style-type: none"> Effective key person processes, supporting them to develop trusting relationships Value the child's voice - providing children with opportunities to express their wants, needs and choices. Providing specific and individualised positive feedback Adults to model appropriate behaviour A safe and nurturing environment Visuals for those children that are not able to understand verbal prompts. Predictable routines and preparation for any changes to a routine Focus on reinforcing behaviour you like by acting as a role model and praising children who demonstrate wanted behaviours Talk to even the youngest of children, using their name, copying their babbling, showing that you are listening and valuing their communication Pay attention to babies nonverbal communication too. If they turn their head away, it may be a sign that they are tired and have had enough Encourage independence skills as soon as you think children are capable. Work with parent/carers to agree on appropriate expectations such as feeding themselves or taking off and hanging up their coat. Allow time to practice independence

		<p>skills, praising children when they try, even if they are not always successful</p> <ul style="list-style-type: none"> • To help children become confident in themselves, allow them the freedom to make choices • Provide activities planned around children's individual interests • Provide activities and resources that are open ended, providing children with opportunities to develop their own play and ideas • Make sure children know where everything is in the setting. This will offer them continuity and consistency and will support children to use the environment independently and try new activities <p>Helpful Resources:</p> <p>https://help-for-early-years-providers.education.gov.uk/areas-of-learning/personal-social-and-emotional-development/sense-of-self</p> <p>https://www.annafreud.org/resources/under-fives-wellbeing/personal-social-and-emotional-development/?gad_source=1&gclid=EAlaIQobChMllo7d4PjigigMVdJxQBh3QRA8UEAMYAS</p> <p>https://www.annafreud.org/resources/under-fives-wellbeing/common-difficulties/?gad_source=1&gclid=EAlaIQobChMlxZ-pko_higMVAJRQBh1s_DIGEAMYASAAEgLPgfD_BwE</p>
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6 months (Development Matters 0-3 Years; Birth to 5 Matters Range 1)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
Engagement: <ul style="list-style-type: none"> Aware of events in his/her environment (e.g. searches with eyes when hears familiar person come into the room) Looks puzzled or changes behaviour when hears something new, different or unexpected Listening to own voice e.g. 'ba' and repeats Persistently and deliberately reaches out for toys Bring toys to mouth for exploration Using body to produce a sound e.g. banging on table with hands or banging feet on floor Expectations/Rules & boundaries: <ul style="list-style-type: none"> Gets upset if toy is taken away Shows anger if physically held (e.g. cries when held still) 	Engagement: <ul style="list-style-type: none"> Deliberately maintains or breaks eye-contact within a child adult interaction Shows interest in new objects May seem oblivious to efforts of carer to engage them in interaction when deeply focused on exploring toy/object 	

6-9 months (Development Matters 0-3 Years; Birth to 5 Matters Range 1)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
Engagement: <ul style="list-style-type: none"> Demonstrates motivation and curiosity when exploring a new and interesting object Imitates actions s/he sees performed by others that are already in his/her repertoire (e.g. if she/he knows how to bang hands on the table, he/she will copy another person doing this) Expectations/Rules & boundaries: <ul style="list-style-type: none"> Stops what they are doing when hears 'No' 	Engagement: <ul style="list-style-type: none"> Prefers familiar objects Shows interest in new objects when presented enthusiastically by an adult Has regard for new objects Expectations/Rules & boundaries: <ul style="list-style-type: none"> Responds to familiar sounds/vocalisations used by adult to indicate 'no'/'stop' e.g. 'ah-ah-ah', 'nah-nah-nah' Beginning to react when hears 'no' e.g. stilling briefly 	
9-12 months (Development Matters 0-3 Years; Birth to 5 Matters Range 1)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
Engagement: <ul style="list-style-type: none"> Actively explores objects using different senses – for example, links together different ways of handling objects; shaking, hitting, looking, feeling, tasking, mouthing, pulling, turning and poking Explores new objects in an orderly way to investigate cause and effect – for example, can pull a string to get the connected toy Can play by focusing his/her attention on the same toy as another child at the same time Reacts to an audience – for example, repeats an activity or action which is received positively by a smile, or which is laughed at, applauded or cheered Expectations/Rules & boundaries: <ul style="list-style-type: none"> Expressing frustration and protesting if wishes are thwarted e.g. restrained from banging table 	Engagement: <ul style="list-style-type: none"> Tolerates assistance (hand under hand, hand over hand, holding a toy etc.) from another person to explore toys and resources in different ways Actively explores objects when prompted by an adult modelling different ways of handling them Imitates adults' actions to play with toys in a variety of ways e.g. shaking, banging Plays with and understands simple cause and effect toys Enjoys container play Has preferred toys 	 <p>Around 12 months, does the baby start to be shy around strangers and show preferences for certain people and toys</p>

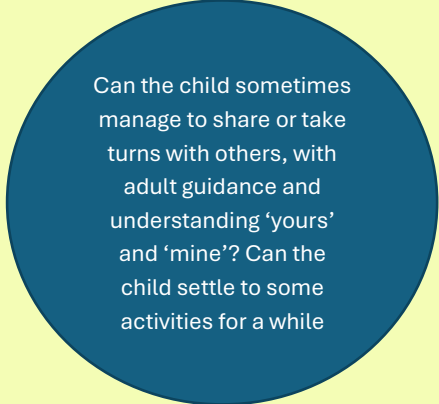
12-15 months (Development Matters 0-3 Years; Birth-5 Matters Range 2)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<p>Engagement:</p> <ul style="list-style-type: none"> • Clapping hands to express delight about what they have done • Finding objects that are hidden e.g. under a cloth • Searching and finding something that has rolled out of reach • Persisting with an action or remembering what to do again after a wait e.g. turning a roller and waiting until tune is finished before rolling again or opening the lid of a music box to start the music • Play demonstrates understanding of use of objects – may put telephone to ear, turn pages of a book, stir a spoon in a cup, attempt to place pieces in a puzzle <p>Expectations/Rules & boundaries:</p> <ul style="list-style-type: none"> • Gives toy to adult when asked • Beginning to show defiance e.g. moves away when asked to 'come here' • Becoming more resistant to being guided or helped • Becoming increasingly independent and self-directed • Increasing tantrums if frustrated or actions are thwarted • Defending own possession or toy and getting upset if someone tries to remove it • Becoming aware that actions can affect others e.g. pulling hair or pushing upsets another person 	<p>Engagement:</p> <ul style="list-style-type: none"> • Imitates the actions of adults in play to use objects functionally e.g. putting phone to ear (functional play) • Gives baby or teddy a 'a love' <p>Expectations/Rules & boundaries:</p> <ul style="list-style-type: none"> • Stops what doing when hears 'No', looks towards adult and then resumes action 	

15-18 months (Development Matters 0-3 Years; Birth-5 matters Range 2)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
Engagement: <ul style="list-style-type: none"> No longer using mouthing to explore objects Is persistent in completing tasks and activities with more than one part (e.g. puzzle, posting etc.) Hands a toy to an adult for assistance, when unable to get it to work and sees an adult as someone who can help Watches the emotional reactions of parent /carer and uses them as a guide in new situations (e.g. watches parents face before approaching strange dog, or climbing steps on slide and stops if parents looks anxious) Plays happily alone but near familiar adult Shows pride and pleasure in new accomplishments Expectations/Rules & boundaries: <ul style="list-style-type: none"> Joins in simple routines spontaneously Responds to small number of boundaries with encouragement and support Remembers where objects belong (e.g. puts toys away) 	Engagement: <ul style="list-style-type: none"> Persists with trying to make something work until becomes frustrated Aware when things do not work as they should Rejects offers of help from an adult e.g. says 'no', moves away etc. Recognises when needs assistance/help Beginning to seek out another person (stands beside, looks at etc.) when something doesn't work (e.g. toy) After modelling by an adult will say/sign 'help' (or an appropriate approximation) Expectations/Rules & boundaries: <ul style="list-style-type: none"> Beginning to respond to some adult requests some of the time Responds to simple boundary instructions (e.g. stop, wait, no) when supported with physical, gestural or visual prompts 	 <p>Around 18 months, is the toddler increasingly curious about their world and wanting to explore it and be noticed by you</p>

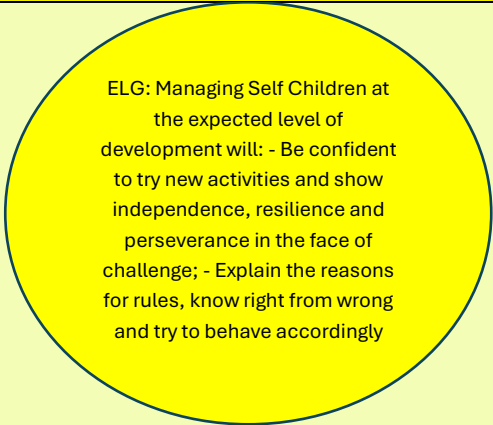
18-21 months (Development Matters: 0-3 Years; Birth-5 Matters: Range 3)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
Engagement: <ul style="list-style-type: none"> Shows interest in toys with buttons, flaps and simple mechanisms Imitates everyday actions in pretend play (e.g. brushing doll's hair, making beds, tasting food, cleaning dolls house, getting in the car, shopping) Tries to work out problems by thinking first – for example, how to switch something on or how to get something that's out of reach Expectations/Rules & boundaries: <ul style="list-style-type: none"> Follows directions during play (e.g. 'feed teddy') Continues to be strongly self-directed Continues to be resistant to being guided or helped Continues to be possessive about own toys and defends these 	Engagement: <ul style="list-style-type: none"> Completes simple, short, preferred activities/tasks With support from an adult may be encouraged to participate in other (non-preferred) activities and tasks Expectations/Rules & boundaries: <ul style="list-style-type: none"> Sees familiar items and recognises them as theirs, even if they actually are not Begins to accept simple boundary instructions such as stop, wait Beginning to understand 'wait' when supported by an adult through physical, gestural or visual prompts 	

21-24 months (Development Matters: 0-3 Years; Birth-5 Matters: Range 3)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
Engagement: <ul style="list-style-type: none"> • Shy with strangers, especially adults - may hide against a more familiar adult when introduced • Responds positively to a variety of familiar adults • Continuing to need reassurance and staged separation to settle in new environment • Becoming more able to express their wishes and intentions through language e.g. 'not want bath', 'no go bed') • Makes pretend sequences (e.g. pouring pretend tea, then stirring and drinking; washing then drying a doll; getting in the car and going to work) Expectations/Rules & boundaries: <ul style="list-style-type: none"> • Becoming more compliant with adult requests and amenable to family rules (fewer tantrums) • Choosing/requesting favourite foods • Waiting for a little longer when told 'just a minute' 	Engagement: <ul style="list-style-type: none"> • Sustains interactions with familiar adult e.g., through facial expression, gesture and words/signs for increasing periods • Tolerates strangers in a familiar environment when familiar adults are close by • Begins to show something that they have made/done to a familiar adult • Imitates short sequences in role play Expectations/Rules & boundaries: <ul style="list-style-type: none"> • Beginning to respond to 'wait' • Beginning to use 'mine' • Waiting for very brief periods when supported by an adult 	

24-30 months (Development Matters: 0-3 Years; Birth-5 Matters: Range 4)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
Engagement: <ul style="list-style-type: none"> • Prefers familiar routines to stay the same. May object to major changes in routine • Becoming more amenable to adult participation and direction • Likes to perform for others • Takes a lead in positive interactions with special people – for example, initiates interaction, shows spontaneous affection, can wait a little while before seeking others for comfort and security • Talks aloud to self when playing alone • Self-corrects during an activity without adult prompting (e.g. tries to fit a puzzle piece in the wrong space, then changes to the right space) • Making choices that involve challenge, when adults ensure their safety Expectations/Rules & boundaries: <ul style="list-style-type: none"> • Waiting when told 'just a minute' • Becoming more compliant with adult requests and amenable to family rules (fewer tantrums) • Understands simple explanations and reasons given by others • Understands 'if...then' logic (e.g. If I stand on a chair, then I can reach the toy, If I eat my sand) 	Engagement: <ul style="list-style-type: none"> • Accepts small changes to familiar routines with support from an adult • Accepts small changes to familiar routines e.g. has snack but not at the table without support • Accepts multiple changes to familiar routines with support from an adult • Makes a choice from a range of different activities • Approaches another child to initiate interaction/play Expectations/Rules & boundaries: <ul style="list-style-type: none"> • With a visual prompt e.g. traffic lights, sand timer can wait for short periods 	

30-36 months (Development Matters: 0-3 Years; Birth-5 Matters: Range 4)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
Engagement: <ul style="list-style-type: none"> Gets satisfaction from doing things with other people Engages in imaginative play and role play based on own experiences – for example, 'driving a car' Includes other children in their play sequences and may talk to them as does so (e.g. gives child a cup to drink from) Joins in make believe play with other children Being able to sit at a small table and engage in adult led activity for 5-10 minutes Expectations/Rules & boundaries: <ul style="list-style-type: none"> Gives reasons for own actions Know they cannot always have what they want, when they want it Generally more cooperative and amenable to rules and routines, has fewer tantrums Understands s/he has to share (e.g. toys) but might not always be willing to do so Understands consequences of own actions (e.g. if I throw the toys, Mum takes them away) Beginning to understand their actions affect others e.g. may cuddle or comfort child (with adult prompting) if they know they have upset them Understands simple explanations and reasons given by others 	Engagement: <ul style="list-style-type: none"> Sustains interactions with children e.g., through facial expression, gesture and words/signs for increasing periods Shares new/less familiar play experiences with a more competent friend for short periods Approaches new challenges confident in own ability Persist with an activity even when it is difficult Expectations/Rules & boundaries: <ul style="list-style-type: none"> Follows rules by imitating actions of others – being careful in the sand/water/ paint, waiting for others to go down a slide etc. Behaviour is generally more amenable Can share and take turns with others when supported by an adult e.g. to hand over a toy, to wait, to ask for their turn etc 	 <p>Can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'? Can the child settle to some activities for a while</p>

36-42 months (Development Matters: 3-4 Years Birth-5 Matters: Range 5)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
Engagement: <ul style="list-style-type: none"> Notices what adults do, copying what is observed and then doing it when the adult is not there Expectations/Rules & boundaries: <ul style="list-style-type: none"> Shows awareness of danger – for example is careful on playground equipment 	Engagement: <ul style="list-style-type: none"> Accepts changes to familiar routines when detailed on a visual timetable Demonstrates a high level of involvement in an activity Concentrates for a sustained period of time on a self-chosen task Engages with the environment and provision and can easily become absorbed in a wide range of activities/areas of play Expectations/Rules & boundaries: <ul style="list-style-type: none"> Responds to adult prompt to 'be careful' 	


42 months + (Development Matters: 3-4 Years Birth-5 Matters: Range 5)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
Engagement: <ul style="list-style-type: none"> Talks about personal intentions, describing what they are trying to do Shows flexibility in trying different ways of tackling problems Enjoys talking about past experiences, the present and future plans Expectations/Rules & boundaries: <ul style="list-style-type: none"> Often actively seeks sharing and fairness Understands and follows agreed values when in group situations with adults and children Is confident and skilled in seeking comfort, reassurance and help from special people Explains own knowledge and understanding, and asks appropriate questions of others 	Engagement: <ul style="list-style-type: none"> In conversation, shares information with adults spontaneously e.g. initiates a conversation about a topic of their interest, changes conversation topic to one of interest to them etc. Accepts adults offering/suggesting/modelling new ways to solve problems Experiments and tries different approaches to familiar tasks with adult encouragement/prompting Expectations/Rules & boundaries: <ul style="list-style-type: none"> Notifies the behaviour of others and points this out to adults e.g. 's/he's not tidying up' Accepts an adult refusing a request for an item or toy 	 <p>ELG: Managing Self Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly</p>

Physical Development: Gross Motor Skills		
0-3 months (Development Matters 0-3 years; Birth-5 Matters Range 1)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	Developing children's Gross Motor Skills will support them to:
<p>Touch/Movement:</p> <ul style="list-style-type: none"> Active arms and legs but the arms are more active than legs Moves arms and legs and chuckles when played with Kicks legs vigorously, one leg then the other Arm and leg movements become smoother and more continuous, no longer so sudden and jerky <p>Lying:</p> <ul style="list-style-type: none"> Turns head to side when placed on tummy Can lift head when lying on tummy and move it from side to side When lying on tummy, lifts head up in the middle and uses forearms to support Holds head in the middle (not to one side or the other) when lying on back Moves head to look around when lying on back or supported in sitting When lying on back or propped up, moves eyes to follow face or object moving slowly from side to side, close to face <p>Sitting:</p> <ul style="list-style-type: none"> Lagging head when pulled to sit till body vertical, head 'holds' momentarily before falling forwards Able to control head when supported in an upright position: head does not flop forward or backwards Holds head and upper body up by themselves when supported in sitting <p>Standing:</p> <ul style="list-style-type: none"> Presses down feet or straightens body when held standing on hard surface 	<p>Touch/Movement:</p> <ul style="list-style-type: none"> Reacts to tactile stimuli e.g., turns head when cheek is touched near mouth <p>Sitting:</p> <ul style="list-style-type: none"> Holds head briefly when sitting supported at shoulders <p>Other:</p> <ul style="list-style-type: none"> Reacts to auditory stimuli e.g., startles to loud or sudden noise Reacts to visual stimuli e.g., pupils react to light, blinks when object approaches face (defensive blink) Responds to a range of auditory/visual/tactual stimuli e.g., stilling, eyes widen, limbs move or slow, grimace, movement of lips, change in sucking patterns, change in breathing patterns, whimpering sounds, cry etc. Shows behaviour that can be interpreted as dislike of specific auditory, visual or tactual stimuli e.g., eyes widen, limbs move, breathing changes, quietens, grimaces, whimpers, cries Shows behaviour that can be interpreted as liking specific auditory, visual or tactual stimuli e.g., eyes widen, limbs move, breathing changes, quietens, smiles, sighs, laughs 	<ul style="list-style-type: none"> Be in a range of different positions, helping to develop their muscle strength and proprioception which are the building blocks for more complex skills such as running and climbing. Develop their muscle strength and proprioception which supports them to move between positions and maintain an upright posture allowing them to take part in daily self-care and play activities Have lots of opportunities to move and support the development of their vestibular and proprioceptive systems. This will help children to be more aware of their environment so they can be safe and negotiate obstacles. It will also help children to concentrate and focus on activities so that they can practice and learn. Offering opportunities for a range of positions for play (as above) will support the development of children's muscle strength and proprioception. This will also support their planning and problem solving. Develop their vestibular and proprioceptive systems so that they can safely move around outside. Use ride on toys, developing balance and proprioception. For example, a balance bike will help develop children's balance and steering without having to concentrate on their foot movements on pedals. Develop their spatial awareness and planning skills. <p>Suggestions on how you can support in the setting:</p> <ul style="list-style-type: none"> Not always having children sitting on a chair to carry out tabletop activities. Placing activities at a range of heights encourages children to use different positions to access them. You could use easels, low tables and up turned boxes. Monitor how long children can stay in this position for and gradually increase this time, ensuring the child is engaged and interested in the activity. Supporting children to sit in a range of positions on the floor such as cross legged, long leg sitting and side sitting (not 'W')

		<p>sitting). Monitor how long children can sit in the position for and gradually increase the time, ensuring children are engaged and interested in the activity. Provide with something to lean against if needed, such as a piece furniture.</p> <ul style="list-style-type: none"> • When sitting on a chair, make sure the child's feet are flat on the floor and the child is well supported to allow them to access tabletop activities. • Offer a range of activities that encourage children to move around. • Providing plenty of activities to develop and practice balance and proprioception. Large climbing equipment and creating obstacle courses using everyday items in your setting are great for this. • Take children to places with a range of surfaces, such as grass, bark and tarmac and with some slopes and uneven surfaces. • Providing a range of ride on toys so children have plenty of opportunities to practice. Consider the type of ride on toy provided based on each child's individual needs. For example, a kiddie coupe style car could be used if the child still needs support in sitting whilst a balance bike will challenge a different child's balance more. • Let children use big, slow-moving items such as balloons and bubbles. Provide large balls and bats and reduce the sizes as children's skills improve. <p>Helpful resources:</p> <p>Help for early years providers: Physical development</p> <p>https://www.cpft.nhs.uk/occupational-therapy-toolkit/file:///C:/Users/aad270/Downloads/Sensory%20toolkit%20(8).pdf</p> <p>https://www.nhs.uk/live-well/exercise/physical-activity-guidelines-children-under-five-years/#:~:text=Pre%2Dschoo%20should%20spend%20at,to%2Dvigorous%20intensity%20physical%20activity.</p> <p>https://educationendowmentfoundation.org.uk/early-years/promoting-physical-activity</p> <p>https://www.active-together.org/active-tots</p> <p>https://www.cumbria.gov.uk/elibrary/Content/Internet/537/1459/7037/18016/4450511357.pdf</p> <p>https://www.berkshirehealthcare.nhs.uk/media/168255/bh_cypit_toolkit_sensoryprocessing_pr1.pdf</p>
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3-6 months (Development Matters 0-3 Years; Birth to 5 Matters Range 1)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
Touch/Movement: <ul style="list-style-type: none"> Kicks strongly Lying: <ul style="list-style-type: none"> When lying on tummy can lift head and chest and support self with straight arms and flat hands Raises head to look at feet when lying on back When lying on back, lifts legs into vertical position and grasps feet Sitting: <ul style="list-style-type: none"> No head lag from four months when pulled to sit and holds head steady for several seconds Sits with back firm when supported Sits propped up Tries to sit up from lying on back when hands are held Rolling: <ul style="list-style-type: none"> Rolls from side to back Rolls over from front to back Rolls over from back to front Crawling: <ul style="list-style-type: none"> Makes crawling movements with arms and legs when lying on tummy Puts arms up to be lifted Standing: <ul style="list-style-type: none"> Takes weight through legs and bounces up and down when held in a standing position 	Touch/Movement: <ul style="list-style-type: none"> Tolerates being held and moved Tolerates having position changed by adult Becoming a more active participant in position changes Lying: <ul style="list-style-type: none"> Touches knees with hands when lying on back Sitting: <ul style="list-style-type: none"> Sits briefly when propped Looks around, turns head left and right, when propping self on floor Enjoys sitting on adult's knee and uses core muscles to support self Looks around, turning head left and right, when held in sitting Uses hands to protect self from falling sideways when rocked/tilted off balance 	

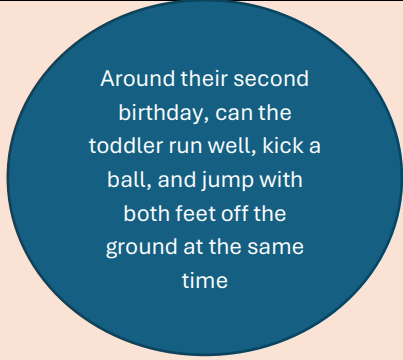
6-9 months (Development Matters 0-3 Years; Birth to 5 Matters Range 1)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
Sitting: <ul style="list-style-type: none"> Sits alone without support and with a straight back Can lean forward when sitting Crawling/moving: <ul style="list-style-type: none"> Can move from a sitting position to hands and knees (crawl position) Crawls, bottom shuffles or rolls continuously to move around Standing <ul style="list-style-type: none"> Pulls self-up to standing but cannot lower self-down again (falls backwards with a bump) • Supports whole weight on legs if holding on to support 	Lying: <ul style="list-style-type: none"> Takes feet to mouth when lying on back Sitting: <ul style="list-style-type: none"> Sits briefly when unsupported Sits unsupported for several minutes Beginning to reach to front, side, back and above when sitting Using hands, protects self from falling forwards when seated Using hand, protects self from falling backwards when seated Joins in with rocking and rolling games holding adult's hands e.g. 'Row, Row, Row the boat' etc. Turns body sideways while stretching to pick toys from floor Crawling/moving: <ul style="list-style-type: none"> Can maintain four-point crawling position when placed by an adult Rocks back and forth in a four-point kneeling position Pushes up on to hands and knees Crawls backwards 'Bear walks' to move around 	

9-12 months (Development Matters 0-3 Years; Birth to 5 Matters Range 1)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
Sitting: <ul style="list-style-type: none"> Can rise to sitting position from lying down Crawling/moving: <ul style="list-style-type: none"> Crawls on hands and knees or shuffles on bottom Kneeling/standing: <ul style="list-style-type: none"> Kneels up against furniture Pulls self-up to standing against furniture and can lower self-back down again Stands by themselves for a few seconds Walking: <ul style="list-style-type: none"> Walks around furniture lifting one foot and stepping sideways (cruising) Bends to pick up a toy from the floor when standing up holding onto furniture Walks with one or both hands held by an adult 	Sitting: <ul style="list-style-type: none"> Uses hands to support self when leans to side in sitting Using hands, protects self from falling backwards when seated Reaches to front, side, back and above when sitting Sits on a low chair without support when positioned by an adult Crawling/moving: <ul style="list-style-type: none"> Crawls or bottom shuffles with increasing speed Rolls on to side from lying and props on flat arm/hand Pushes through hand/arm to get from propped inside lying to sitting Kneeling/standing: <ul style="list-style-type: none"> Pulls from sitting to standing when holding an adult's hands Can adopt high kneeling position and bring one leg up so foot is flat on the floor – as though about to push through and rise to standing From sitting on an adult's knee on the floor can be supported in to standing by adult rising to high kneeling Stands briefly leaning trunk against furniture for support Stands briefly holding on to furniture for support Briefly stands without holding when supported at the hips by an adult Uses arms (held high) to maintain balance when standing Walking: <ul style="list-style-type: none"> Can take a few steps when supported at the hips by adult Can take a few steps when supported by holding adult's fingers in front of body Cruises around furniture taking a few steps 	 <p>At around 12 months, can the baby pull to stand from a sitting position and sit down</p>

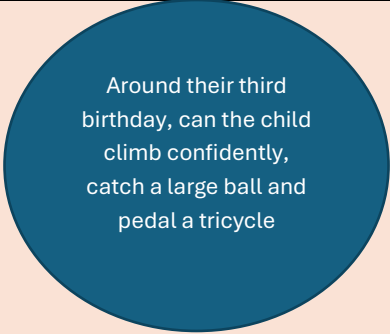
12-15 months (Development Matters 0-3 Years; Birth-5 Matters Range 2)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
Standing: <ul style="list-style-type: none"> Can stand up alone, without holding on to anything Sits down from standing with a bump Walking: <ul style="list-style-type: none"> Takes first few steps: feet wide apart, uneven steps, arms raised for balance Carries large toy or several toys while walking Pulls toy on string along behind while walking Climbing/Stairs: <ul style="list-style-type: none"> Crawls upstairs Comes downstairs backwards on knees (crawling) 	Standing: <ul style="list-style-type: none"> Rises to standing unaided Maintains balance without support Squats briefly as though attempting pick up a toy from floor Sits down from standing without a bump Walking: <ul style="list-style-type: none"> Attempts to change direction when cruising around furniture Steps between furniture (1-3 steps) Begins to prefer walking to crawling Pushes a sturdy trolley type toy while walking. Walks unsteadily may still have quite a few falls Unaware of obstacles on the floor, often steps on/falls over obstacle Stops walking by bumping to the floor or using furniture Climbing/Stairs: <ul style="list-style-type: none"> Crawls backwards to get downstairs Can step up/down a curb with hand-held Other: <ul style="list-style-type: none"> Rolls a ball to an adult, without direction or force 	

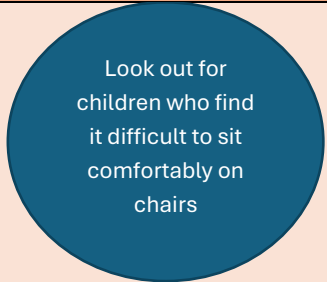
15-18 months (Development Matters 0-3 Years; Birth-5 matters Range 2)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
Sitting: <ul style="list-style-type: none"> Gets onto child's chair themselves backwards or sideways Has a wide variety of different ways to sit to play Kneeling/Standing: <ul style="list-style-type: none"> Kneels upright on flat surface without support Walking/Running: <ul style="list-style-type: none"> Walks with shorter steps and legs closer together, no longer needs to hold arms up for balance Runs taking care, some difficulty with avoiding obstacles Climbing/Stairs <ul style="list-style-type: none"> Starts to climb Walks upstairs holding hand of adult Steps backwards downstairs, holding on to each step Bumps down a few steps on bottom 	Sitting: <ul style="list-style-type: none"> Can sit in a range of positions – legs to the side (side sitting), legs in front (long sitting) Slides self-backwards/forwards on a chair and adjusts position for comfort Climbs on to adult chair and can turn self around to sit Kneeling/Standing: <ul style="list-style-type: none"> Plays in a squatting position for brief periods Beginning to stand with feet closer together and reach out for objects Walking/Running: <ul style="list-style-type: none"> 'Bottom shufflers' begin walking, if not already Walking begins to be the main way to get about Walks with increasing speed Becoming more confident and competent changing direction when walking Can adjust size of steps to negotiate obstacles Better at negotiating bigger obstacles when walking but can still be unaware of smaller obstacles on the ground Climbing/Stairs <ul style="list-style-type: none"> With hands held, attempts to step up on to stairs – two feet to one step Climbs on to low step 	

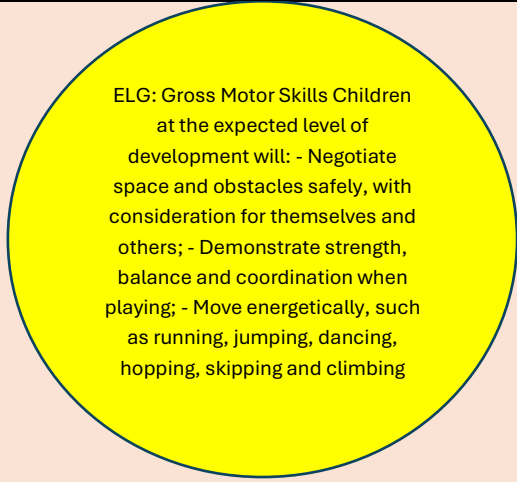
18-21 months (Development Matters: 0-3 Years; Birth-5 Matters: Range 3)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
Standing: <ul style="list-style-type: none"> Squats down to pick up toy from floor Walking/Running: <ul style="list-style-type: none"> Runs without bumping into obstacles Beginning to walk cautiously on uneven ground Taking a step or two backwards Using walking as preferred method of mobility Walking independently with feet closer together and with good balance Can visually scan the environment more quickly so trips over obstacles less often Climbing/Stairs: <ul style="list-style-type: none"> Climbs onto and down from furniture without help Walks up and down stairs holding on, putting two feet on each step (with supervision) Other: <ul style="list-style-type: none"> Throws small ball overhand 'Walks into' large ball when trying to kick it Sits on small tricycle, moving it with feet pushing on floor 	Walking/Running: <ul style="list-style-type: none"> Explores different surfaces, with support and encouragement, when playing outside Quickly changes direction and speed when walking Other: <ul style="list-style-type: none"> Beginning to kick a ball with one foot Enjoys sit and ride outdoor toys and moves them with their feet 'Scoots' backward on a trike. 	

21-24 months (Development Matters: 0-3 Years; Birth-5 Matters: Range 3)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
Standing: <ul style="list-style-type: none"> Squats with steadiness to rest or play with object on the ground – rise to feet without using hands Walking/Running: <ul style="list-style-type: none"> Runs safely on whole foot stopping and starting with ease and avoiding obstacles Other: <ul style="list-style-type: none"> Stands on one foot while kicking ball with other foot. 	Walking/Running: <ul style="list-style-type: none"> Walks with reciprocal arm movements Walks more confidently over different surfaces and uneven ground. Beginning to walk backwards Beginning to run Can step up/down a curb independently Jumping: Raises legs and feet to 'jump' but feet do not leave the ground Other: <ul style="list-style-type: none"> Pushes and pulls large toys to navigate around objects and obstacles. Throws ball in to a container Limited sense of danger 	 <p>Around their second birthday, can the toddler run well, kick a ball, and jump with both feet off the ground at the same time</p>

24-30 months (Development Matters: 0-3 Years; Birth-5 Matters: Range 4)		
Descriptors of 'typical' development/Developmental milestone (Early support materials)	Small Steps	
Standing: <ul style="list-style-type: none"> Can stand on tiptoe when holding on to something Walking/Running: <ul style="list-style-type: none"> Pushes and pulls large toys, has difficulty steering around obstacles Climbing: <ul style="list-style-type: none"> Climbs confidently – beginning to use climbing equipment Jumping: <ul style="list-style-type: none"> Jumps with two feet together from floor Can kick and catch a large ball 	Standing: <ul style="list-style-type: none"> Stands on one foot with hand-held Walking/Running: <ul style="list-style-type: none"> Joins in with simple running games e.g., chase/ hide and seek etc. Navigates a simple obstacle course using whole body, with support from an adult as required Beginning to 'stop' to avoid collision with a peer when running Jumping: <ul style="list-style-type: none"> Jumps from the floor, but leaves one foot on the ground Jumps on the spot with hands held (both feet off the ground) Other: <ul style="list-style-type: none"> Balances on a low beam, holding an adult's hand Balances on a low beam independently Negotiates small outdoor equipment, e.g., a small slide with support from an adult Can kick a ball when hand 	

30-36 months (Development Matters: 0-3 Years; Birth-5 Matters: Range 4)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
Standing: <ul style="list-style-type: none"> Can stand momentarily on one foot when shown Walking/Running: <ul style="list-style-type: none"> Negotiates obstacles when running and pushing toys Walks backwards, forwards and sideways Walks forward on a straight line Can walk on tiptoe Climbing/Stairs: <ul style="list-style-type: none"> Walks upstairs using alternating feet, one foot per steps Walks downstairs two feet to each step while carrying a toy Jumping: <ul style="list-style-type: none"> Jumps down a single step Rides tricycle using pedals Kicks ball forcibly 	Standing: <ul style="list-style-type: none"> Stands on one foot for few seconds when supported with an adult's finger Climbing/Stairs: <ul style="list-style-type: none"> Walks up and down stairs but holds on for confidence Jumping: <ul style="list-style-type: none"> Jump down a step with hands held Jumps down a single step, one foot then the other Other: <ul style="list-style-type: none"> Kicks a ball with some direction and force Catches a large ball 	 <p>Around their third birthday, can the child climb confidently, catch a large ball and pedal a tricycle</p>

36-42 months (Development Matters: 3-4 Years Birth-5 Matters: Range 5)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
Jumping: <ul style="list-style-type: none"> Can jump forward about 60cm (2 feet) 	Standing: <ul style="list-style-type: none"> Can stand on one foot when supported e.g., holding on to sturdy object, hands held etc. Walking/Running: <ul style="list-style-type: none"> Runs sometimes tripping or bumping into things Climbing/Stairs: <ul style="list-style-type: none"> Mount steps, stairs or climbing equipment with support Climbs 3-4 steps without holding on Jumping: <ul style="list-style-type: none"> Beginning to jump forward Other: <ul style="list-style-type: none"> Can place feet on pedals of a trike and push May pedal backwards to begin with Pedals a trike forward Begins to use a scooter Throws a large ball Kicks a ball with direction and force, covering up to 2 meters 	 <p>Look out for children who find it difficult to sit comfortably on chairs</p>

42 months + (Development Matters: 3-4 Years Birth-5 Matters: Range 5)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
Walking/Running: <ul style="list-style-type: none"> Negotiate space successfully when playing racing and changing games with other children adjusting speed and changing direction to avoid obstacles Climbing/Stairs: <ul style="list-style-type: none"> Walks upstairs alternating feet, one foot per step Other: <ul style="list-style-type: none"> Shows increased accuracy in throwing catching and kicking a ball Travel around, under, over and through balancing and climbing equipment with confidence Shows increasing accuracy in throwing, catching and kicking a ball 	Walking/Running: <ul style="list-style-type: none"> Joins in with racing/chase games with peers when encouraged/supported by an adult Enjoys playing racing/chase games with peers Spontaneously joins in with racing/chase games with peers Beginning to move to music with rhythm Climbing/Stairs: <ul style="list-style-type: none"> Walks up and down stairs confidently one foot to one step Can run up and down stairs Jumping/Hopping: <ul style="list-style-type: none"> Jumps down two steps Jumps up and down on the spot Beginning to hop with hand-held Hops on preferred foot without support Hops or jumps over an obstacle Other: <ul style="list-style-type: none"> Shows increasing control over slow moving objects Rides trike well – steers around corners, turns around Uses a scooter well Bends at waist, rather than squats, to retrieve objects from the floor Can bounce a ball on the floor Can bounce a ball on the floor and catch it Beginning to develop similar ball skills with smaller balls e.g. tennis ball Sometimes kicks a moving a ball 	 <p>ELG: Gross Motor Skills Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p>

Physical Development: Fine Motor Skills

0-3 months

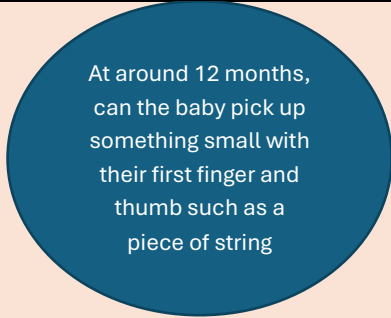
(Development Matters 0-3 years; Birth-5 Matters Range 1)

Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	Developing children's Fine Motor Skills will support them to:
<p>Vision/Visual skills:</p> <ul style="list-style-type: none"> • Turns head or eyes towards diffuse light or interesting objects • Closes eyes to bright light • Can move eyes to look at different parts of objects and pictures • Stares at fingers • Watches movement of hands in front of face • Follows movement of toy 15-25cm from face • Looks briefly from one object to another (shifting visual attention) <p>Grasping/Reaching:</p> <ul style="list-style-type: none"> • Keeps hands closed with thumbs tucked in against palm • Holds rattle for a couple of seconds when placed in palm of hand • Hands are open most of the time when not holding objects • Starts to reach out to toys or objects (this is not yet accurate) <p>Exploring:</p> <ul style="list-style-type: none"> • Brings hand to mouth when lying on side or tummy • Mouthing to explore objects 	<p>Vision/Visual skills:</p> <ul style="list-style-type: none"> • Reacts to visual stimuli e.g., pupils react to light, blinks when object approaches face (defensive blink) • Watches faces intently • Looks at black and white (or high contrast objects). • Attention caught and held by bright toy e.g., mirror toy held in line of vision and moved backwards and forwards within 8-12 inches from face. • Tracks objects horizontally – left to right and right to left • Tracks objects vertically – up and down, down and up <p>Grasping/Reaching:</p> <ul style="list-style-type: none"> • Responds to stroking of hand by opening hand and fingers • Unclenches fist • Finds toys or objects accidentally (when moving arms and legs) at first and then begins to search intentionally (moves arms and legs on purpose) • Begins to play with own fingers <p>Other:</p> <ul style="list-style-type: none"> • Reacts to auditory stimuli e.g., startles to loud or sudden noise • Reacts to tactile stimuli e.g., turns head when cheek is touched near mouth • Responds to a range of auditory/visual/tactual stimuli e.g., stilling, eyes widen, limbs move or slow, grimace, movement of lips, changing in sucking patterns, change in breathing patterns, whimpering sounds, cry etc. • Shows behaviour that can be interpreted as dislike of specific auditory, visual or tactual stimuli e.g., eyes widen, limbs move, breathing changes, quietens, grimaces, whimpers, cries • Shows behaviour that can be interpreted as liking specific auditory, visual or tactual stimuli e.g., eyes widen, limbs move, breathing changes, quietens, smiles, sighs, laughs • Tolerates different textures on hands and/or feet 	<ul style="list-style-type: none"> • Reach for and grasp objects. It will help children develop hand-eye coordination. Providing interesting objects will make children want to reach for explore, hold and manipulate them. • Providing smaller objects to pick up and move around will help children to develop more controlled finger movements and different grasps. This will allow them to carry out daily activities such as doing buttons and zips and support their pencil control. • Fine motor skill movements will strengthen children's hands, wrists and fingers, which are needed for children to be able to feed themselves, turn taps, fasten clothing and later be able to write. These activities will also support children's planning and problem-solving skills. • Mark making with large tools helps children practice moving their arms across the body (crossing the mid-line) which children will need to be able to do when they start writing across a page. • Develop more control in the marks they make as the tools get smaller, which will help when children start to learn to write. • To use large construction materials which will help strengthen children's arms and shoulders and lets them practice crossing their midline. Smaller materials help children practice manipulating small objects and strengthen their fingers, especially if they must use pressure to connect things together. This will also support the development of children's planning and problem solving. <p>Suggestions on how you can support in the setting:</p> <ul style="list-style-type: none"> • Provide children with objects or toys that they like and place them within their reach (indoors and out). Providing children with containers that they can drop objects into. Provide collections of interesting objects for children to explore (treasure baskets/bags, loose parts collections). • As children's skills develop, provide children with opportunities to pick up and manipulate smaller objects. Activities like playdough, peg boards, threading big beads or

		<p>cotton reels or picking up objects with tongs and large tweezers would all help.</p> <ul style="list-style-type: none"> • Provide children with a range of simple cause and effect toys – toys that light up or make noises are great but so are things like shape sorters, large inset puzzles or car/ball ramps. Model how to use these. You might have to guide the child's hand to the objects to start with. Allow the child plenty of time to enjoy and repeat these types of activities. • Provide opportunities for children to use a range of tools. children need to learn through doing. With opportunities to explore the resources - it doesn't matter what they make. Adapt and simplify activities and provide alternative equipment, for example chunky chinks, shaving brushes, big brushes. Allow children to use these in a range of positions - standing at an easel, lying on the floor etc. Drawing in the air with ribbons or scarves is great too. • Offer children increasingly challenging building materials. These will need to start with objects that they can put on top of each other, such as stacking toys, wooden blocks or washing up sponges. Then move on to bigger interlocking equipment, like Duplo. Model and show the children how to use them. Provide opportunities to build outside with crates and boxes. <p>Helpful resources:</p> <p>https://help-for-early-years-providers.education.gov.uk/areas-of-learning/physical-development/fine-motor-skills</p> <p>https://www.cpft.nhs.uk/occupational-therapy-toolkit/</p>
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3-6 months (Development Matters 0-3 Years; Birth to 5 Matters Range 1)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
Vision/Visual skills: <ul style="list-style-type: none"> Fixes gaze on interesting toys/objects at 15-25cm and watches them for some time Grasping/Reaching <ul style="list-style-type: none"> When lying on back, lifts legs into vertical position and grasps feet Reaches and plays with toes when lying on back or sitting up with support Uses two hands to scoop up toys Reaches out to objects and faces with both hands to grasp them Uses whole hand to hold objects (palmar grasp) Passes toys from hand to hand Holds two toys, one in each hand Exploring <ul style="list-style-type: none"> Plays with objects by banging, shaking, turning them around in their hands Feels and plays with toys and everyday objects of different textures, for example, smooth, rough, soft, furry and sticky 	Vision/Visual skills: <ul style="list-style-type: none"> Demonstrates improving depth perception Mature colour perception Grasping/Reaching: <ul style="list-style-type: none"> Plays with own fingers Clasps and unclasp hands in midline Beginning to pass object from hand to hand Wants to touch anything within reaching distance Passes objects from hand to hand Beginning to drop objects deliberately Reaches for and picks up small objects Exploring: <ul style="list-style-type: none"> Beginning to take hands to mouth Beginning to take any/all objects to mouth Explores all objects in same way Beginning to indicate annoyance (e.g. screeching) when can't reach something Reaches out to touch self in mirror 	

6-9 months (Development Matters 0-3 Years; Birth to 5 Matters Range 1)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
Vision/Visual skills: <ul style="list-style-type: none"> Watches and follows people/objects/happenings in the environment up to 3m away Picks up partially hidden toy Looks for fallen object Knows person or object is still there when they are out of sight. May search for it/them (object and person permanence) Grasping/Reaching: <ul style="list-style-type: none"> Stretches out with one hand to grasp toy if offered Can release toy from grasp by dropping or pressing against a firm surface but cannot yet place down deliberately Exploring: <ul style="list-style-type: none"> Sits and manipulates toys with hands Looks at and pokes small objects such as crumbs with index finger 	Vision/Visual skills: <ul style="list-style-type: none"> Watches toy come to rest after it falls from hand within visual field Searches briefly for toy that falls from hand outside of visual field (emerging object permanence) Grasping/Reaching: <ul style="list-style-type: none"> Imitates clapping Isolates index finger when assisted by an adult Beginning to isolate index finger to poke Uses thumb while grasping / holding objects Picks up objects using one hand Turns body sideways while stretching to pick toys from floor Exploring: <ul style="list-style-type: none"> Takes feet to mouth when lying Bangs objects on a surface to make noise 	

9-12 months (Development Matters 0-3 Years; Birth to 5 Matters Range 1)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
Vision/Visual skills: <ul style="list-style-type: none"> Knows where moving object is likely to go Grasping/Reaching: <ul style="list-style-type: none"> Uses index finger to point at objects Picks up small objects easily with pincer grasp Picks up larger objects such as a teddy or a ball Holds an object in each hand and brings them together in the middle (e.g. holds two blocks and bangs them together) Drops toys or objects deliberately Exploring: <ul style="list-style-type: none"> Puts toys or objects into a container Takes toys or objects out of a container Removes pieces from inset puzzle and large pegs from pegboard Helps turn pages in a book 	Grasping/Reaching: <ul style="list-style-type: none"> Has an immature pincer grasp Intentionally releases objects Claps hands independently Has a mature pincer grasp Reaches and grasps a moving object Beginning to show a hand preference, but uses either hand for most things Exploring: <ul style="list-style-type: none"> Takes objects to mouth less often Plays with and understands simple cause and effect toys Tolerates different dry materials/textures using hands Tolerates the sensory experience of damp sand, paste or paint Squeezes/squashes/pulls/tears dough etc. Beginning to stack two items e.g. building blocks Attempting to pull blocks apart Threads curtain rings on to piece of dowel Mark making: <ul style="list-style-type: none"> Holds a pencil May mark-make briefly when given a pencil and encouraged 	 <p>At around 12 months, can the baby pick up something small with their first finger and thumb such as a piece of string</p>

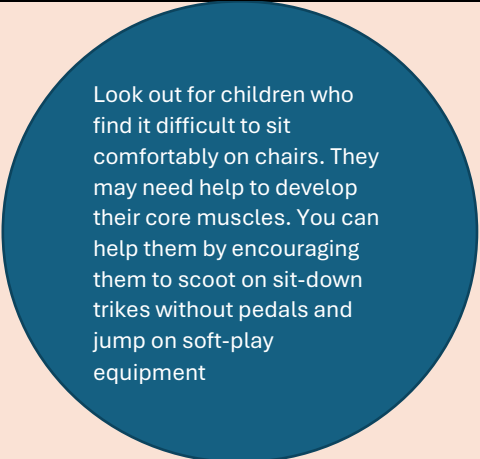
12-15 months (Development Matters 0-3 Years; Birth-5 Matters Range 2)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
Grasping/Reaching: <ul style="list-style-type: none"> Points to desired objects out of reach Exploring: <ul style="list-style-type: none"> Turns over container to tip out contents Drops blocks through large round hole in a posting box Attempts to build with block – putting one block on top of another, or next to another 	Grasping/Reaching: <ul style="list-style-type: none"> Uses pincer grasp successfully to pick up small items Holds two items in one hand Exploring: <ul style="list-style-type: none"> Uses hands to explore what objects do and how they work Begins to use a range of different hand movements to activate a toy, sliding, switching and turning Builds a tower, stacking three or more items (e.g. building blocks) Pulls apart two items secured together with Velcro. Pulls apart two 'Popoids' or 'Duplo' bricks Mark making: <ul style="list-style-type: none"> Mark makes when given a pencil Imitates to-and-fro scribble 	

15-18 months (Development Matters 0-3 Years; Birth-5 matters Range 2)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
Vision/visual skills: <ul style="list-style-type: none"> Watches small moving toy/object at 3 metres + Exploring: <ul style="list-style-type: none"> No longer using mouthing to explore objects Posts round shape into posting box or shape sorter Can build a tower or row with two to three blocks Places large round pegs in pegboard Fits round shapes into puzzle Uses both hands together and in the middle (not to one side or the other) one to hold and the other manipulates Mark making: <ul style="list-style-type: none"> Scribbles spontaneously and makes dots on paper 	Exploring: <ul style="list-style-type: none"> Beginning to use both hands together – one to lead, one to support e.g. holding something steady while doing something with/to it Turns several pages of a books Mark making: <ul style="list-style-type: none"> Enjoys making marks on paper 	

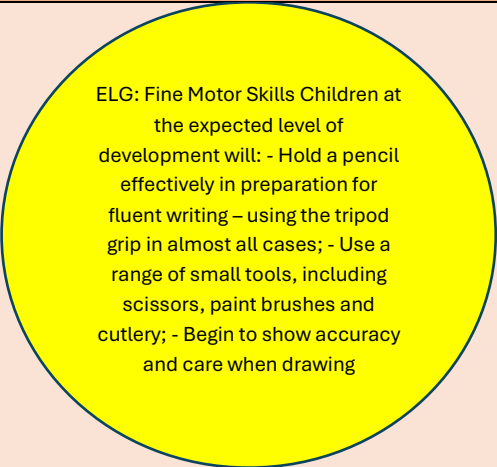
18-21 months (Development Matters: 0-3 Years; Birth-5 Matters: Range 3)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
Vision/Visual skills: <ul style="list-style-type: none"> Discriminates between circle and square on a puzzle (i.e. looks at shape of piece and shapes on board and fits them together correctly) Exploring: <ul style="list-style-type: none"> Operates mechanical toys (e.g. turns the knob on a wind-up toy, pulls back on a friction toy) Threads large beads onto firm cord, stick or pipe cleaner. Builds a tower of up to six blocks Mark making: <ul style="list-style-type: none"> Holds pencil near point with tripod grip (between thumb and two fingers) Imitates drawing vertical line Imitates circular scribble 	Exploring: <ul style="list-style-type: none"> Still swaps hands Turns a handle to open a door Adds another block to a tower when offered or encouraged by an adult Mark making: <ul style="list-style-type: none"> Beginning to imitate circular scribble Beginning to imitate an adult drawing a line 	

21-24 months (Development Matters: 0-3 Years; Birth-5 Matters: Range 3)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
Vision/Visual skills: <ul style="list-style-type: none"> Scans pages and looks at books studying each picture for details Picks up tiny objects accurately/quickly using pincer grasp Exploring: <ul style="list-style-type: none"> Threads large beads on to floppier cord (e.g. washing line cord, heavy shoelace) Builds a tower of up to seven cubes Fits smaller shapes and objects into holes during posting activities Places objects down neatly and precisely Makes snips in paper with child scissors Turns pages of a book singly Mark making: <ul style="list-style-type: none"> Scribble writes including 'V' shape and vertical lines 	Exploring: <ul style="list-style-type: none"> Beginning to show a preference for one hand over another Matches different textures by touch Can activate switches – turning them on and off Uses large tweezers to pick up and post soft objects such as cotton wool balls Uses modified tools/equipment e.g., spring loaded/two handed scissors to snip thick paper Turns single pages of a book when an adult slightly lifts an edge to assist 	

24-30 months (Development Matters: 0-3 Years; Birth-5 Matters: Range 4)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<p>Exploring:</p> <ul style="list-style-type: none"> • Uses one hand more than the other (i.e. shows a preference for right or left) • Using two hands together to assemble toys e.g. preschool construction toy or toy train driver in his cab • Opening snack tub with simple tight-fitting lid e.g. crisp tub or sweet tube • Puts tiny objects into small container • Turns rotating handles • Screws and unscrews jar lids, nuts and bolts • Builds a tower of seven or more cubes • Fits round, square and triangle shapes into a puzzle and posting box • Folds paper in half <p>Mark making:</p> <ul style="list-style-type: none"> • Imitates writing: lines and circle and T and V • Imitates drawing a simple face (circle for head, with eyes, nose and mouth) 	<p>Exploring:</p> <ul style="list-style-type: none"> • Can remove wrapping paper from a parcel <p>Mark making/Using tools:</p> <ul style="list-style-type: none"> • Holds a pencil or other mark making tool high up shaft • Can copy lines (vertical and horizontal) and circular scribble • Holds a pencil or other mark making tool lower down the shaft • Uses modified tools/equipment e.g., spring loaded/two handed scissors to cut thick paper 	

24-30 months (Development Matters: 0-3 Years; Birth-5 Matters: Range 4)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
Exploring: <ul style="list-style-type: none"> Fits increasingly small shapes and objects into holes during posting activities Threads large beads onto shoelace Can put tiny objects into a small container Builds a tower of ten or more cubes Imitates making a train of cubes Mark making/Using tools: <ul style="list-style-type: none"> Holds pencil near point between first two fingers and thumb and uses it with good control Draws person with head and one or two other features/parts Writes an 'x' form and a horizontal line Imitates drawing a circle Cuts paper with scissors 	Vision/Visual skills: <ul style="list-style-type: none"> Finds small details in pictures Exploring: <ul style="list-style-type: none"> Rolls, squeezes and pulls playdough Can get floppier cord through holes on large beads but needs help to pull it through at the other end Mark making: <ul style="list-style-type: none"> Can spontaneously produce circular scribble 	 <p>Look out for children who find it difficult to sit comfortably on chairs. They may need help to develop their core muscles. You can help them by encouraging them to scoot on sit-down trikes without pedals and jump on soft-play equipment</p>

36-42 months (Development Matters: 3-4 Years Birth-5 Matters: Range 5)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
Mark making: <ul style="list-style-type: none"> Draws spontaneous and unrecognisable forms Draws person with head and one or two other features or parts 	Vision/Visual skills: <ul style="list-style-type: none"> Uses visual discrimination to know where to place square, triangle and circle pieces in an inset puzzle Exploring: <ul style="list-style-type: none"> Threads small beads on to a string/lace Places small pegs into a peg board Completes simple jigsaw Mark making: <ul style="list-style-type: none"> Covers the whole paper when painting. Begins to paint 'pictures' and name them. Adds features to a pre-drawn circle to make a face Begins to copy simple recognisable shapes e.g., circle 	

42 months + (Development Matters: 3-4 Years Birth-5 Matters: Range 5)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<p>Exploring:</p> <ul style="list-style-type: none"> Builds complex things with a wide variety of objects, selecting appropriate resources and adapting their work where necessary <p>Mark making/Using tools:</p> <ul style="list-style-type: none"> Selects the tools and techniques they need to shape, assemble and join materials they are using Handles tools, objects, building and malleable materials safely and with increasing control 	<p>Exploring:</p> <ul style="list-style-type: none"> Can touch thumb to each finger Copies a pattern of building done by an adult – matching number of blocks, position and colour Copies a bead sequence when threading – matching shape, order and colour Completes a nine-piece jigsaw <p>Mark making/Using tools:</p> <ul style="list-style-type: none"> Draws a square in imitation of an adult's Copies a circle and cross Colours in the lines Colouring increasingly neatly within the lines Copying an increasing range of letters Producing letters of significance e.g. initial letter of their name Copying own first name Attempts to write own first name Producing an increasing range of letters Beginning to form some letters correctly Reversal of some letters/numbers not unusual Pictures of people have heads and legs Pictures of people include head, legs and trunk Beginning to include arms and fingers when drawing pictures of people Draws a face and adds features Pictures of people include; head (with eyes and mouth), body, arms and legs Can draw a basic house Uses scissors effectively to cut Can cut a square Beginning to cut a circle 	 <p>ELG: Fine Motor Skills Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing</p>

Physical Development: *Self-help & Independence (*EYFS -PSED: Managing Self)

0-3 months (Development Matters 0-3 years; Birth-5 Matters Range 1)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	Developing children's Self-help and Independence Skills will support them to:
<p>Sleeping:</p> <ul style="list-style-type: none"> Has a predictable sleeping pattern Sleeps for periods of 2 hours or more Accepting bedtime routines <p>Feeding:</p> <ul style="list-style-type: none"> Relaxing when held Copies facial expressions and mouth shapes e.g., sticking out tongue, opening mouth, widening eyes etc. Enjoying cuddles from caregiver e.g. snuggling in Opens mouth for breast or bottle when corner of mouth is touched (reflex rooting response) Sucking is strong and rhythmic with coordinated swallow Closes mouth around bottle teat to achieve seal <p>Dressing:</p> <ul style="list-style-type: none"> Accepting being dressed <p>Washing/Toileting:</p> <ul style="list-style-type: none"> Accepting being bathed Enjoying being in the bath Accepting having nappy changed 	<p>Sleeping:</p> <ul style="list-style-type: none"> Becoming aware of day/night – longer night sleeps but still waking Shows consistent behaviours that indicate tiredness (e.g., cries/restless) Accepts being 'put down' for a sleep 'Goes off' to sleep without being held or rocked <p>Dressing:</p> <ul style="list-style-type: none"> Tolerates being dressed <p>Washing/Toileting:</p> <ul style="list-style-type: none"> Tolerates nappy changing Tolerates washing <p>Other:</p> <ul style="list-style-type: none"> Reacts to auditory stimuli e.g., startles to loud or sudden noise Reacts to visual stimuli e.g., pupils react to light, blinks when object approaches face (defensive blink) Makes eye contact with the carer during feeding Begins to make sounds such as cooing etc., in response to carer Shows behaviour that can be interpreted as dislike of specific auditory, visual or tactual stimuli e.g., eyes widen, limbs move, breathing changes, quietens, grimaces, whimpers, cries Shows behaviour that can be interpreted as liking specific auditory, visual or tactual stimuli e.g., eyes widen, limbs move, breathing changes, quietens, smiles, sighs, laughs Begins to be aware of care routines 	<ul style="list-style-type: none"> Be independent with key skills such as feeding, dressing and going to the toilet. Join in mealtimes with their friends. Develop good habits such as washing their hands properly after using the toilet, before eating or after wiping their nose. This will help protect others from illness and infections. Become independent, at nursery/school there will be fewer adults to help than at home. Children need to learn key skills so they can do things independently. <p>Suggestions on how you can support in the setting:</p> <ul style="list-style-type: none"> Introduce a variety of appropriate finger foods first. Make sure the bowl/plate is not slipping around – a mat or damp cloth underneath might help. If possible, adults sitting and eating with the children so that the children can copy, and adults can model. Introducing cutlery – chunky child-size cutlery is easier for children to use. If you are still feeding the child, let them hold a spoon too and have a go. At first help guide the loaded spoon to the child's mouth, hand under hand, until they get better at it. Introduce a fork next. At first load the food on to it for the child, then let them try stabbing soft foods like cooked vegetables Asking parents/carers to let the child practice at home mealtimes too, without distractions such as the television, phone or iPad. Letting children practice manipulating a fork and knife by putting some cutlery in the playdough area. Start by giving the child a cup with two handles to help them hold the cup steady. A "Doidy" cup can help babies and toddlers transition from bottle to open cup drinking. After this progress to a one-handed cup and then on to holding a beaker using both hands. Only fill cups halfway or less to allow the child to control the cup when bringing up to their mouth. Offering less and less

		<p>help and gradually allowing the child to hold and bring the cup to their mouth and then tip it to drink from it.</p> <ul style="list-style-type: none"> • Encourage the child to sit in a well-supported position so that they have better control of their arms and body to slowly tip the cup to drink from it. • Make sure the child is sitting at a table with their feet supported and the table at comfortable height, so their shoulders are relaxed, and the child is not bent over. • Make sure children can reach the sink, soap and towels. • Check that children can twist the taps. They might need more practice with their fine motor skills to strengthen their wrists and fingers. Hand exercises like “dough disco” and “funky fingers” will help. Check the taps aren’t too stiff either. • Demonstrate what to do lots of times. • Provide simple visual instructions above the sink to remind children of the order they need to do things. • Making the bathroom a pleasant place to be. Is it too smelly/crowded/dark/noisy? Is there a scary hand-dryer/noisy flush? • Considering if the child is ready to use the toilet or potty. Do they have dry nappies for long periods of time? Do they poo at regular times? Can they tell you when they need to go? • To use the toilet or potty children need to be able to sit on a chair. • When sitting on the toilet provide the child with a stable base for their feet, if they can’t reach the floor provide a sturdy step. When using an adult toilet provide a seat insert • All adults to use the same words to describe going to the toilet, so that the child does not get confused. • Ask the child’s parent/carer to dress them in clothes that are easy to pull up/down – no belts or buttons. <ul style="list-style-type: none"> • Breaking the task down into single steps, such as pulling trousers down, using toilet paper, flushing, washing hands and teaching them to the child one at a time, starting with the last step so that they can successfully finish the task. This is called backward chaining. You could create a visual sequence to support. • Making sure the child knows where their shoes and coat are. Provide a special peg or box with a picture on. • Ask the child’s parent/carer to dress them in loose fitting clothes with minimum fastenings - tops with easy openings, elasticated waists, shoes with Velcro fastenings.
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		<ul style="list-style-type: none"> • Encourage the child to help in the process of undressing / dressing, for example by pushing their arm through a sleeve. Ask the child's parent/carer to let them practice at home too. • Make sure the child is well supported and balanced so that their hands are free to use. It may help if they sit on a chair, floor or lean on a wall to put their shoes on. Allow plenty of time. • Learning to take shoes and coat off is easier than putting them on, so encourage children to do that first. Putting a sticker or mark inside children's shoes will support them in knowing which way round they go. • If zips are tricky, teach children to connect the zip whilst the coat is on their lap/the floor and stepping into it, before pulling it up. Chunky zips are easier. A piece of ribbon or a key ring attached to the zip tab might help the child pull it up.(backward chaining) <ul style="list-style-type: none"> • Once the child can put on their own shoes and coat, they can start to try dressing/undressing (see backward chaining) so that they will be able to get changed for P.E. when the time comes. <p>Helpful resources:</p> <p>https://www.nhsggc.org.uk/kids/life-skills/self-care/</p> <p>https://www.nhsggc.org.uk/kids/resources/ot-activityinformation-sheets/backward-chaining-information-sheet/</p> <p>https://eric.org.uk/</p> <p>https://www.youtube.com/watch?v=kX2NYL2BqVo</p> <p>https://www.leicspart.nhs.uk/wp-content/uploads/2020/06/416-dressing-skills-2.pdf</p> <p>https://help-for-early-years-providers.education.gov.uk/areas-of-learning/personal-social-and-emotional-development/sense-of-self</p>
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3-6 months (Development Matters 0-3 Years; Birth to 5 Matters Range 1)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<p>Sleeping:</p> <ul style="list-style-type: none"> Has regular sleeps during the day Beginning to recognise the bedtime routine Settles to sleep with calming input such as warm bath, cuddle, being wrapped in a blanket etc. when tired Sleeps more at night than during the day Able to settle self-back to sleep if wakes during the night <p>Feeding:</p> <ul style="list-style-type: none"> Feeds at regular intervals throughout the day Placing hand on breast or bottle when feeding Holding own bottle with assistance to regulate flow Opening mouth in anticipation of spoon (6 months) Holding additional spoon during feeding (6 months) <p>Dressing:</p> <ul style="list-style-type: none"> Enjoying being dressed Anticipating dressing routines <p>Washing/Toileting</p> <ul style="list-style-type: none"> Tolerates stimulation to gums when adult rubs gums with fingers or trainer toothbrush Splashing with pleasure and enjoying being gently splashed in the bath Accepting face/hair washing Enjoying being in a dry and clean nappy 	<p>Sleeping:</p> <ul style="list-style-type: none"> Needs minimal comfort/reassurance to settle back to sleep if wakes in the night More aware of night and day and the difference between them <p>Feeding:</p> <ul style="list-style-type: none"> Shows eager anticipation of bottle as part of a consistent feeding routine (vocalising, arm/head movements) Pats breast or bottle when feeding Weaning begins (6 months) Accepts solid foods Pushes soft/pureed foods back and forth with tongue <p>Washing/Toileting</p> <ul style="list-style-type: none"> Tolerates being splashed (gently) in the bath Attempts to splash in the bath <p>Other:</p> <ul style="list-style-type: none"> Begins to recognise key sounds related to care giving routines and anticipates the care giving routine when hears the sounds e.g., hears spoon in bowl and knows it is time for food etc. Begins to recognise key objects related to care giving routines and anticipates the care giving routine when sees the object e.g., sees nappy and knows it is time for nappy change, sees bowl and knows it is time for food etc. Shows anticipation of actions as part of consistent care giving routines (e.g., stills, vocalises, moves limbs, smiles etc. as adult begins to undertake an action such as lifting limbs when changing nappy or dressing) 	

6-9 months (Development Matters 0-3 Years; Birth to 5 Matters Range 1)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
Sleeping: <ul style="list-style-type: none"> Anticipates bedtime due to routine (e.g., bath, pyjamas, drink, story then expects to be put to bed) Sleeping consistently for several hours during the night Feeding: <ul style="list-style-type: none"> Recognising sounds/smells associated with feeding e.g., sound of bowl, smell of food cooking Begins to finger feed Closes mouth on finger foods to suck/break them Attempting to bite piece off biscuit/banana or similar Opens mouth in response to spoon Accepts range of tastes Accepts range of consistency (runny, thick, paste) Accepts range of texture (smooth purée, chopped food, small soft lumps) Locates and squashes or spits out lumps Tries to grasp spoon when being fed Beginning to attempt to use spoon – putting hand on parent's hand during feeding <ul style="list-style-type: none"> Holds own bottle/sipper cup 	Sleeping: <ul style="list-style-type: none"> Sleeping pattern generally consistent from one night/day to the next / one week to the next Feeding: <ul style="list-style-type: none"> Begins to anticipate feeding time through sensory stimulation sound, touch, smell and sight Tolerates a range of different flavours of pureed foods in the mouth Rejects approaching spoon (keeps mouth closed, turns head away) Reaches out to bowl at mealtimes Explores food, putting hands in bowl Tolerates different textures of finger foods on/in hands. Explores finger food with hands on tabletop Explores finger foods in hands and by passing between hands Tolerates a range of finger foods Builds up from one to two 'solid food' meals per day Builds up from two to three 'solid food' meals per day Other: <ul style="list-style-type: none"> Recognises and turns to key sounds related to care giving routines and anticipates the care giving routine when hears the sounds e.g., hears spoon in bowl and knows it is time for food etc. 	

9-12 months (Development Matters 0-3 Years; Birth to 5 Matters Range 2)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<p>Sleeping:</p> <ul style="list-style-type: none"> • Sleeping overnight consistently • Napping during the day reducing to one occasion • Accepting of regular bedtime <p>Feeding:</p> <ul style="list-style-type: none"> • Bites pieces of soft biscuit or banana etc. • Attempting to pick up and eat pieces of food • Bites finger foods • Chews lumpy food • Attempting to use spoon – can guide towards mouth, but food often falls off • Accepting drink from spouted beaker • Drinks from a feeder cup with help <p>Dressing:</p> <ul style="list-style-type: none"> • Holding hands and/or legs out to help with dressing • Pushing arms, legs or feet in to clothing when requested – 'push it in' • Beginning to recognise body parts talk during dressing routine e.g. where's your foot, lifts foot <p>Washing/toileting</p> <ul style="list-style-type: none"> • Begins to actively participate in bathing (e.g., offers or lifts body part ready for washing) • Cooperating actively when nappy being changed • Beginning to recognise words to do with toileting e.g., 'wee' 'poo' 	<p>Sleeping:</p> <ul style="list-style-type: none"> • Expressing clear likes and dislikes at bedtime <p>Feeding:</p> <ul style="list-style-type: none"> • Accepts a range of finger foods • Enjoys a range of finger foods • Takes hand to mouth to feed-self food from bowl • Explores own spoon and begins to hold empty spoon • Holds spoon and dips into food, may or may not take to mouth • Consistently eats three meals per day • Reducing milk consumption in line with increasing food consumption • Begins to eat up to two snacks a day, between meals • Expressing clear likes/dislikes in relation to food <p>Dressing:</p> <ul style="list-style-type: none"> • When physically prompted at the elbow/heel holds arm out for sleeve or shoe • When prompted verbally, holds arm/foot out for sleeve or shoe • Accepts adults' naming body parts during dressing routines <p>Washing/Toileting:</p> <ul style="list-style-type: none"> • Accepts adults wiping hands with cloth/wipe • Tolerates hands in water • Tolerates coactive hand washing with an adult • Awareness of potty/toilet as part of washing/toileting routines • Shows interest in potty/toilet as part of washing/toileting routines <p>Other:</p> <ul style="list-style-type: none"> • Begins to recognise key words/signs related to care giving routines and anticipates the care giving routine when hears the word/sees the sign e.g., hears 'nappy' and knows it is time for nappy change, sees sign for food and knows it is time for snack etc 	

12-15 months (Development Matters 0-3 Years; Birth-5 Matters Range 2)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<p>Sleeping</p> <ul style="list-style-type: none"> Anticipating and enjoying bedtime routines <p>Feeding:</p> <ul style="list-style-type: none"> Beginning to indicate when hungry or thirsty e.g., finds cup, goes to fridge or highchair Able to participate in mealtime routines, sits in highchair at table, joins in interactions Combines biting and chewing to eat bread, banana, crisps, biscuits etc. Accepts food from a fork Takes a spoon from plate to mouth with some spilling Drinks from feeder cup without aid Using one hand to hold and drink from spouted cup with handle Only having one nap during the day <p>Dressing:</p> <ul style="list-style-type: none"> Removes socks Removes unfastened shoes Removes loose hat Pulling vest off head during dressing <p>Washing/Toileting:</p> <ul style="list-style-type: none"> Beginning to recognise when nappy is wet/dirty Actively participating in bathing e.g., uses sponge on legs Cooperates with drying hands Cooperates with teeth brushing <p>Other:</p> <ul style="list-style-type: none"> Cooperation in everyday routines e.g. dressing 	<p>Feeding:</p> <ul style="list-style-type: none"> Accepts a range of different textures Eats full range of family foods May begin to reject some previously preferred foods May begin to reject new foods Accepts spoon passed by carer <p>Dressing:</p> <ul style="list-style-type: none"> Pulls at socks to try and take off Removes sock when adult has taken sock under heel Places hands on hat/pulls at hat on head to try and remove. Knows a number of body parts and can point to them on self. <p>Washing/Toileting:</p> <ul style="list-style-type: none"> Accepts adults wiping hands with cloth/wipe Tolerates coactive hand washing with an adult Helps with washing own hands ready for snack/ lunch etc. with prompting from an adult 	

15-18 months (Development Matters 0-3 Years; Birth-5 matters Range 2)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<p>Sleeping:</p> <ul style="list-style-type: none"> Beginning to take an active role in bedtime routine e.g., finding story book, bedtime toy or bedclothes <p>Feeding:</p> <ul style="list-style-type: none"> Picking up small pieces of food to finger feed Scoops food into spoon independently Holding open topped two handled cup to drink with some spillage Beginning to use a straw to drink <p>Dressing:</p> <ul style="list-style-type: none"> Aware of where clothes are kept, for example, outdoor coat and shoes by the door <p>Washing/Toileting</p> <ul style="list-style-type: none"> Indicates wet or soiled nappy/pants Beginning to brush own hair Other: Wants to do things independently (e.g., feeding using utensils, undressing self) 	<p>Feeding:</p> <ul style="list-style-type: none"> Beginning to tell the differences between edible and nonedible (food stuffs/non-food stuffs) No longer has bottle, although may still have breast feed Tolerates new foods served alongside preferred or familiar ones Rejects some previously enjoyed foods and/or new foods (neophobic phase) Enjoys being involved in food preparation activities <p>Dressing:</p> <ul style="list-style-type: none"> Tolerates wearing different textures of clothing Accepts wearing a range of different clothes Has preferred clothes <p>Washing/Toileting:</p> <ul style="list-style-type: none"> Shows awareness that nappy is wet/soiled by wriggling, pulling at nappy etc. When placed by an adult, sits on potty as part of toileting routine Holds brush and attempts to join in when adult brushes hair 	

18-21 months (Development Matters: 0-3 Years; Birth-5 Matters: Range 3)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
Sleeping: <ul style="list-style-type: none"> Seeking bedtime toy or book Continuing to sleep consistently through the night – up to 10 to 12 hours Feeding: <ul style="list-style-type: none"> Choosing /requesting favourite foods Eats individual pieces of food from tub or box with lid (e.g., raisins, smarties etc.) Inserts spoon in mouth without turning it upside down Competent with spoon or other feeding process – less mess Attempting to stab food with a fork Drinks from a straw Dressing: <ul style="list-style-type: none"> Plays 'dressing up' games Opening some fasteners e.g., zips, Velcro, press-studs (snap fastener) Unzips front zipper on coat or jacket Helps take coat off Pulling trousers down with assistance Washing/Toileting: <ul style="list-style-type: none"> Shows awareness of what toilet/potty is used for Using potty or toilet occasionally Cooperates with washing hands, rubs hands and body with soap and puts under water to rinse Beginning to turn cold tap on hand basin on and off 	Feeding: <ul style="list-style-type: none"> Knows the difference between edible and non-edible (food stuffs/non-food stuffs) Shows excitement (e.g., vocalising, waving hands etc.) at favourite foods Requests a favoured food using object of reference/picture/gesture/sign/symbol/word Drinks from a cup Locates straw with mouth Begins to suck on straw Can wait for a short period of time until food is ready if engaged by an adult Waits for brief period until food is ready Dressing: <ul style="list-style-type: none"> Begins to understand the order in which to get dressed Washing/Toileting: <ul style="list-style-type: none"> Grasps and attempts to help pull up/down own trousers at nappy changing time Shows awareness of urinating/bowel movement by stilling, hiding Washes hands after messy play Attempts simple care actions on a doll/adult e.g., brushes hair, washes face, attempt to put easy items of clothing on 	

21-24 months (Development Matters: 0-3 Years; Birth-5 Matters: Range 3)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
Feeding: <ul style="list-style-type: none"> Asks, or searches for food when hungry Beginning to join in setting the table for family meals Carrying bowl, cup, plate or cutlery with help Using spoon to transfer food from one container to another Uses fork or other eating utensils where appropriate Replaces cup on table without difficulty Dressing: <ul style="list-style-type: none"> Takes off loose coat or shirt when undone Puts on shoes independently but may not get the right feet or do them up Washing/Toileting: <ul style="list-style-type: none"> Uses taps on hand basin Helps to dry self after bathing/hand washing Indicates need for toilet by behaviour (such as dancing movements or holding self) Other: <ul style="list-style-type: none"> Enjoys responsibility of carrying out small tasks (e.g., carrying a bag for Mum) 	Feeding: <ul style="list-style-type: none"> Indicates wants food by looking, reaching, pointing and/or vocalising Chooses own snack from options visually/physically available by reaching Indicates choice of snack from options visually/physically available by imitating sign/word used by adult Uses phrases with words, signs or symbols to tell adults they are hungry or thirsty Uses phrases with words, signs or symbols to tell adults they are tired Eat competently using spoon – very little mess Dressing: <ul style="list-style-type: none"> Indicates through actions that they are too hot/cold – e.g., attempts to take clothing off/put clothing on, wipes brow, seeks drink etc. Indicates to adults, through words, signs or symbols that they are hot/cold Washing/Toileting: <ul style="list-style-type: none"> Washes hands with minimal assistance Other: <ul style="list-style-type: none"> Recognises and follows steps within care giving routines e.g., gets plate and cup then sits down at table for snack, chooses own snack, pours drink then puts cup and plate in bowl after finishing snack Beginning to help tidy up when supported and encouraged 	

24-30 months (Development Matters: 0-3 Years; Birth-5 Matters: Range 4)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
Feeding: <ul style="list-style-type: none"> • Able to blow (e.g., candles, cooling food, bubble pipe) • Eats with a fork and a spoon • Eats more carefully, aware of social expectations at mealtimes • Attempting to use knife for cutting (e.g., dough or cake) • Will start to use knife and fork or other eating utensils where appropriate • Carrying bowl/plate with sandwich for a few steps without dropping Dressing: <ul style="list-style-type: none"> • Opening different kinds of fasteners e.g., large buttons, snap belts, Velcro • Hanging up coat • Pulling on socks • Removes 'pull down' garments • Pulls up own trousers Washing/Toileting: <ul style="list-style-type: none"> • Washing and drying hands with minimal assistance • Aware of need to empty bladder or bowel • Asks for toilet using voice, gesture or actions, for example, leads adult to toilet and asks verbally or makes a sign • Using potty/toilet regularly with support • Pulls down own pants when using the toilet • Becoming dry/clean during the day Other: • Actively helps adult in everyday tasks, e.g., dusting and cleaning 	Dressing: <ul style="list-style-type: none"> • Gives item of clothing to adult on request • Independently moves to coat when asked to 'put coat on' • Attempts to put coat on independently • Attempts to 'pull down' and 'pull up' garments independently • Puts on and takes off some simple clothing items • Points to seven body parts Washing/Toileting: <ul style="list-style-type: none"> • Attempts to dry own hands after washing • Communicates through gesture or vocalisation to adult that nappy is wet/soiled • Accepts sitting on potty/toilet as part of consistent nappy changing routine 	

30-36 months (Development Matters: 0-3 Years; Birth-5 Matters: Range 4)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
Feeding: <ul style="list-style-type: none"> Helps to set the table for family meals Pouring liquid from jug to container with some spillage Beginning to use knife for spreading Dressing: <ul style="list-style-type: none"> Buttons up clothes Pulling pants/trousers up and down Washing/Toileting: <ul style="list-style-type: none"> Washes and dries own hands Dries face with help Blows nose when tissue is held up Knows difference between bladder and bowel functions and communicates this Flushing toilet with support Waits to be wiped after using potty/nappy Wiping self with support Reliably clean and dry during the day Other: <ul style="list-style-type: none"> Asks for help and support when needed 	Feeding: <ul style="list-style-type: none"> Drinks from beaker without spilling Dressing: <ul style="list-style-type: none"> Attempts to unzip when adult has started Undresses independently 	

36-42 months (Development Matters: 3-4 Years Birth-5 Matters: Range 5)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
Feeding: <ul style="list-style-type: none"> Children who have not previously achieved mastery of feeding self-using cutlery may have by now Dressing: <ul style="list-style-type: none"> Children who have not previously achieved mastery of dressing/undressing may have by now Washing/Toileting: <ul style="list-style-type: none"> Children who have not previously achieved mastery of washing/toileting may have by now 	Feeding: <ul style="list-style-type: none"> With hand over hand support from an adult will uses a knife to spread Dressing: <ul style="list-style-type: none"> Recognises own clothes e.g., can find own jumper or coat when hung up with others Finds items of clothing in the dressing-up box Finds own shoes from a collection of shoes Unzips clothing when zip is started Washing/Toileting: <ul style="list-style-type: none"> Takes tissue to own nose when prompted – wipes rather than blows Recognises need to go to toilet and communicates this to adults Uses toilet rather than potty 	

	<ul style="list-style-type: none">• Accepts being wiped after using toilet/potty• Beginning to wipe self after potty/toilet but still needs help <p>Other:</p> <ul style="list-style-type: none">• Developing awareness of some dangers e.g. hot cooker, road dangers	
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42 months + (Development Matters: 3-4 Years Birth-5 Matters: Range 5)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
Feeding: <ul style="list-style-type: none"> Eats competently with knife and fork Dressing: <ul style="list-style-type: none"> Dresses and undresses independently Takes pride in appearance – for example, prefers certain clothes Washing/Toileting: <ul style="list-style-type: none"> Takes responsibility for self-care in washing, teeth cleaning and toileting Other: <ul style="list-style-type: none"> Recognises the importance of keeping healthy, and those things which contribute to this 	Feeding: <ul style="list-style-type: none"> Enjoys food-based activities such as baking Helps adults to prepare food for snack time Uses knife and fork to feed self with help from an adult for cutting Uses knife for spreading Dressing: <ul style="list-style-type: none"> May need help with difficult fastenings when dressing/undressing Can do and undo a range of fastenings – zip buttons, Velcro Attempts to tie laces with limited success Ties laces with prompting Ties laces independently Sometimes gets clothes on the right way round Washing/Toileting: <ul style="list-style-type: none"> Gets tissue and blows own nose with some success Helps with washing own hair When offered tissue, may attempt to wipe self after using potty/toilet to urinate Wipes self after urinating without prompting. Males may urinate standing up May be dry or beginning to be dry during the night Cautiously attempts new challenges with physical support from an adult Cautiously attempts new challenges with verbal encouragement from an adult Other: <ul style="list-style-type: none"> When prompted by an adult holds and carries tools and equipment appropriately to be safe 	

Literacy: Reading		
0-3 months (Development Matters 0-3 years; Birth-5 Matters Range 1)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps Love of learning.	Developing children's Reading skills will support them to:
<p>Comprehension</p> <ul style="list-style-type: none"> • Can move eyes to look at different parts of objects and pictures • Looks at pictures and moving objects for more than 5 seconds. • Interested in new experiences: for example, shows renewed interest if you present a different toy or book. • Notices and engages with sounds and images in the environment. <p>Word Reading</p> <p>See Literacy comprehension</p> <ul style="list-style-type: none"> • Looks from one object to another and back again: 'shifting visual attention'. Objects may be moving or still. 	<p>Comprehension</p> <ul style="list-style-type: none"> • Provide mobiles, inviting displays and pictures of familiar characters in the environment, including in physical care areas, to prompt babies' focused gaze, pointing and shared attention • Collect a diverse range of board books, cloth books, picture books and stories to share with young babies. • Offer books that provide sensory experiences. 	<ul style="list-style-type: none"> • Have a lifelong love of learning. • Expand their language, improve comprehension and stimulate their creativity and imagination. • Develop skills across their communication, cognition and learning and social and emotional development. • Develop an interest in stories and rhymes, have favourites that they like to listen to and join in with. • Handle books and printed material with interest. • Enjoy looking at and reading books. • Develop phonological awareness, this develops gradually, with rapid progress between the ages of two and four. <p>• Suggestions on how you can support in the setting:</p> <ul style="list-style-type: none"> • Finger play, rhymes and familiar songs. • Young children find it easier to produce rhyming strings, e.g. 'frog, log, dog, sog' than to judge rhyme, i.e. 'Does frog rhyme with log?'. • Encourage playing with words, making up nonsense rhyming words and creating their own rhyming strings. • Choose songs and rhymes which reflect the range of cultures and languages of children in the twenty-first century. Avoid songs which include gender, cultural or racial stereotypes. • Support children to play instruments, playing along and following the beat of the 'leader'. • Use songs to support a change in routine e.g. Tidy up songs at tidy up time or 'Teddy Bears Picnic' for snack time. • Provide enticing areas for sharing books, with soft furnishings, rugs or a sofa. • Provide books that are appropriate to the developmental levels of the children. Think about the different interests of the children and how they learn. • Help children to explore favourite books through linked activities. • Point out print in the environment and talk about what it means. Suggestions: on a local walk, point out road signs, shop names and door numbers.

		<ul style="list-style-type: none"> • Encourage and support children's responses to picture books and stories you read with them. • Use different voices to tell stories and encourage young children to join in wherever possible. • When reading to children, sensitively draw their attention to the parts of the books, for example, the cover, the author, the page number. Show children how to handle books and to turn the pages one at a time. Show children where the text is, and how English print is read left to right and top to bottom. Show children how sentences start with capital letters and end with full stops. Explain the idea of a 'word' to children, pointing out how some words are longer than others and how there is always a space before and after a word. • Encourage children to use the stories they hear in their play. • Read stories that children already know, pausing at intervals to encourage them to 'read' the next word. • Focus on meaningful print such as a child's name, words on a cereal packet or a book title, in order to discuss similarities and differences between symbols. • Help children to understand what a word is by using names and labels and by pointing out words in the environment and in books. • Provide dual language books and read them with all children, to raise awareness of different scripts. Try to match dual language books to languages spoken by families in the setting. • Remember not all languages have written forms and not all families are literate either in English, or in a different home language. • Discuss with children the characters in books being read. • Encourage them to predict outcomes, to think of alternative endings and to compare plots and the feelings of characters with their own experiences. • Plan to include home language and bilingual story sessions by involving qualified bilingual adults, as well as enlisting the help of parent/carers. • Discuss and model ways of finding out information from non-fiction texts. • Provide story sacks and boxes and make them with the children for use in the setting and at home. <ul style="list-style-type: none"> • Encourage children to recall words they see frequently, such as their own and friends' names. • Model oral blending of sounds to make words in everyday contexts, e.g. 'Can you get your h-a-t hat?'
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		<ul style="list-style-type: none"> • Clap out syllables in names, foods, anywhere that you use the same words routinely. • Play games like word letter bingo to develop children's phoneme-grapheme correspondence. • Model to children how simple words can be segmented into sounds and blended together to make words. • Support and scaffold individual children's reading as opportunities arise. <p>Helpful resources:</p> <p>https://help-for-early-years-providers.education.gov.uk/areas-of-learning/literacy</p> <p>https://www.caverstede.peterborough.sch.uk/phonics</p> <p>https://literacytrust.org.uk/early-years/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</p> <p>https://educationendowmentfoundation.org.uk/early-years/toolkit/early-literacy-approaches</p> <p>https://www.pacey.org.uk/literacy-in-the-early-years/</p> <p>https://literacytrust.org.uk/resources/how-make-and-use-story-sack/</p> <p>https://literacytrust.org.uk/resources/nursery-rhymes-in-the-early-years/#:~:text=Introducing%20more%20traditional%20rhymes%20and,songs%20in%20their%2</p> <p>https://www.bbc.co.uk/teach/school-radio/articles/zhwdgwx</p> <p>https://educationendowmentfoundation.org.uk/early-years/what-do-nursery-songs-and-self-regulation-have-in-common</p>
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3-6 months (Development Matters 0-3 Years; Birth to 5 Matters Range 1)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
Comprehension <ul style="list-style-type: none"> As part of sensory exploration, may touch and handle books and digital reading devices Enjoys songs and rhymes, tuning in and paying attention: for example, 'Round and round the garden'. Plays with and explores objects/pictures by touching them. Plays with and explores objects/books by placing them in their mouth and/or smelling them. Plays with and explores objects by listening to sounds made. Word Reading See Literacy comprehension	<ul style="list-style-type: none"> Use finger play, rhymes and familiar songs to support young babies' enjoyment. Provide enjoyable shared experiences with books and apps in ways that are emotionally secure and supportive. Plan shared story and book time as a key source of nurture and attachment which will continue throughout the EYFS and beyond. 	

6-9 months (Development Matters 0-3 Years; Birth to 5 Matters Range 1)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
Comprehension <ul style="list-style-type: none"> Enjoys looking at books and other suitable printed or digital material with familiar people, and being read to Mouths books, turns over several pages at once; stops momentarily at page that catches eye. Enjoys looking at books and other printed or digital materials with familiar people and being read to. Word Reading See Literacy comprehension	Comprehension <ul style="list-style-type: none"> Make voice sounds and say words as they explore print and digital books with adults - leave pauses after words and sounds to encourage babies to begin to repeat them if they choose to. Notice and support babies' developing responses, gestures and movements as they learn to anticipate and join in with finger and word play. Word Reading See Literacy comprehension	

9-12 months (Development Matters 0-3 Years; Birth to 5 Matters Range 1)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
Comprehension <ul style="list-style-type: none"> Follows with gaze when an adult directs attention to an object/picture by looking and pointing. Begins to point to objects, pictures, and people using index finger. Looks at pictures in books with interest without needing adult input. Responds to sounds in the environment such as cars, sirens, and birds. Word Reading See Literacy comprehension	Comprehension <ul style="list-style-type: none"> Let children handle books and draw their attention to pictures. Sing simple songs and nursery rhymes with children, encouraging them to join in. Tell and read stories, looking at and interacting with young babies, and using voice, intonation and gesture to prompt babies' interactions. Word Reading See Literacy comprehension	

12-15 months (Development Matters 0-3 Years; Birth-5 Matters Range 2)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
Comprehension <ul style="list-style-type: none"> Enjoys listening to the same story over and over again. Enjoys picture books and simple repetitive stories: for example, lift the flap books. Handles books and printed and digital reading materials with interest. 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 Word Reading See Literacy comprehension	Comprehension <ul style="list-style-type: none"> Draw on children's home cultures to create meaningful reading experiences. Make family stories using small photo albums or story apps with photos of family members, significant people in the child's life and familiar everyday objects. Word Reading See Literacy comprehension	

15-18 months (Development Matters 0-3 Years; Birth-5 matters Range 2)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	Next steps/ideas for supporting strategies
Comprehension <ul style="list-style-type: none"> Enjoys nursery rhymes and demonstrates listening by trying to join in with actions and vocalisations. They may say some of the words in familiar songs and rhymes. Identifies many objects and pictures by pointing when asked questions: for example, 'Where's the ball?' Interested in books and rhymes and may have favourites. Understands and follows simple and familiar stories read to them. Word Reading See Literacy comprehension	Comprehension <ul style="list-style-type: none"> Expand these to include the stories, songs, rhymes and lives of those in local communities and wider histories and cultures. Provide opportunities for children to explore sound with drums, other instruments, kitchen pans and wooden spoons or upcycled resources. Word Reading See Literacy comprehension	


18-21 months (Development Matters: 0-3 Years; Birth-5 Matters: Range 3)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
Comprehension <ul style="list-style-type: none"> Joins in with actions and sounds in familiar songs and rhymes; words/signs becoming clearer. Shows sustained interest in looking at pictures and books with adult. Is interested in and anticipates books and rhymes and may have favourites Begins to join in with actions and sounds in familiar song and book sharing experience Word Reading See Literacy comprehension	Comprehension <ul style="list-style-type: none"> Encourage and support children's responses to picture books and stories you read with them. Use different voices to tell stories and encourage young children to join in wherever possible. Word Reading See Literacy comprehension	

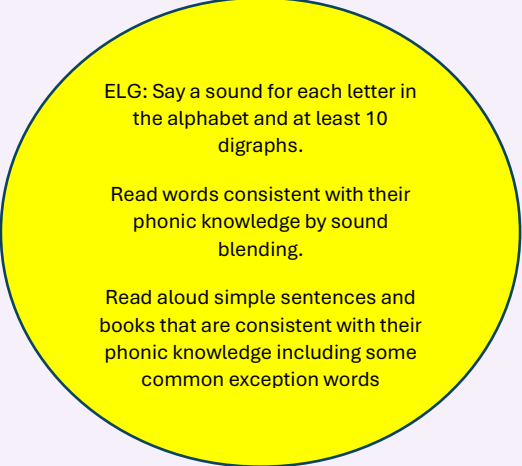
21-24 months (Development Matters: 0-3 Years; Birth-5 Matters: Range 3)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
Comprehension <ul style="list-style-type: none"> Turns pages in a book, sometimes several at once. Scans pages and looks at books, studying each picture for details. Has favourite books and seeks them out to share with an adult, another child, or to look at alone. Repeats words and phrases from familiar stories: for example, Dear Zoo Fills in the missing word or phrase in a known rhyme, story or game: for example, 'Humpty Dumpty sat on a...' Word Reading <ul style="list-style-type: none"> Sings songs and says rhymes, independently: for example, singing whilst playing. 	Comprehension <ul style="list-style-type: none"> Says some of the words in songs and rhymes. Copy finger movements and other gestures. Enjoys sharing books with an adult. Pay attention and responds to the pictures or the words. Has favourite books and seeks them out, to share with an adult, with another child, or to look at alone Word Reading <ul style="list-style-type: none"> Repeats words and phrases from familiar stories: for example, Dear Zoo. Fills in the missing word or phrase in a known rhyme, story or game: for example, 'Humpty Dumpty sat on a...' 	

24-30 months (Development Matters: 0-3 Years; Birth-5 Matters: Range 4)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
Comprehension <ul style="list-style-type: none"> Shows sustained interest in picture books. Shares books with adult or other child, making 'comments' about the events and pictures. Repeat words and phrases from familiar stories. Ask questions about the book. Makes comments and shares their own ideas. Develop play around favourite stories using props. Word Reading <ul style="list-style-type: none"> Shares books with adult or other child, making 'comments' about the events and pictures. 	Comprehension <ul style="list-style-type: none"> Tune into words from stories that individual children particularly enjoy, e.g. children's favourite words and words that are emotionally important to them. Revisit these words in meaningful interactions. Encourage children to notice signs and symbols in everyday life, such as familiar logos and icons for apps. Encourage children to identify the sounds they hear in the environment and to explore making rhythms with musical instruments and upcycled resources. 	

30-36 months (Development Matters: 0-3 Years; Birth-5 Matters: Range 4)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<p>Comprehension</p> <ul style="list-style-type: none"> • Holds books the correct way up and turns pages one at a time. • Joins in with simple repeated refrains and phrases in rhymes and stories: for example, in 'That's not my...' • Shows interest in illustrations, print in books, and print in the environment. • Sing songs and say rhymes independently, for example, singing whilst playing. • Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps • 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 <p>Word Reading</p> <ul style="list-style-type: none"> • Enjoys rhyming and rhythmic activities: for example, Silly Soup. • Shows interest in illustrations, print in books, and print in the environment: for example, the first letter of their name, a bus or door number, or a familiar logo/app. 	<p>Comprehension</p> <ul style="list-style-type: none"> • Read stories that children already know, pausing at intervals to encourage them to "read" the next word. • Encourage children to use and extend the stories they hear in their play, using props and dressing up clothes as they relive and reinvent stories. • Encourage children to identify the sounds they hear in the environment and to explore making rhythms with musical instruments and upcycled resources <p>Word Reading</p> <ul style="list-style-type: none"> • Joins in with simple repeated refrains and phrases in rhymes and stories: for example, in 'That's not my...' books. • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo 	

36-42 months (Development Matters: 3-4 Years Birth-5 Matters: Range 5)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
Comprehension <ul style="list-style-type: none"> • Takes part in 'reading' by filling in words and phrases. • Listens to and joins in with stories and poems when reading and sharing a story with an adult or in a small group • Anticipates key events and repeated phrases in stories and rhymes. • Begins to be aware of the way stories are structured, and to tell their own stories. • Shows interest in illustrations and words in print and digital books and words in the environment. • Shows an interest in numerals in the environment. • Looks at and enjoys print and digital books independently. • Listens to stories with increasing attention and recall Word Reading <ul style="list-style-type: none"> • Takes part in 'reading' by filling in words and phrases • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother 	Comprehension <ul style="list-style-type: none"> • 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 Word Reading <ul style="list-style-type: none"> • Shows awareness of rhyme and alliteration: for example, can pick out words that rhyme and continues a rhyming string. • Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing 	

42 months + (Development Matters: 3-4 Years Birth-5 Matters: Range 5)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<p>Comprehension</p> <ul style="list-style-type: none"> Knows information can be relayed in the form of print, signs, and symbols in various forms: for example, printed materials, digital screens, and environmental print Shows an understanding of some elements of stories: for example, main character, sequence of events, and story beginnings and endings Retells stories in the correct sequence, drawing on language patterns of stories, such as 'Once upon a time'. Can identify/name the different parts of a book: for example, front cover, title, author, contents page, etc. Begins to navigate apps and websites on digital media, using icons to select apps and drop-down menus to select websites. Engages in extended conversations about stories: for example, discusses main story settings, events, and principal characters, and may be able to suggest how story will end. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books Enjoys an increasing range of print and digital books, both fiction and non-fiction. In their play re-enacts and reinvents stories they have heard. 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 text. <p>Word Reading</p> <ul style="list-style-type: none"> Recognise words with the same initial sound: for example, the phoneme "d" is the initial consonant sound in daddy and dog. Knows that print carries meaning and, in English, is read from left to right and top to bottom. 	<p>Comprehension</p> <ul style="list-style-type: none"> 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 Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading Describes main story settings, events and principal characters in increasing detail Re-enacts and reinvents stories they have heard in their play Knows that information can be retrieved from books, computers and mobile digital devices Can recall and discuss stories or information that has been read to them, or they have read themselves <p>Word Reading</p> <ul style="list-style-type: none"> Blends sounds (phonemes) into words so they can read short words made up of known letter-sound correspondences (GPCs): for example, fluently sounds out the blends in the word 'stop', 'tree', etc. Reads simple phrases and sentences made up of words with known letter-sound correspondences and a few 	 <p>ELG: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate where appropriate key events in stories.</p> <p>Use and understanding recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems, and during role play</p>

<ul style="list-style-type: none"> • Knows information can be relayed in the form of print, signs, and symbols in various forms: for example, printed materials, digital screens, and environmental print. • Recognises familiar words and signs such as own name and advertising logos. • Makes attempts at reading familiar words in picture books. • Reads individual letters (grapheme) by saying sounds (phoneme) for them: for example, when the child sees the grapheme “t” they say the phoneme t - this is known as a grapheme-phoneme correspondence (GPC). • Can segment sounds (phonemes) in simple words and blend them together and knows which letters (graphemes) represent some of them: for example, when reading aloud the word ‘cat’, sounds out the phonemes c, a, t, and knows that these sounds can be written down as the graphemes “cat” • Reads some letter groups that each represent one sound and say sounds for them: for example, reads the following graphemes ‘th’, ‘sh’, ‘ch’, ‘ee’, ‘igh’, etc. and says the corresponding sound, or phoneme (GPC). 	<p>exception words (words containing unusual GPCs), such as ‘go’, ‘he’, ‘is’, etc.</p> <ul style="list-style-type: none"> • Can read-out words that rhyme and continues a rhyming string: for example, ‘cat’, ‘mat’, ‘hat’, ‘sat’, etc • Reads a few common exception words matched to school’s phonic programme: for example, ‘said’, ‘were’, ‘do’. • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school’s phonic programme. • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words 	 <p>ELG: Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge including some common exception words</p>
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Literacy: Writing		
0-3 months (Development Matters 0-3 years; Birth-5 Matters Range 1)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	Developing children's writing skills will support them to:
<ul style="list-style-type: none"> • Makes movements with arms and legs, which gradually become more controlled. • Looks steadily at things for short periods (5 seconds or more). • Closes hand firmly around object placed in palm. 	<ul style="list-style-type: none"> • Explores hands and fingers: for example, watches them, presses hands together, clasps and unclasp hands. • Uses movement and senses to focus on, reach for, and grasp objects. • Repeats actions that have an effect: for example, kicking or batting a mobile to create movement. 	<ul style="list-style-type: none"> • Develop their language, cognition and learning and physical development. • Express their ideas and build confidence in all areas of their learning. <ul style="list-style-type: none"> • Think critically, make connections between ideas and develop problem solving skills. • Understand grammatical concepts like punctuation, verb tenses and sentence structure. <p>Suggestions on how you can support in the setting:</p> <ul style="list-style-type: none"> • Develop children's gross and fine motor skills through a range of activities, apparatus, tools and resources. • Once large-muscle co-ordination is developing well, children can develop small-muscle coordination. • Allowing babies, toddlers and younger children to explore early mark making through physical and sensory experiences. • Provide opportunities and experiences across all areas of the curriculum where children can explore mark making and writing. • Listen and support what children tell you about the marks they make. • Notice and encourage 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". • Support children in recognising and writing their own names. • Make books with children of activities they have been doing, using photographs of them as illustrations. • Talk to children about the letters that represent the sounds they hear at the beginning of their own names and other familiar words. • Demonstrate writing so that children can see spelling in action. • Demonstrate how to segment the sounds(phonemes) in simple words and how the sounds are represented by letters (graphemes). • Expect them to apply their own grapheme/phoneme knowledge to what they write in meaningful contexts.

		<ul style="list-style-type: none"> • Support and scaffold individual children's writing as opportunities arise. <p>Helpful resources:</p> <p>https://help-for-early-years-providers.education.gov.uk/areas-of-learning/literacy/writing</p> <p>https://foundationyears.org.uk/files/2011/11/Gateway-to-Writing-crucial-role-of-the-early-years-practitioner.pdf</p> <p>https://educationendowmentfoundation.org.uk/early-years/sharing-the-pen-interactive-writing-in-the-early-years</p> <p>https://www.youtube.com/watch?v=I5bMnwTA</p>
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3-6 months (Development Matters 0-3 Years; Birth to 5 Matters Range 1)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<ul style="list-style-type: none"> • Uses movement and senses to focus on, reach for, and grasp objects. • Repeats actions that have an effect: for example, kicking or batting a mobile to create movement. • Uses whole hand to hold objects (palmar grasp). 	<ul style="list-style-type: none"> • Explores hands and fingers: for example, watches them, presses hands together, clasps and unclasp hands. • Persistently and deliberately reaches out for objects. 	

6-9 months (Development Matters 0-3 Years; Birth to 5 Matters Range 1)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<ul style="list-style-type: none"> • Discovers mark making: for example, noticing that trailing a finger through spilt juice changes it. 	<ul style="list-style-type: none"> • Picks up things between thumb and fingers with an immature pincer grasp. 	

9-12 months (Development Matters 0-3 Years; Birth to 5 Matters Range 1)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<ul style="list-style-type: none"> Holds pen or crayon using a palmar grasp and spontaneously makes scribble marks. 	<ul style="list-style-type: none"> Picks up small objects easily between thumb and index finger using a pincer grasp such as peas and beans Enjoys the sensory experience of making marks in food, damp sand, water, mud, paste or paint. 	

12-15 months (Development Matters 0-3 Years; Birth-5 Matters Range 2)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	Next steps/ideas for supporting strategies
<ul style="list-style-type: none"> Scribbles spontaneously and makes strokes and dots on paper, enjoying the sensory feeling of making marks. 	<ul style="list-style-type: none"> Encourage children to use their fingers and implements to explore and trace marks on a surface, e.g. using a spoon in their food, or a finger in the sand. Make marks together with babies and toddlers using a range of appropriate materials and tools 	

15-18 months (Development Matters 0-3 Years; Birth-5 matters Range 2)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<ul style="list-style-type: none"> Beginning to show hand preference (not established). Explores and experiments with a range of media: for example, paint, dough, paper, music-making objects, etc. 	<ul style="list-style-type: none"> Scribbles spontaneously and makes strokes and dots on paper, enjoying the sensory feeling of making marks. 	

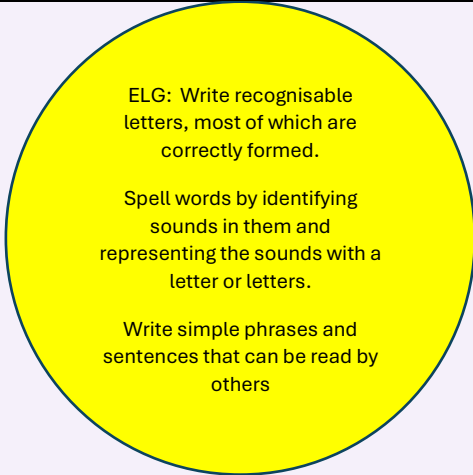
18-21 months (Development Matters: 0-3 Years; Birth-5 Matters: Range 3)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<ul style="list-style-type: none"> Holds pen or pencil in the middle using thumb and fingers. Uses whole arm when mark making. Knows that the marks they make are of value. 	<ul style="list-style-type: none"> When holding crayons, chalks, etc., makes connections between their movements and the marks they make: draws vertical lines; produces circular scribble; produces side-to-side and to-and-fro scribble. 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 	

21-24 months (Development Matters: 0-3 Years; Birth-5 Matters: Range 3)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<ul style="list-style-type: none"> Holds a pencil in a developing tripod grip between thumb and two fingers; no longer using whole hand. Produces lines that intersect, beginning to make cross- and grid-like patterns. 	<ul style="list-style-type: none"> Scribble writes, including 'V' shape and vertical lines. Enjoys drawing freely. 	

24-30 months (Development Matters: 0-3 Years; Birth-5 Matters: Range 4)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<ul style="list-style-type: none"> Creates and experiments with symbols and marks Imitates simple shapes: for example, circle, square. Imitates a simple face: for example, circle for the head with dots/dashes/lines for eyes, nose, and mouth. Adds some marks to their drawings to which they give meaning: for example, 'That says Mummy.' 	<ul style="list-style-type: none"> Enjoys drawing and writing on paper and different textures, such as sand or playdough, and using touch-screen technology Draws simple recognisable shapes: for example, tree, sun. Sometimes give meanings to their drawings and paintings. Distinguishes between the different marks they make 	

30-36 months (Development Matters: 0-3 Years; Birth-5 Matters: Range 4)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<ul style="list-style-type: none"> Holds pencil near its tip between first 2 fingers and thumb and uses it with good control to draw. Draws spontaneous and recognisable forms: for example, a circle for a head with one or two other features/parts. 	<ul style="list-style-type: none"> Explores using a range of their own marks and signs to which they ascribe mathematical meaning. Starts to copy some simple horizontal and vertical letters and numbers: for example, E, F, H, T, L and 1, 7, 4. 	

36-42 months (Development Matters: 3-4 Years Birth-5 Matters: Range 5)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	Next steps/ideas for supporting strategies
<ul style="list-style-type: none"> 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 Understands they can use lines to enclose a space and then begins to use these shapes to represent objects Begins to use anticlockwise movement and retrace vertical lines to create letters and numbers: for example, m, o, a, 6, 9. Starts to make recognisable 'S' and '8' type shapes. 	<ul style="list-style-type: none"> Can copy some letters of the alphabet, usually from own name. Makes up stories, play scenarios, and drawings in response to experiences, such as outings. Includes mark making and early writing in their play Imitates adult's writing by making continuous lines of shapes and symbols, working from left-to-right, right-to-left, or top-to-bottom, dependent upon the writing forms being used by the home/setting. 	

42 months + (Development Matters: 3-4 Years Birth-5 Matters: Range 5)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<ul style="list-style-type: none"> Writes some letters accurately. Writes some or all of their name. Ascribes meaning to marks that they see in different places. Gives meaning to marks they make as they draw, write and paint Lessening of arm movement and greater use of hand/wrist movement to write. 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. Produces detailed drawings using a combination of forms such as fitting in, overlapping, in and out of enclosures, grids, and sun-like shapes to portray their ideas. Writes short sentences with known sound-letter correspondence using a capital letter and full stop 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 into words and blend them together. 	<ul style="list-style-type: none"> Attempts to write own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes; words not necessarily recognisable. 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: for example, writing a pretend shopping list that starts at the top of the page with a 'm' for milk. Experiments with their own symbols and marks as well as numerals. Copy writes short sentence from adult model. Uses a pencil and holds it effectively to form recognisable letters (lower- and upper-case); most correctly formed. Enjoys creating texts to communicate meaning for an increasing range of purposes such as greeting cards, tickets, lists, invitations and creating their own stories and books, sometimes with words, in print and digital formats. 	 <p>ELG: Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others</p>

Mathematics		
0-3 months (Development Matters 0-3 years; Birth-5 Matters Range 1)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	Developing children's Mathematics Skills will support them to:
Number <ul style="list-style-type: none"> Shows interest in new experiences: for example, when you show a new toy Moves hanging rattle or soft toy while moving arms or legs. Can shift visual attention by looking from one object to another and back again. 	Number <ul style="list-style-type: none"> Uses movement and senses to focus on, reach for, and grasp objects. 	<ul style="list-style-type: none"> Build a strong foundation for future mathematical learning. Have a positive attitude towards maths and use their mathematical knowledge in everyday life. <p>Suggestions on how you can support in the setting</p> <p>Number:</p> <ul style="list-style-type: none"> Sing number rhymes as you dress or change babies, e.g. 'One, Two, Buckle My Shoe'. Move with babies to the rhythm patterns in familiar songs and rhymes. Encourage babies to join in tapping and clapping along to simple rhythms. Use number words in meaningful contexts, e.g. 'Here is your other mitten. Now we have two'. Talk to young children about 'lots' and 'few' as they play. Draw attention to changes in amounts, for example, by adding more bricks to a tower, or eating things up. Offer repeated experiences with the counting sequence in meaningful and varied contexts, outside and indoors. Suggestions: count fingers and toes, stairs, toys, food items, sounds and actions. Talk about young children's choices and, where appropriate, demonstrate how counting helps us to find out how many. Talk about the maths in everyday situations, e.g. doing up a coat, one hole for each button. Tell parent/carers about all the ways children learn about numbers in your setting. Have interpreter support or translated materials to support children and families learning English as an additional language. Encourage parent/carers of children learning English as an additional language to talk in their home language about quantities and numbers. Sing counting songs and rhymes which help to develop children's understanding of number, such as 'Two Little Dickie Birds'.

		<ul style="list-style-type: none"> • Play games which relate to number order, addition and subtraction, such as hopscotch and skittles and target games. • Use number language, e.g. 'one', 'two', 'three', 'lots', 'fewer', 'hundreds', 'how many?' and 'count' in a variety of situations. • Support children's developing understanding of abstraction by counting things that are not objects, such as hops, jumps, clicks or claps. • Model counting of objects in a random layout, showing the result is always the same as long as each object is only counted once. • Model and encourage use of mathematical language e.g. asking questions such as 'How many saucepans will fit on the shelf?' • Help children to understand that one thing can be shared by a number of pieces, e.g. a pizza. • As you read number stories or rhymes, ask e.g. 'When one more frog jumps in, how many will there be in the pool altogether?' • Use pictures and objects to illustrate counting songs, rhymes and number stories. • Encourage children to use mark-making to support their thinking about numbers and simple problems. • Talk with children about the strategies they are using, e.g. to work out a solution to a simple problem by using fingers or counting aloud. • Encourage estimation, e.g. estimate how many sandwiches to make for the picnic. • Encourage use of mathematical language, e.g. number names to ten: 'Have you got enough to give me three?' • Ensure that children are involved in making displays, e.g. making their own pictograms of lunch choices. Develop this as a 3D representation using bricks and discuss the most popular choices. • Add numerals to all areas of learning and development, e.g. to a display of a favourite story, such as 'The Three Billy Goats Gruff'. • Make books about numbers that have meaning for the child such as favourite numbers, birth dates or telephone numbers. • Use rhymes, songs and stories involving counting on and counting back in ones, twos, fives and tens. • Emphasise the empty set and introduce the concept of nothing or zero. • Show interest in how children solve problems and value their different solutions.
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		<ul style="list-style-type: none"> • Make sure children are secure about the order of numbers before asking what comes after or before each number. • Discuss with children how problems relate to others they have met, and their different solutions. • Talk about the methods children use to answer a problem they have posed, e.g. 'Get one more, and then we will both have two.' • Encourage children to make up their own story problems for other children to solve. • Encourage children to extend problems, e.g. "Suppose there were three people to share the bricks between instead of two". • Use mathematical vocabulary and demonstrate methods of recording, using standard notation where appropriate. • Give children learning English as additional language opportunities to work in their home language to ensure accurate understanding of concepts. <p>Spatial Awareness/ Shape/Measure and Pattern:</p> <ul style="list-style-type: none"> • Describe children's climbing, tunnelling and hiding using spatial words like 'on top of', 'up', 'down' and 'through'. • Provide blocks and boxes to play freely with and build with, indoors and outside. • Provide inset puzzles and jigsaws at different levels of difficulty. • Use the language of size and weight in everyday contexts. Provide objects with marked differences in size to play freely with. Suggestions: dolls' and adult chairs, tiny and big bears, shoes, cups and bowls, blocks and containers. • Provide patterned material – gingham, polka dots, stripes etc. – and small objects to arrange in patterns. Use words like 'repeated' and 'the same' over and over. • Encourage children to play freely with blocks, shapes, shape puzzles and shape-sorters. • Sensitively support and discuss questions like: "What is the same and what is different?" • Encourage children to talk informally about shape properties using words like 'sharp corner', 'pointy' or 'curvy'. Talk about shapes as you play with them: "We need a piece with a straight edge." • Provide a variety of construction materials like blocks and interlocking bricks. Provide den-making materials. Allow children to play freely with these materials, outdoors and
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		<p>inside. When appropriate, talk about the shapes and how their properties suit the purpose.</p> <ul style="list-style-type: none"> • Provide shapes that combine to make other shapes, such as pattern blocks and interlocking shapes, for children to play freely with. When appropriate, discuss the different designs that children make. • Occasionally suggest challenges, so that children build increasingly more complex constructions. • Use tidy-up time to match blocks to silhouettes or fit things in containers, describing and naming shapes. Suggestion: “Where does this triangular one /cylinder /cuboid go?” • Provide patterns from different cultures, such as fabrics. • Provide a range of natural and everyday objects and materials, as well as blocks and shapes, for children to play with freely and to make patterns with. When appropriate, encourage children to continue patterns and spot mistakes. • Engage children in following and inventing movement and music patterns, such as clap, clap, stamp. • Talk about patterns of events, in cooking, gardening, sewing or getting dressed. Suggestions: <ul style="list-style-type: none"> - ‘First’, ‘then’, ‘after’, ‘before’ - “Every day we...” - “Every evening we...” Talk about the sequence of events in stories. - Use vocabulary like ‘morning’, ‘afternoon’, ‘evening’ and ‘night-time’, ‘earlier’, ‘later’, ‘too late’, ‘too soon’, ‘in a minute’. • Countdown to forthcoming events on the calendar in terms of number of days or sleeps. Refer to the days of the week, and the day before or day after, ‘yesterday’ and ‘tomorrow’ <p>Helpful resources:</p> <p>https://help-for-early-years-providers.education.gov.uk/areas-of-learning/mathematics/numbers</p> <p>https://educationendowmentfoundation.org.uk/early-years/maths/effective-pedagogy-mathematics</p> <p>https://www.nationalnumeracy.org.uk/helping-children-maths#:~:text=How%20parents%20can%20help%20with,Give%20it%20a%20go!</p> <p>https://www.ncb.org.uk/sites/default/files/uploads/files/Maths%20Brief%20MAR19.pdf</p>
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3-6 months (Development Matters 0-3 Years; Birth to 5 Matters Range 1)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
Number <ul style="list-style-type: none"> Shows anticipation and enjoyment of familiar caring routines: for example, sucks/licks lips in response to sounds of preparation for feeding; waves arms or vocalises in excitement when undressed for bath. Explores space when they are free to move, roll and stretch Developing an awareness of their own bodies, that their body has different parts and where these are in relation to each other. Uses movement and senses to focus on, reach for, and grasp objects. 	Number <ul style="list-style-type: none"> Shows anticipation and enjoyment of familiar caring routines: for example, sucks/licks lips in response to sounds of preparation for feeding; waves arms or vocalises in excitement when undressed for bath. Persistently and deliberately reaches out for toys. 	

6-9 months (Development Matters 0-3 Years; Birth to 5 Matters Range 1)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
Number <ul style="list-style-type: none"> Reacts to changes of amount when those amounts are significant (more than double) Looks for things which have moved out of sight Spatial Awareness <ul style="list-style-type: none"> Explores space when they are free to move, roll and stretch Developing an awareness of their own bodies, that their body has different parts and where these are in relation to each other 	Number <ul style="list-style-type: none"> Plays peek-a-boo hiding games with toys and people Spatial Awareness <ul style="list-style-type: none"> Developing an awareness of their own bodies e.g. through baby massage and singing songs During floor play sometimes place objects that are just in or just out of reach, including small objects on cloths that babies can pull towards themselves. 	

9-12 months (Development Matters 0-3 Years; Birth to 5 Matters Range 1)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<p>Number</p> <ul style="list-style-type: none"> Explores new objects systematically: for example, first banging, then mouthing, then turning over. (This helps understanding and awareness of cause and effect.) Tries to get objects that are out of reach: for example, pulls a mat towards them to make toy come closer. Anticipates what will happen next: for example, may become distressed if the expected routine doesn't happen <p>Spatial Awareness</p> <ul style="list-style-type: none"> Drops toys deliberately and repeatedly and watches them fall to the ground <p>Shape</p> <ul style="list-style-type: none"> Explores new objects systematically: for example, first banging, then mouthing, then turning over Removes pieces from inset puzzles and large pegs from pegboard. Responds to changes of shape: for example, watching a balloon inflate and deflate. Puts objects inside others and take them out again. <p>Measure</p> <ul style="list-style-type: none"> Explores differently sized and shaped objects. <p>Pattern</p> <ul style="list-style-type: none"> Shows interest in patterned songs and rhymes, perhaps with repeated actions Shows interest in pattern objects and images: for example, reaching out to touch stripes on a play mat Begins to predict what happens next in predictable situations: for example, anticipates food when sat in highchair. 	<p>Number</p> <ul style="list-style-type: none"> Enjoys putting object in and out of containers Watches toy being hidden under a cloth and finds it immediately: showing awareness of object permanence <p>Spatial Awareness</p> <ul style="list-style-type: none"> Looks in the right place for toys that fall out of sight: demonstrates awareness of object permanence. <p>Shape</p> <ul style="list-style-type: none"> Encourage babies' explorations of the characteristics of objects, e.g. by rolling a ball or sliding a block Demonstrates putting items inside others of similar shape <p>Pattern</p> <ul style="list-style-type: none"> Moves to the rhythm in familiar songs, encourage older babies to join in tapping and clapping along to simple rhythms. Use repeated noises, movements and activities. Play simple "to and fro" games, passing and rolling between the adult and child so they begin to predict which comes next. <p>Measures</p> <ul style="list-style-type: none"> Responds to size, reacting to very big or very small items that they see or try to pick up Reacts to changes of amount when those amounts are significant (more than double): for example, when presented with a single soft toy and then presented with a small group of soft toys. 	

12-15 months (Development Matters 0-3 Years; Birth-5 Matters Range 2)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
Number <ul style="list-style-type: none"> May be aware of number names through their enjoyment of action rhymes and songs that relate to numbers. Demonstrates persistent search for objects, even when hidden under 2-3 covers Spatial Awareness <ul style="list-style-type: none"> Intensely curious: exploring objects, rooms, outside areas, or, if not mobile, shows curiosity by pointing or looking at areas/objects they would like to explore. Demonstrates persistent search for objects, even when hidden under 2-3 covers. Shape <ul style="list-style-type: none"> Beginning to put objects of similar shapes inside others and take them out again Measure <ul style="list-style-type: none"> Shows an interest in emptying containers Pattern <ul style="list-style-type: none"> Joins in with repeated actions in songs and stories. Initiates and continues repeated actions: for example, bangs tambourine and looks for the adult to continue 	Number <ul style="list-style-type: none"> Plays peek-a-boo hiding games with toys and people Spatial Awareness <ul style="list-style-type: none"> Responds to some spatial words during everyday play and routines. or one-word comments e.g. as you get children in and out of a highchair. Explores space around them and engages with position and direction, such as pointing to where they would like to go Likes play hide and reveal games with objects in boxes and under cups. Shape <ul style="list-style-type: none"> When playing with malleable materials drawn to attention to shapes as they are created and changed. Measure <ul style="list-style-type: none"> Explores space around them and engages with position and direction, such as pointing to where they would like to go. Pattern <ul style="list-style-type: none"> Joins in opportunities to play “back and forth” and repetitive “again” games 	

15-18 months (Development Matters 0-3 Years; Birth-5 matters Range 2)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
Number <ul style="list-style-type: none"> Enjoys 'ready steady go' and 1, 2, 3 go' games Says some counting words randomly Spatial Awareness <ul style="list-style-type: none"> Using visual memory finds toy when hidden under one of two/three identical covers laid out in a row, using visual memory to find the right cover. Remembers where objects belong for example, puts toys away in right place and then finds them later. Shape <ul style="list-style-type: none"> Stacks objects using flat surfaces. Able to sort real objects with adult support: for example, puts all the big balls together. Begin to match items in meaningful contexts: for example, finds a matching pair of shoes. Measure <ul style="list-style-type: none"> Enjoys filling and emptying containers. Pattern <ul style="list-style-type: none"> Joins in with repeated actions in songs and stories Initiates and continues repeated actions: for example, bangs tambourine and looks for the adult to continue. 	Number <ul style="list-style-type: none"> With adult support able to demonstrate 1:1 correspondence: for example, making sounds and pointing Spatial Awareness <ul style="list-style-type: none"> Solves simple problems independently inside and moving through space. Investigates fitting themselves inside and moving through space Shape <ul style="list-style-type: none"> Joins in with games that involve curling and stretching, popping up and bobbing down. Likes boxes, cloths and bags to store, hide and transport items. Provide nested boxes, cups and toys of different sizes that fit inside each other. Measure <ul style="list-style-type: none"> Shows an interest in emptying containers Pattern <ul style="list-style-type: none"> Gets to know and enjoys daily routine 	

18-21 months (Development Matters: 0-3 Years; Birth-5 Matters: Range 3)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<p>Number</p> <ul style="list-style-type: none"> Can tell the difference between quantities, recognising that a group of objects is more than one object. Reacts to changes of amount in a group of up to three items: for example, shows renewed interest in the objects when more items are added to the original presentation. <p>Spatial Awareness</p> <ul style="list-style-type: none"> Solves simple problems independently: for example, retrieving out-of-reach toys. Investigates fitting themselves inside and moving through spaces. <p>Shape</p> <ul style="list-style-type: none"> Beginning to select a shape for a specific space: for example, looks at shape of piece and shapes on a puzzle board and fits together correctly. Can organise and categorise objects: for example, putting all red things and all blue things in separate piles, or all teddies in one box and all cars in another. Uses blocks to create their own simple structures and arrangements. <p>Measure</p> <ul style="list-style-type: none"> Enjoys playing with objects of different sizes that go together and learning about the relative size of objects. Shows an interest in objects of contrasting sizes in meaningful contexts. <p>Pattern</p> <ul style="list-style-type: none"> Uses experience to predict simple cause and effect: for example, straightens tower of blocks if it wobbles. Anticipates what might happen next because of what other people say/sign. 	<p>Number</p> <ul style="list-style-type: none"> Responds to words like lots or more Counting Says some counting words May engage in counting-like behaviour, making sounds and pointing or saying some numbers in sequence <p>Spatial Awareness</p> <ul style="list-style-type: none"> Enjoys filling and emptying containers Tries to work out problems by thinking first: for example, how to get something out of reach. <p>Shape</p> <ul style="list-style-type: none"> 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 <p>Measure</p> <ul style="list-style-type: none"> Explores capacity by selecting, filling and emptying containers, e.g. fitting toys in a pram Beginning to understand that things might happen now or at another time, in routines <p>Pattern</p> <ul style="list-style-type: none"> Becoming familiar with patterns in daily routines 	

21-24 months (Development Matters: 0-3 Years; Birth-5 Matters: Range 3)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<p>Number</p> <ul style="list-style-type: none"> • Uses number words, like one or two and sometimes responds accurately when asked to give one or two things • Beginning to compare and recognise changes in numbers of things, using words like more, lots or 'same' • Begins to say numbers in order, some of which are in the right order (ordinality) • Spatial Awareness • Moves their body and toys around objects and explores fitting into spaces. • Begins to remember their way around familiar environments <p>Shape</p> <ul style="list-style-type: none"> • Chooses puzzle pieces and tries to fit them in • Recognises that two objects have the same shape <p>Measures</p> <ul style="list-style-type: none"> • Explores differences in size, length, weight and capacity • Beginning to anticipate times of the day such as mealtimes or home time <p>Pattern</p> <ul style="list-style-type: none"> • Joins in and anticipates repeated sound and action patterns • Is interested in what happens next using the pattern of everyday routines 	<p>Number</p> <ul style="list-style-type: none"> • Begins to use number words like 'one' or 'two' and sometimes responds accurately when asked to give one or two things. • Tries to work out problems by thinking first: for example, how to switch something on • Carries out simple everyday sequences: for example, pouring cereal into bowl and adding milk. <p>Spatial Awareness</p> <ul style="list-style-type: none"> • Tries to work out problems by thinking first: for example, how to get something out of reach • Investigates fitting themselves inside and moving through spaces <p>Shape</p> <ul style="list-style-type: none"> • Self-corrects during an activity without adult prompting: for example, tries to fit a puzzle piece in the wrong space then changes to the right space. <p>Measures</p> <ul style="list-style-type: none"> • Explores capacity by selecting, filling, and emptying containers: for example, fitting toys in a pram. <p>Pattern</p> <ul style="list-style-type: none"> • Becoming familiar with patterns in daily routines: for example, 'now, it's snack time, next, outdoor play' is understood when speech/sign/visual cues are used by the communication partner. • Remembers a sequence of activities and events: for example, to wash their hands before sitting for lunch. • Using their preferred communication method, joins in with and predicts what comes next in a story/rhyme. • Beginning to arrange items in their own patterns: for example, lining up toys. 	

24-30 months (Development Matters: 0-3 Years; Birth-5 Matters: Range 4)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<p>Number</p> <ul style="list-style-type: none"> Develops counting-like behaviour, such as making sounds, pointing, or saying some numbers in sequence. Begins to say numbers in order, some of which are in the right order (ordinality). Begins to say numbers in order, some of which are in the right order (ordinality). Has some understanding of 1 and 2 in practical situations: for example, says 'I have two boats.' Uses some number language in play to compare quantity (such as, 'all gone', 'more', 'lots', or 'same'): for example, 'milk all gone', or 'lots of worms' when digging in the mud. Remembers a sequence of activities and events: for example says 'Mummy train ice-cream'. <p>Spatial Awareness</p> <ul style="list-style-type: none"> Responds to some spatial and positional language Explores how things look from different viewpoints including things that are near or far away <p>Shape</p> <ul style="list-style-type: none"> Makes simple constructions Matches sets of identical objects in practical situations: developing understanding of concept of 'the same'. <p>Measures</p> <ul style="list-style-type: none"> Beginning to understand some talk about immediate past and future Begins to develop sense of time using their preferred communication method: for example, understands terms such as 'later', 'tomorrow', and 'yesterday'. Understands some language about immediate past and future ('before', 'later', 'soon'): for example, 'Shoes on 	<p>Number</p> <ul style="list-style-type: none"> Beginning to compare and recognise changes in numbers of things, using words like more, lots or 'same' Counting Begins to say numbers in order, some of which are in the right order (ordinality) In everyday situations, takes or gives two or three objects from a group Beginning to notice numerals (number symbols) Beginning to count on their fingers <p>Spatial Awareness</p> <ul style="list-style-type: none"> Moves their body and toys around objects and explores fitting into spaces. <p>Shape</p> <ul style="list-style-type: none"> Completes a simple 2-4-piece puzzle with shapes that fit together Matches simple pictures of familiar objects. Matches objects to picture: for example, matches real shoe to a picture of a shoe Matches simple shapes: circle, square, triangle. Notices simple patterns and shapes in pictures. <p>Measures</p> <ul style="list-style-type: none"> Explores differences in size, length, weight, and capacity. Fits 3-4 nesting/stacking cups together independently, showing understanding of size differences and fit. Using their preferred communication method, begins to use the language of size and weight. Demonstrates some understanding of simple math vocabulary in play activities using their preferred communication method: for example, big/little, in, on, under, full/empty, long/short, more, now/next, first/last. <p>Pattern</p> <ul style="list-style-type: none"> Names/signs two or three colours. Notice patterns and arrange things in patterns. 	

<p>before you play outside' when speech/sign/visual cues are used by the communication partner.</p> <p>Pattern</p> <ul style="list-style-type: none">• Anticipates specific time-based events, such as mealtimes or home time.		
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30-36 months (Development Matters: 0-3 Years; Birth-5 Matters: Range 4)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<p>Number</p> <ul style="list-style-type: none"> • Uses some number names and language spontaneously in play; however, not consistent or accurate: for example, counts in everyday contexts, sometimes skipping numbers 'one, two, three, five.' • Beginning to notice numerals (number symbols): for example, notices a number of significance (such as their age) printed in books or displayed in the environment. • Recites numbers in order to 10. • Beginning to recognise that each counting number is one more than the one before. • Compare quantities using language: 'more than', 'fewer than'. <p>Spatial Awareness</p> <ul style="list-style-type: none"> • Begins to remember their way around familiar environments. • Explores how things look from different viewpoints, including things that are near or far away: for example, looking at a train-track when standing over it and then lying next to it; looking at a large construction made from hollow blocks/crates in the outdoor area close-up and then from the far-side of the outdoor space. <p>Shape</p> <ul style="list-style-type: none"> • Chooses puzzle pieces and tries to fit them in • Recognises that two objects have the same shape • Makes simple constructions <p>Measure</p> <ul style="list-style-type: none"> • Compare sizes, weights etc. using gesture and language - 'bigger/ little/smaller', 'high/low', 'tall', 'heavy' <p>Pattern</p> <ul style="list-style-type: none"> • Joins in and anticipates repeated sound and action patterns • Is interested in what happens next using the pattern of everyday routines 	<p>Number</p> <ul style="list-style-type: none"> • Explores using a range of their own marks and signs to which they ascribe mathematical meanings • Beginning to count on their fingers. • In everyday situations, takes or gives two or three objects from a group • Compares two small groups of up to five objects, saying/signing/indicating when there are the same number of objects in each group: for example, 'You've got two, I've got two. Same!' <p>Spatial Awareness</p> <ul style="list-style-type: none"> • Responds to some spatial and positional language when speech/sign/visual cues are used by the communication partner. • Understand position through words alone – for example, "The bag is under the table," – with no pointing <p>Shape</p> <ul style="list-style-type: none"> • Recognises that two objects have the same shape. • Makes simple constructions • Chooses puzzle pieces and tries to fit them in • Recognises that two objects have the same shape • Makes simple constructions <p>Measure</p> <ul style="list-style-type: none"> • Matches objects by size. <p>Pattern</p> <ul style="list-style-type: none"> • Understands consequences of own actions: for example, if cup is knocked over the juice is spilt, etc. • Joins in and anticipates repeated sound and action patterns: for example, in familiar action songs, plays with musical instruments. 	

36-42 months (Development Matters: 3-4 Years Birth-5 Matters: Range 5)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<p>Number</p> <ul style="list-style-type: none"> Enjoys counting verbally as far as they can go. Beginning to recognise that each counting number is one more than the one before. Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle). Shows 'finger numbers' up to 5. Realises not only objects, but anything can be counted, including steps, claps, or jumps Begins to recognise numerals 0 to 10. Shows an interest in numerals in the environment. Using their preferred communication method, uses some number names and number language accurately within play, and may show fascination with large numbers. Subitises one, two, and three objects (recognising the quantity within a group without counting) Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers: for example, recognises that three train carriages and two more train carriages make five carriages in total. Beginning to use understanding of number to solve practical problems in play and meaningful activities: for example, there are 3 people having milk, so we need to get 3 cups Engages in subitising numbers to four and maybe five. <p>Spatial Awareness</p> <ul style="list-style-type: none"> Responds to and uses language of position and direction Predicts, moves and rotates objects to fit the space or create the shape they would like <p>Shape</p>	<p>Number</p> <ul style="list-style-type: none"> Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You've got two, I've got two. Same! Counting May enjoy counting verbally as far as they can go Points or touches (tags) each item, saying 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 Subitises one, two and three objects (without counting) Counts up to five 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 their own marks and signs to which they ascribe mathematical meanings <p>Composition</p> <ul style="list-style-type: none"> 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 <p>Spatial Awareness</p> <ul style="list-style-type: none"> Using their preferred communication method, responds to and uses language of position and direction. Predicts, moves, and rotates objects to fit the space or create the shape they would like. Shows understanding of prepositions 'on top', 'behind' and 'next to' by carrying out action when 	

<ul style="list-style-type: none"> • Using their preferred communication method, describes the shapes of objects: for example, 'round and tall'. • Shows interest in shape by sustained construction activity or by talking/signing/gesturing about shapes or arrangements • Responds to both informal language (such as, pointy, twisty, wiggly, bumpy) and common shape names when speech/sign/visual cues are used by the communication partner. • Using their preferred communication method, begins to comment about the shapes of everyday objects. • Selects a particular named shape when speech/sign/visual cues are used by the communication partner. • Chooses items based on their shape which are appropriate for the child's purpose • Shows awareness of shape similarities and differences between objects • Enjoys partitioning shapes to make new 2D and 3D shapes: for example, cuts sandwich into squares/ triangles. <p>Measures</p> <ul style="list-style-type: none"> • Make comparisons between objects relating to size, length, weight and capacity 	<p>speech/sign/visual cues are used by the communication partner.</p> <p>Shape</p> <ul style="list-style-type: none"> • Chooses items based on their shape which are appropriate for the child's purpose • 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 <p>Measures</p> <ul style="list-style-type: none"> • In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items • Recalls a sequence of events in everyday life and stories <p>Pattern</p> <ul style="list-style-type: none"> • Creates their own spatial patterns showing some organisation or regularity • 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 	
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42 months + (Development Matters: 3-4 Years Birth-5 Matters: Range 5)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	Next steps/ideas for supporting strategies
<p>Number</p> <ul style="list-style-type: none"> • 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) • Engages in subitising numbers to four and maybe five • 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) • 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 six raisins on a plate as three and three • 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 "-" <p>Spatial Awareness</p> <ul style="list-style-type: none"> • Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints • 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 <p>Shape</p>	<p>Number</p> <ul style="list-style-type: none"> • Engages in subitising numbers to four and maybe five • Recognises numerals 1 to 5. Links numerals with amounts up to 5 and maybe beyond • Using their preferred communication method, compares two quantities using language such as 'more than', 'fewer than': for example, a child comments 'Lottie has 2 more cars than me' • Solves real world mathematical problems with numbers up to 5: for example, has 3 bricks but need 5, so they find two more. • Finds one more or less than a number from one to ten • Experiments with their own symbols and marks as well as numerals • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same • Finds the total number of items in two groups by counting all of them • Shares objects into equal groups and counts how many in each group • Explores the composition of numbers to 10 • Automatically recalls number bonds for numbers 0-10. • Increasingly confident at putting numerals in order 0 to 10 (ordinality) • Using their preferred communication method, uses number names and symbols when comparing numbers, showing interest in large numbers • Estimates numbers of things, showing understanding of relative size <p>Spatial Awareness</p> <ul style="list-style-type: none"> • Understands position through the adult's use of words/signs/visual cues alone, without pointing: for example, 'Put the pig in front of the farmer' 	

<ul style="list-style-type: none"> • Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes • Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes • Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build <p>Pattern</p> <ul style="list-style-type: none"> • Spots patterns in the environment, beginning to identify the pattern “rule” • Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat <p>Measures</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Using their preferred communication method, uses spatial language to describe position and give directions: for example, ‘above’, ‘beside’, ‘behind’, etc • Describes a familiar route using their preferred communication method • Investigates turning and flipping objects in order to make shapes fit and creates models: predicting and visualising how they will look (spatial reasoning) • Enjoys making simple maps of familiar and imaginative environments, with landmarks <p>Shape</p> <ul style="list-style-type: none"> • Begins to use mathematical terms to name and describe ‘solid’ 3D shapes and ‘flat’ 2-D shapes using their preferred communication method • Attempts to create arches and enclosures when building, using trial and improvement to select blocks • Using their preferred communication method, comments on and explores 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’ • Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes • Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build <p>Pattern</p> <ul style="list-style-type: none"> • Continues, copies, and creates repeating patterns: for example, stick, leaf, stick, leaf • Using their preferred communication method, begins to describe a sequence of events, real or fictional, using terms such as ‘first...’, ‘then...’ • Notices and corrects an error in a repeating pattern <p>Measure</p> <ul style="list-style-type: none"> • Compares sizes, weights, etc. using gesture and language: ‘bigger/little/smaller’, ‘high/low’, ‘tall’, ‘heavy’ • Puts three items in the right order by length or height • Puts two items in the right order by weight or capacity • Enjoys tackling problems involving prediction and engages in discussions involving comparisons by length, weight, or capacity, paying attention to fair-testing and accuracy: for 	<div data-bbox="1413 164 2011 1047" data-label="Diagram"> <p>ELG: Number</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Have a deep understanding of number to 10, including the composition of each number;- Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts </div>
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	<p>example, in considering how many buckets of water it will take to fill a wheelbarrow, recognises we need to make sure the bucket is full to the same level when counting them</p> <ul style="list-style-type: none">• Becomes familiar with measuring tools in everyday experiences and play• Increasingly able to order and sequence events using language related to time: both past and present	<p>ELG: Numerical Patterns</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none">- Verbally count beyond 20, recognising the pattern of the counting system;- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally
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Understanding the World: Past and Present

0-3 months

(Development Matters 0-3 years; Birth-5 Matters Range 1)

Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	Developing children's understanding of People and Communities will support them to:
<ul style="list-style-type: none"> The beginnings of understanding of past and present lie in early attachment and other relationships. See Personal, Social and Emotional Development and Communication and Language 	<ul style="list-style-type: none"> The beginnings of understanding of past and present lie in early attachment and other relationships. See Personal, Social and Emotional Development and Communication and Language 	<ul style="list-style-type: none"> Make sense of their physical world and their community. Foster their understanding of our culturally, socially, technologically and ecologically diverse world. Gain important knowledge and vocabulary. Enrich and widen their vocabulary which will support later reading comprehension. <p>Suggestions on how you can support in the setting:</p> <ul style="list-style-type: none"> Encourage babies' explorations and movements, such as touching their fingers and toes. Show delight at their kicking and waving. Provide open-ended play materials inside and outdoors. <p>Suggestion:</p> <ul style="list-style-type: none"> Treasure Baskets for repeated exploration of textures, sounds, smells and tastes. Offer lots of different textures for exploration with fingers, feet and whole body. Suggestions: wet and dry sand, water, paint and playdough. Be open to children talking about differences and what they notice. For example, when children ask questions like: "Why do you wear a scarf around your head?" or "How come your hair feels different to mine?" Point out the similarities between different families, as well as discussing differences. Model positive attitudes about the differences between people including differences in race and religion. Support children's acceptance of difference. Have resources which include: <ul style="list-style-type: none"> - positive images of people who are disabled - books and play materials that reflect the diversity of life in modern Britain including racial and religious diversity - materials which confront gender stereotypes. - Invite different people to visit from a range of occupations, such as a plumber, a farmer, a vet, a member of the emergency services or an author.

		<ul style="list-style-type: none"> • Plan and introduce new vocabulary related to the occupation and encourage children to use it in their speech and play. • Consider opportunities to challenge gender and other stereotypes. • Ensure that resources reflect the diversity of life in modern Britain. Encourage children to talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities. Answer their questions and encourage discussion. Suggestion: talk positively about different appearances, skin colours and hair types. Celebrate and value cultural, religious and community events and experiences. • Help children to learn each other's names, modelling correct pronunciation. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Practitioners can create books and displays about children's families around the world, or holidays they have been on. • Encourage children to talk about each other's families and ask questions. Use a diverse range of props, puppets, dolls and books to encourage children to notice and talk about similarities and differences. <p>Helpful Resources: https://help-for-early-years-providers.education.gov.uk/areas-of-learning/understanding-the-world</p>
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3-6 months (Development Matters 0-3 Years; Birth to 5 Matters Range 1)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<ul style="list-style-type: none"> • The beginnings of understanding of past and present lie in early attachment and other relationships. See Personal, Social and Emotional. Development and Communication and Language 	<ul style="list-style-type: none"> • The beginnings of understanding of past and present lie in early attachment and other relationship. See Personal, Social and Emotional Development and Communication and Language 	

6-9 months (Development Matters 0-3 Years; Birth to 5 Matters Range 1)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<ul style="list-style-type: none"> The beginnings of understanding of past and present lie in early attachment and other relationships. See Personal, Social and Emotional Development and Communication and Language 	<ul style="list-style-type: none"> The beginnings of understanding of past and present lie in early attachment and other relationships. See Personal, Social and Emotional Development and Communication and Language 	

9-12 months (Development Matters 0-3 Years; Birth to 5 Matters Range 1)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<ul style="list-style-type: none"> The beginnings of understanding of past and present lie in early attachment and other relationships. See Personal, Social and Emotional Development and Communication and Language 	<ul style="list-style-type: none"> The beginnings of understanding of past and present lie in early attachment and other relationships. See Personal, Social and Emotional Development and Communication and Language 	

12-15 months (Development Matters 0-3 Years; Birth-5 Matters Range 2)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<ul style="list-style-type: none"> 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 Copies actions and activities of others, including use of gesture or voice, as part of their play Demonstrates early pretend behaviour: for example, pretends to be asleep by covering self with blanket Accepts adult varying a game or pretend play and imitates and joins in with new actions/routines: for example, the child may tip toy-food on to the floor but would copy the adult then placing them into a bag 	<ul style="list-style-type: none"> Cooperates in everyday routines: for example, dressing, bathing, singing games, tidying up Enjoys teasing games: for example, 'I'm going to get you' or tickling games, etc Engages in simple pretend play with soft toys: for example, hugs and kisses teddy Uses real object for pretend play on self or another: for example, drinks from a cup, brushes someone's hair 	


15-18 months (Development Matters 0-3 Years; Birth-5 matters Range 2)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<ul style="list-style-type: none"> Recognises key people in their own lives Is curious about people and shows interest in stories about people, animals or objects that they are familiar with, or which fascinate them Copies things they see and hear others doing around them, including phrases, parts of games, and actions: for example, joining in with action songs and rhymes at carpet time Hands a toy to adult for assistance when unable to get it to work Includes other people and objects in pretend play: for example, feeds a doll or teddy with a spoon or cup 	<ul style="list-style-type: none"> Imitates some everyday routines: for example, washing clothes, sweeping floor Enjoys anticipation games/toys: for example, jack-in-the-box, ready-steady-go Joins in simple routines spontaneously Remembers where objects belong Plays cooperatively with an adult: for example, kicks or rolls ball back and forth Joins in simple routines spontaneously: for example, wipes face after dinner 	

18-21 months (Development Matters: 0-3 Years; Birth-5 Matters: Range 3)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<ul style="list-style-type: none"> Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc) and is interested in photographs of themselves with these Will pause and wait with support for turn in play with others Spends time within groups of other children engaged in own play but watching the other children 	<ul style="list-style-type: none"> Anticipates what might happen next when speech/sign/visual cues are used by the communication partner Imitates everyday actions in pretend play: for example, brushing doll's hair, making beds, tasting food, cleaning dolls house, getting in the car, shopping, etc Recognises self in mirror or photograph Recognises familiar adult in picture 	

21-24 months (Development Matters: 0-3 Years; Birth-5 Matters: Range 3)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<ul style="list-style-type: none"> Enjoys dressing up: for example, puts on hats; looks at self in mirror when putting on dressing-up clothes Enjoys being part of activities with adult or older child, often involving running or chasing 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 	<ul style="list-style-type: none"> Able to imitate actions in play a while after they have seen them demonstrated Recognises and anticipates everyday routines: for example, looks at coat when adult is getting ready to go out Displays curiosity by asking questions using words/signs, and looking intently at objects, events and people Imitates longer sequences in play: for example, pours tea, pours in milk and sugar, stirs, and then gives to doll 	

24-30 months (Development Matters: 0-3 Years; Birth-5 Matters: Range 4)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<ul style="list-style-type: none"> Has a sense of own immediate family and relations and pets 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 	<ul style="list-style-type: none"> Understands simple explanations and reasons given by others when speech/sign/visual cues are used by the communication partner: for example, 'We can go to the park after lunch' Understands some talk about immediate past and future ('before', 'later', 'soon') when speech/sign/visual cues are used by the communication partner: for example, 'Shoes on before you play outside' 	

30-36 months (Development Matters: 0-3 Years; Birth-5 Matters: Range 4)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<ul style="list-style-type: none"> Beginning to have their own friends Learns that they have similarities and differences that connect them to, and distinguish them from, others Enjoys playing with small world reconstructions, building on first-hand experiences: for example, visiting farms, garages, train tracks, walking by river or lake 	<ul style="list-style-type: none"> Can perform new actions a while after they have seen them demonstrated by a more able partner (imitation) In pretend play imitates everyday actions and events from own family and cultural background: for example, making chapatis, drinking tea, going to the barbers, being a cat, dog, or bird. Notices and is curious about differences between people Joins in with learning activities led by more able partners and performs new actions after having seen them demonstrated 	

36-42 months (Development Matters: 3-4 Years Birth-5 Matters: Range 5)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<ul style="list-style-type: none"> Shows interest in the lives of people who are familiar to them 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 Enjoys joining in with family customs and routines Developing an understanding of growth, decay, and changes over time 	<ul style="list-style-type: none"> Remembers and comments on significant events in their own experience using their preferred communication method Enjoys joining in with family customs and routines Recognises and describes special times or events for family or friends using their preferred communication method Notices what adults do: copying what is observed and then doing it when the adult is not there Shows interest in different occupations and ways of life 	 <p>ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p> <ul style="list-style-type: none"> - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps

42 months + (Development Matters: 3-4 Years Birth-5 Matters: Range 5)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<ul style="list-style-type: none"> Recognises and describes special times or events for family or friends using their preferred communication method Knows some of the things that make them unique, and can talk about/signs/indicates some of the similarities and differences in relation to friends or family Continues developing positive attitudes about the differences between people Begins to understand there are different countries in the world and talk about/signs/indicates the differences they have experienced or seen Using their preferred communication method, shares their own knowledge and understanding of the world around them and asks appropriate questions Recognise some similarities and differences between life in this country and life in other countries Recognise that people have different beliefs and celebrate special times in different ways Names and describes people who are familiar to them using their preferred communication method Draws information from a simple map Knows about similarities and differences between themselves and others, and among families, communities, cultures, and traditions Knows that other children do not always enjoy the same things, and is sensitive to this Comments on images of familiar situations in the past using their preferred communication method 	<ul style="list-style-type: none"> Makes comments about personal intentions, describing what they are trying to do, using their preferred communication method Begins to make sense of their own life-story and family's history Explains own knowledge and understanding and asks appropriate questions of others using their preferred communication method Compares and contrasts characters from stories, including figures from the past Comments on images of familiar situations in the past using their preferred communication method Makes comments about past and present events in their own life and in the lives of family members using their preferred communication method Understands that some places are special to members of their community Makes comments about members of their immediate family and community using their preferred communication method Explains own knowledge and understanding and asks appropriate questions of others using their preferred communication method Makes short term future-plans: for example, says/signs/indicates 'Tomorrow I'm going to...'; 'Next week it's my birthday' Compares and contrasts characters from stories, including figures from the past Makes comments about past and present events in their own life and in the lives of family members using their preferred communication method 	<p>ELG: Using their preferred communication method the child will:</p> <p>Make comments about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters, and events encountered in books read in class and storytelling</p>

Understanding the World: The Natural World		
0-3 months (Development Matters 0-3 years; Birth-5 Matters Range 1)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	Developing children's understanding of the natural world will support them to:
<ul style="list-style-type: none"> Is startled by sudden noise. Interested in new experiences: for example, shows renewed interest if you present a different toy Moves eyes, then head, to follow moving objects 	<ul style="list-style-type: none"> Responds to touch 'games' (stroking tummy/feet, tickling, kissing, blowing on tummy) by stilling, smiling, gazing, or waving arms/legs, etc Closes hand firmly around objects placed in palm Turns head/eyes towards diffuse light or interesting objects Can move eyes to look at different parts of objects and pictures When lying on back or propped up moves eyes to follow close face/object moving slowly from side-to-side Turns eyes and/or head towards new sounds 	<ul style="list-style-type: none"> Make sense of their physical world and their community. Foster their understanding of our culturally, socially, technologically and ecologically diverse world. Gain important knowledge and vocabulary. Enrich and widen their vocabulary which will support later reading comprehension. <p>Suggestions on how you can support in the setting:</p> <ul style="list-style-type: none"> Encourage toddlers and young children to enjoy and explore the natural world. <p>Suggestions:</p> <ul style="list-style-type: none"> - standing in the rain with wellies and umbrellas - walking through tall grass - splashing in puddles - seeing the spring daffodils and cherry blossom - looking for worms and minibeasts - visiting the beach and exploring the sand, pebbles and paddling in the sea Encourage children's exploration, curiosity, appreciation and respect for living things. <p>Suggestions:</p> <ul style="list-style-type: none"> - sharing the fascination of a child who finds woodlice teeming under an old log - modelling the careful handling of a worm and helping children return it to the dug-up soil - carefully planting, watering and looking after plants they have grown from seeds Encourage children to bring natural materials into the setting, such as leaves and conkers picked up from the pavement or park during autumn. Provide interesting natural environments for children to explore freely outdoors. Make collections of natural materials to investigate and talk about. Suggestions: - contrasting pieces of bark - different types of leaves and seeds

		<ul style="list-style-type: none"> - different types of rocks - different shells and pebbles from the beach • Provide equipment to support these investigations. <p>Suggestions:</p> <ul style="list-style-type: none"> - magnifying glasses or a tablet with a magnifying app. • Encourage children to talk about what they see. Model observational and investigational skills. Ask out loud: “I wonder if...?” Plan and introduce new vocabulary, encouraging children to use it to discuss their findings and ideas. • Show and explain the concepts of growth, change and decay with natural materials. <p>Suggestions:</p> <ul style="list-style-type: none"> - plant seeds and bulbs so children observe growth and decay over time. - observe an apple core going brown and mouldy over time. - help children to care for animals and take part in first-hand scientific explorations of animal life cycles, such as caterpillars or chick eggs. Plan and introduce new vocabulary related to the exploration. Encourage children to use it in their discussions, as they care for living things. • Encourage children to refer to books, wall displays and online resources. This will support their investigations and extend their knowledge and ways of thinking. • Draw children’s attention to forces. <p>Suggestions:</p> <ul style="list-style-type: none"> - how the water pushes up when they try to push a plastic boat under it - how they can stretch elastic, snap a twig, but cannot bend a metal rod - magnetic attraction and repulsion • Plan and introduce new vocabulary related to the exploration and encourage children to use it. • Talk about the differences between materials and changes they notice. Provide children with opportunities to change materials from one state to another. <p>Suggestions:</p> <ul style="list-style-type: none"> - cooking – combining different ingredients and then cooling or heating (cooking) them. - melting – leave ice cubes out in the sun, see what happens when you shake salt onto them (children should not touch to avoid danger of frostbite) • Explore how different materials sink and float. • Explore how you can shine light through some materials, but not others. Investigate shadows. Plan and introduce new
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		<p>vocabulary related to the exploration and encourage children to use it.</p> <p>Helpful resources: https://help-for-early-years-providers.education.gov.uk/areas-of-learning/understanding-the-world https://www.bbc.co.uk/bitesize/subjects/z7sfg2p</p>
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3-6 months (Development Matters 0-3 Years; Birth to 5 Matters Range 1)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<ul style="list-style-type: none"> • Reacts with abrupt change when a face or object suddenly disappears from view • Looks around with interest when in a room, garden, balcony or park, visually scanning the environment for novel, interesting objects and events • Smiles with pleasure at recognisable playthings • Repeats actions that have an effect, e.g. kicking or hitting a mobile or shaking a rattle • Repeats actions that have an effect: for example, kicking or batting mobile to create movement. • Shows interest in small objects or the detail of a toy: for example, will gaze at small beads in a rattle • Smiles with pleasure at recognisable playthings 	<ul style="list-style-type: none"> • Brings objects to mouth to explore them • Likes listening to music, rattles, and other sound-making toys • Reacts with abrupt behaviour change when a face or object disappears suddenly from view. • Looks from one object to another and back again: 'shifting visual attention' • Objects may be moving or reacts to familiar sounds or sights by changes in behaviour: for example, extends arms/legs, smiles, searches with eyes when hears the vacuum cleaner, running bath, footsteps, etc. still • Moves eyes, then head, to follow nearby moving objects 	

6-9 months (Development Matters 0-3 Years; Birth to 5 Matters Range 1)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<ul style="list-style-type: none"> Plays with and explores objects by touching them, looking at them, mouthing them, and listening to the sounds they make Repeats action to make sound again: for example, shakes rattle, squeezes toy, kicks at baby gym Persistently and deliberately reaches out for toys that interest them Actively explores objects using all senses: shaking, looking, feeling, tasting, mouthing, pulling, turning, poking Begins to understand cause and effect: for example, will deliberately repeat actions in order to repeat the effect Looks towards the floor when object is dropped by themselves or others. 	<ul style="list-style-type: none"> Recognises familiar environmental sounds (washing machine, microwave, footsteps); shown by quietening/consistent reactions/turning to looks at source of sound Notices changes in objects, pictures and sounds: for example, may look puzzled or stop what they are doing when bubbles pop and disappear or music stops Watches own hand movements intently, for 5 seconds + 	

9-12 months (Development Matters 0-3 Years; Birth to 5 Matters Range 1)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<ul style="list-style-type: none"> Watches toy being partially hidden under a cloth/container and then finds it Can still be surprised by things disappearing then reappearing suddenly: for example, pop-up toys Explores new objects systematically: for example, first banging, then mouthing, then turning over Watches toy being completely hidden and tries to find it; watches intently where a spider has scuttled away under leaves, demonstrating an awareness of object permanence Understands the meaning of some sounds: for example, hears a telephone ringing and looks at the telephone 	<ul style="list-style-type: none"> Stares with increasing interest when a new object is shown to them Anticipates movement of object/person: for example, if ball rolls behind couch looks to other side expecting it to reappear Explores natural materials, indoors and outside Explores materials with different properties: for example, textured toys Becomes absorbed in combining objects: for example, banging two objects or placing objects into containers 	

12-15 months (Development Matters 0-3 Years; Birth-5 Matters Range 2)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<ul style="list-style-type: none"> 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 Looks for dropped objects Becomes absorbed in combining objects, e.g. banging two objects or placing objects into containers Experiments: tries something and then reflects on it, and then tries something else: for example, if piece of puzzle doesn't fit, tries it in the other holes Intensely curious: exploring objects, rooms, outside areas or if not mobile shows curiosity by pointing or looking at areas/objects they would like to explore 	<ul style="list-style-type: none"> Knows there are different ways to play with different toys: for example, a ball is for rolling/throwing, a car is for pushing, blocks are for building/posting, etc Interested in things that go together: for example, cup/saucer, puzzle parts Realises that one object can act as a container for another: puts smaller objects inside bigger ones Demonstrates persistent search for objects, even when hidden under two or three covers 	

15-18 months (Development Matters 0-3 Years; Birth-5 matters Range 2)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<ul style="list-style-type: none"> Experiments with different objects to look for other new properties: for example, plays with a plastic bowl by putting it on head, filling it with blocks, banging it, covering it with toys, looking through it, etc Shows understanding that things exist even when out of sight: for example, will refer to, request, or search for objects that are not currently in sight 	<ul style="list-style-type: none"> Matches objects with parts that go together: for example, puts lid on saucepan Enjoys playing with objects of different sizes that go together and shows an awareness of difference between big and little things: for example, hiding small objects inside larger ones 	

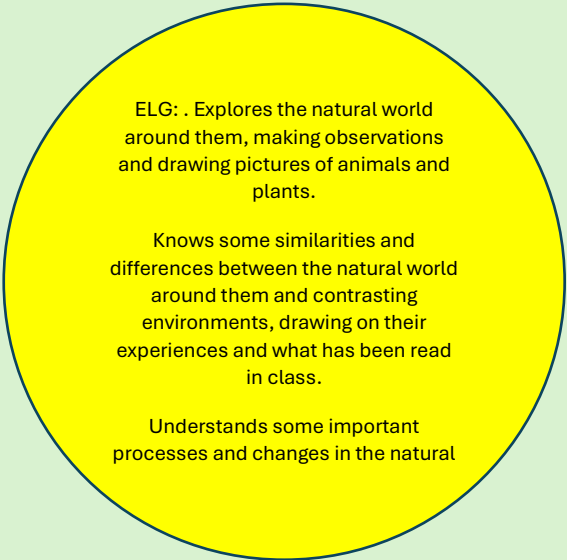
18-21 months (Development Matters: 0-3 Years; Birth-5 Matters: Range 3)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<ul style="list-style-type: none"> Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking Explores and responds to different natural events in their setting and on trips: for example, splashing in puddles, looking at seasonal changes 	<ul style="list-style-type: none"> Uses understanding of cause and effect: for example, straightens up a tower of blocks if it starts to wobble Likes to put objects together: for example, puts cups on saucers, spoon in a bowl, doll in the bed Is interested in pulling and pushing things and builds simple structures 	

21-24 months (Development Matters: 0-3 Years; Birth-5 Matters: Range 3)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<ul style="list-style-type: none"> Remembers where objects belong Matches parts of objects that fit together, e.g. puts lid on teapot 	<ul style="list-style-type: none"> Plays with playdough and other malleable materials making different shapes; using their preferred communication method, makes comments about what they have made Enjoys simple stories about people and nature (birds, bees, snails, cats, dogs, etc.) and is interested in photographs of these 	

24-30 months (Development Matters: 0-3 Years; Birth-5 Matters: Range 4)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<ul style="list-style-type: none"> Notices detailed features of objects in their environment Can talk about some of the things they have observed such as plants, animals, natural and found objects 	<ul style="list-style-type: none"> Matches sets of identical objects. Understands the idea of 'the same' Understands size differences: for example, selects the bigger or smaller object or picture when asked 	

30-36 months (Development Matters: 0-3 Years; Birth-5 Matters: Range 4)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<ul style="list-style-type: none"> Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake 	<ul style="list-style-type: none"> Enjoys playing with small world reconstructions, drawing from first-hand experiences: for example, visits to farms, garages, train tracks; walking by river or lake; etc Notices detailed features of objects in their environment 	

36-42 months (Development Matters: 3-4 Years Birth-5 Matters: Range 5)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<ul style="list-style-type: none"> Explores collections of materials with similar and/or different properties Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world 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 Begin to understand the effect their behaviour can have on the environment 	<ul style="list-style-type: none"> Using their preferred communication method, makes comments about some of the things they see or have observed such as plants, animals, natural and found objects Shows care and concern for living things and the environment. Using their preferred communication method, makes comments and ask questions about aspects of their familiar world, such as the place where they live or the natural world 	

42 months + (Development Matters: 3-4 Years Birth-5 Matters: Range 5)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<ul style="list-style-type: none"> Looks closely at similarities, differences, patterns and change in nature Knows about similarities and differences in relation to places, objects, materials and living thing Talks 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 Explores and talks/signs/indicates about different forces they can feel, for example, how the water pushes up when they try to push a plastic boat under it Understands the key features of the life cycle of a plant and an animal. Plants seeds and cares for growing plants. Beginning to understand the effect of changing seasons on the natural world around them. Using their preferred communication method, describes what they see, hear and feel whilst outside Using their preferred communication method, makes comments about the features of their own immediate environment, features that they like and dislike, and how environments might vary from one another Knows about similarities and differences in relation to places, objects, materials, and living things 	<ul style="list-style-type: none"> Developing an understanding of growth, decay, and changes over time. Makes comments about why things happen and how things work using their preferred communication method. Makes comments about the differences between materials and changes they notice using their preferred communication method Begins to understand the need to respect and care for the natural environment and all living things Begins to understand the effect their behaviour can have on the environment: for example, littering Begins to understand there are different countries in the world and talk about/signs/indicates the differences they have experienced or seen Makes observations of animals and plants and explains, using their preferred communication method, why some things occur, and talks about changes Looks closely at similarities, differences, patterns, and change in nature Draws information from a simple map 	 <p>ELG: . Explores the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Knows some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understands some important processes and changes in the natural</p>

Understanding the World: People, Culture and Communities

0-3 months (Development Matters 0-3 years; Birth-5 Matters Range 1)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	Developing children's Technology Skills will support them to:
<p>The beginnings of understanding people, culture and communities lie in early attachment and other relationships. See personal, social and emotional Development and Communication and Language</p> <p>The beginnings of understanding technology lie in babies exploring and making sense of objects and how they behave (see Playing and exploring, Thinking creatively and critically)</p>	<p>The beginnings of understanding people, culture and communities lie in early attachment and other relationships. See personal, social and emotional Development and Communication and Language</p> <p>The beginnings of understanding technology lie in babies exploring and making sense of objects and how they behave (see Playing and exploring, Thinking creatively and critically)</p>	<ul style="list-style-type: none"> • Have opportunities to promote creativity and learning. • Develop their language skills. • Develop their numeracy and literacy skills. • Have a greater understanding of their world. • Develop their digital skills. <p>Suggestions on how you can support in the setting:</p> <ul style="list-style-type: none"> • Ensure all staff follow the settings safeguarding policies and processes. All staff to complete online safety training. • Use device safety settings to ensure apps and content are age appropriate. • Always ensure any use of electronic devices is to support learning and development. Sedentary screen time should be avoided. • When using electronic devices children should be closely supervised. • Comment on the ways in which young children investigate how to push, pull, lift or press parts of toys and domestic equipment. • Provide mechanical equipment for children to play with and investigate. Suggestions: wind-up toys, pulleys, sets of cogs with pegs and boards. • Talk about the effect of children's actions, as they investigate what things can do. • Support children in exploring the control technology of toys, e.g. toy electronic keyboard. • Talk about ICT apparatus, what it does, what they can do with it and how to use it safely. • Support and extend the skills children develop as they become familiar with simple equipment, such as twisting or turning a knob. • Draw young children's attention to pieces of ICT apparatus they see or that they use with adult supervision. • Encourage children to speculate on the reasons why things happen or how things work. • Support children to coordinate actions to use technology, for example, call a telephone number.

		<ul style="list-style-type: none"> • Teach and encourage children to click on different icons to cause things to happen in a computer program. • Use E Books, interactive stories and apps. • Provide opportunities to use robotics, coding toys and interactive games. <p>Helpful resources:</p> <p>https://help-for-early-years-providers.education.gov.uk/health-and-wellbeing/internet-safety</p> <p>https://www.thecuriosityapproach.com/blog/how-can-you-bring-technology-into-early-years-without-using-computers</p> <p>https://www.nspcc.org.uk/keeping-children-safe/online-safety/</p> <p>https://www.childnet.com/resources/smartie-the-penguin/</p>
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3-6 months (Development Matters 0-3 Years; Birth to 5 Matters Range 1)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<p>The beginnings of understanding people, culture and communities lie in early attachment and other relationships. See personal, social and emotional Development and Communication and Language</p> <p>The beginnings of understanding technology lie in babies exploring and making sense of objects and how they behave (see Playing and exploring, Thinking creatively and critically)</p>	<p>The beginnings of understanding people, culture and communities lie in early attachment and other relationships. See personal, social and emotional Development and Communication and Language</p> <p>The beginnings of understanding technology lie in babies exploring and making sense of objects and how they behave (see Playing and exploring, Thinking creatively and critically)</p>	

6-9 months (Development Matters 0-3 Years; Birth to 5 Matters Range 1)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<p>The beginnings of understanding people, culture and communities lie in early attachment and other relationships. See personal, social and emotional Development and Communication and Language</p> <p>The beginnings of understanding technology lie in babies exploring and making sense of objects and how they behave (see Playing and exploring, Thinking creatively and critically)</p>	<p>The beginnings of understanding people, culture and communities lie in early attachment and other relationships. See personal, social and emotional Development and Communication and Language</p> <p>The beginnings of understanding technology lie in babies exploring and making sense of objects and how they behave (see Playing and exploring, Thinking creatively and critically)</p>	

9-12 months (Development Matters 0-3 Years; Birth to 5 Matters Range 1)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<ul style="list-style-type: none"> Shows an interest in resources and toys that incorporate technology 	<ul style="list-style-type: none"> Shows excitement/attention to battery operated mobiles or toys 	

12-15 months (Development Matters 0-3 Years; Birth-5 Matters Range 2)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<ul style="list-style-type: none"> Explores things with interest and sometimes press parts or lift flaps to achieve effects such as sounds, movements or new images Copies actions and activities of others, including use of gesture or voice, as part of their play. Cooperates in everyday routines: for example, dressing, bathing, singing games, tidying up. Engages in simple pretend play with soft toys: for example, hugs and kisses teddy. Accepts adult varying a game or pretend play and imitates and joins in with new actions/routines: for example, the child may tip toy-food on to the floor but would copy the adult then placing them into a bag 	<ul style="list-style-type: none"> Begins to take of things that interest them such as floppy ears or a bear with a rumblly tummy Demonstrates early pretend behaviour: for example, pretends to be asleep by covering self with blanket. Uses real object for pretend play on self or another: for example, drinks from a cup, brushes someone's hair. 	

15-18 months (Development Matters 0-3 Years; Birth-5 matters Range 2)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<ul style="list-style-type: none"> • Takes part in simple pretend play, e.g. I might use an object like a brush to pretend to brush my hair, or 'drink' from a pretend cup. • Copies things they see and hear others doing around them, including phrases, parts of games, and actions: for example, joining in with action songs and rhymes at carpet time • Is curious about people and shows interest in stories about themselves and their family. • Joins in simple routines spontaneously: for example, wipes face after dinner. • Includes other people and objects in pretend play: for example, feeds a doll or teddy with a spoon or cup. 	<ul style="list-style-type: none"> • I like to explore objects with different textures, sounds, smells and tastes. • Imitates some everyday routines: for example, washing clothes, sweeping floor. • Plays cooperatively with an adult: for example, kicks or rolls ball back and forth. • Hands a toy to adult for assistance when unable to get it to work. 	

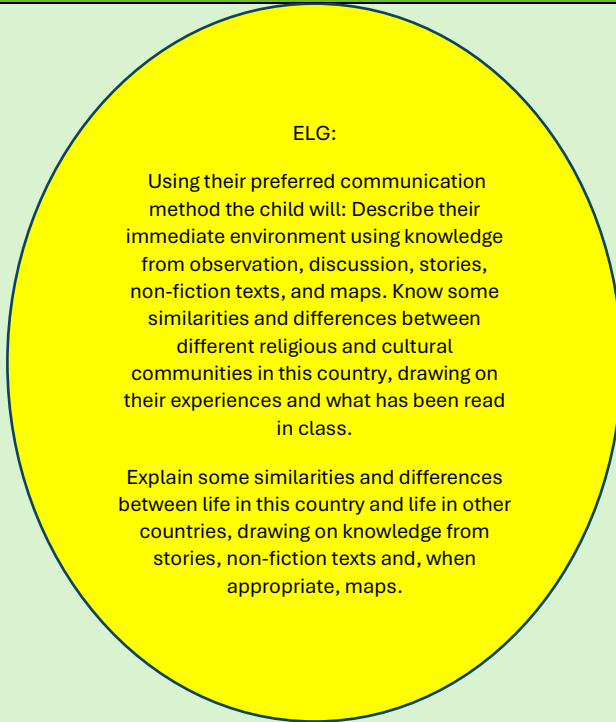
18-21 months (Development Matters: 0-3 Years; Birth-5 Matters: Range 3)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<ul style="list-style-type: none"> • Shows interest in toys with buttons, flaps and simple mechanisms and begins to learn to operate them • Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times. • Displays curiosity by asking questions using words/signs, and looking intently at objects, events and people. • Enjoys dressing up: for example, puts on hats; looks at self in mirror when putting on dressing-up clothes. • Enjoys being part of activities with adult or older child, often involving running or chasing. 	<ul style="list-style-type: none"> • 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 begins to learn to operate them • Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them • Imitates everyday actions in pretend play: for example, brushing doll's hair, making beds, tasting food, cleaning dolls house, getting in the car, shopping, etc. • 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. 	

21-24 months (Development Matters: 0-3 Years; Birth-5 Matters: Range 3)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<ul style="list-style-type: none"> Seeks to acquire basic skills in turning on and operating some digital equipment Imitates longer sequences in play: for example, pours tea, pours in milk and sugar, stirs, and then gives to doll. Enjoys dressing up: for example, puts on hats; looks at self in mirror when putting on dressing-up clothes Enjoys being part of activities with adult or older child, often involving running or chasing 	<ul style="list-style-type: none"> Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car Displays curiosity by asking questions using words/signs, and looking intently at objects, events and people 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. 	

24-30 months (Development Matters: 0-3 Years; Birth-5 Matters: Range 4)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<ul style="list-style-type: none"> Plays with water to investigate “low technology” such as washing and cleaning Has a sense of own immediate family and relations, including pets 	<ul style="list-style-type: none"> Uses pipes, funnels and other tools to carry/ transport water from one place to another Beginning to have their own friends 	

30-36 months (Development Matters: 0-3 Years; Birth-5 Matters: Range 4)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<ul style="list-style-type: none"> Plays with safe equipment such as torches and walkie-talkies In pretend play imitates everyday actions and events from own family and cultural background: for example, making chapatis, drinking tea, going to the barbers, being a cat, dog, or bird. Joins in with learning activities led by more able partners and performs new actions after having seen them demonstrated. 	<ul style="list-style-type: none"> Will explore when provided with a range of pipes, funnels, containers, water wheels and water Notifies and is curious about differences between people Enjoys playing with small world reconstructions, building on first-hand experiences: for example, visiting farms, garages, train tracks, walking by river or lake. 	

36-42 months (Development Matters: 3-4 Years Birth-5 Matters: Range 5)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<ul style="list-style-type: none"> Knows how to operate simple equipment, e.g. turns on CD player, uses a 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 Notices what adults do: copying what is observed and then doing it when the adult is not there Enjoys joining in with family customs and routines Recognises and describes special times or events for family or friends using their preferred communication method 	<ul style="list-style-type: none"> Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images Shows interest in the lives of people who are familiar to them. Shows interest in different occupations and ways of life. Knows some of the things that make them unique, and can talk about/signs/indicates some of the similarities and differences in relation to friends or family 	<p>ELG: None</p> <p>Children require access to a range of technologies, both digital and non-digital in their early lives. Exploring with different technologies through play in both formal and informal ways. Technologies should be seen as tools to learn both from and with, in order to integrate technology effectively within early years practice.</p>

42 months + (Development Matters: 3-4 Years Birth-5 Matters: Range 5)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<ul style="list-style-type: none"> • Completes a simple program on electronic devices • Uses ICT hardware to interact with age-appropriate computer software Can create content such as a video recording, stories, and/or draw a picture on screen • 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 • Continues developing positive attitudes about the differences between people • Using their preferred communication method, shares their own knowledge and understanding of the world around them and asks appropriate questions. • Recognise that people have different beliefs and celebrate special times in different ways • Makes comments about members of their immediate family and community using their preferred communication method • Draws information from a simple map. • Knows about similarities and differences between themselves and others, and among families, communities, cultures, and traditions. 	<ul style="list-style-type: none"> • 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 • Knows that information can be retrieved from digital devices and the internet • Begins to understand there are different countries in the world and talk about/signs/indicates the differences they have experienced or seen. • Recognise some similarities and differences between life in this country and life in other countries. • Understands that some places are special to members of their community. • Names and describes people who are familiar to them using their preferred communication method. • Knows that other children do not always enjoy the same things, and is sensitive to this 	 <p>ELG:</p> <p>Using their preferred communication method the child will: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and, when appropriate, maps.</p>

Expressive Art and Design: Creating with Materials

0-3 months

(Development Matters 0-3 years; Birth-5 Matters Range 1)

Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	Developing children's Expressive Art and Design Skills will support them to:
Steps 1 to 3 are all concerned with a child's response to stimuli. See Mathematics: Number and Understanding the World: The Natural World.	Steps 1 to 3 are all concerned with a child's response to stimuli. See Mathematics: Number and Understanding the World: The Natural World.	<ul style="list-style-type: none"> • Be creative and use their imagination. • Use a range of media and materials. • Engage in a range of experiences through their senses, which will support their understanding, self-expression, vocabulary and ability to communicate through the arts. <p>Suggestions on how you can support in the setting:</p> <ul style="list-style-type: none"> • Ensure that the physical environment includes objects and materials with different patterns, colours, tones and textures for babies and young children to explore. • Encourage babies to make marks and to squeeze and feel media such as paint, gloop (cornflour and water), dough and bubbles. • Stimulate babies' and toddlers' early interest in making marks. Offer a wide range of different materials and encourage children to make marks in different ways. <p>Suggestions:</p> <ul style="list-style-type: none"> - invite them to submerge their fingers in cornflour - play with a stick in the mud - place hands and feet in paint - use tablets or computers - introduce colour names <ul style="list-style-type: none"> • Accept wholeheartedly young children's creations and help them to see them as something unique and valuable • Make notes detailing the processes involved in a child's creations, to share with parents. • Encourage and support the inventive ways in which children add, or mix media, or wallow in a particular experience. • Support children's responses to different textures, e.g. touching sections of a texture display with their fingers, or feeling it with their cheeks to get a sense of different properties. • Offer opportunities to explore scale. <p>Suggestions:</p> <ul style="list-style-type: none"> - long strips of wallpaper - child size boxes - different surfaces to work on e.g., paving, floor, tabletop or easel.

		<ul style="list-style-type: none"> • Listen and understand what children want to create before offering suggestions. • Invite artists, musicians and craftspeople into the setting, to widen the range of ideas which children can draw on. • Suggestions: glue and masking tape for sticking pieces of scrap materials onto old cardboard boxes, hammers and nails, glue guns, paperclips and fasteners. • Introduce vocabulary to enable children to talk about their observations and experiences, e.g. 'smooth' 'shiny' 'rough' 'prickly' 'flat' 'patterned' 'jagged', 'bumpy' 'soft' and 'hard'. • Talk about children's growing interest in and use of colour as they begin to find differences between colours. • Make suggestions and ask questions to extend children's ideas of what is possible, for example, "I wonder what would happen if..." • Support children in thinking about what they want to make, the processes that may be involved and the materials and resources they might need, such as a photograph to remind them what the climbing frame is like. • Stimulate young children's interest in modelling. <p>Suggestions: provide a wide range of found materials ('junk') as well as blocks, clay, soft wood, card, offcuts of fabrics and materials with different textures. Provide appropriate tools and joining methods for the materials offered. Encourage young children to explore materials/ resources finding out what they are/what they can do and decide how they want to use them.</p> <ul style="list-style-type: none"> • Talk to children about ways of finding out what they can do with different media and what happens when they put different things together such as sand, paint and sawdust. • Encourage children to notice changes in properties of media as they are transformed through becoming wet, dry, flaky or fixed. Talk about what is happening, helping them to think about cause and effect. <p>Helpful resources:</p> <p>https://help-for-early-years-providers.education.gov.uk/areas-of-learning/expressive-arts-and-design</p> <p>https://help-for-early-years-providers.education.gov.uk/areas-of-learning/expressive-arts-and-design/communicating-through-arts</p> <p>https://www.bbc.co.uk/bitesize/subjects/z2fyrmn</p>
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3-6 months (Development Matters 0-3 Years; Birth to 5 Matters Range 1)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
Steps 1 to 3 are all concerned with a child's response to stimuli. See Mathematics: Number and Understanding the World: The Natural World.	Steps 1 to 3 are all concerned with a child's response to stimuli. See Mathematics: Number and Understanding the World: The Natural World.	

6-9 months (Development Matters 0-3 Years; Birth to 5 Matters Range 1)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<ul style="list-style-type: none"> Notice patterns with strong contrasts and be attracted by patterns resembling the human face Experiments with a range of media – tools, materials, sound and whole-body movement -- through multi-sensory exploration Enjoys (being engaged by an adult in) singing and action rhymes/games 	<ul style="list-style-type: none"> Incidentally discovers mark-making: for example, notices that trailing a finger through spilt juice creates marks and patterns Likes listening to music, rattles, and other sound-making toys. Responds to music by swaying, bouncing, etc Uses objects to make sounds: for example, bangs them together, hits with a hammer, shakes a rattle 	

9-12 months (Development Matters 0-3 Years; Birth to 5 Matters Range 1)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<ul style="list-style-type: none"> Uses objects to make sounds: for example, bangs them together, hits with a hammer, shakes a rattle 	<ul style="list-style-type: none"> Expresses emotion through the movement of fingers, hands, arms, and body 	

12-15 months (Development Matters 0-3 Years; Birth-5 Matters Range 2)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<ul style="list-style-type: none"> • Holds pen or crayon using whole hand (palmar) grasp and scribbles with different strokes • Begins to understand the cause and effect of their actions in mark making 	<ul style="list-style-type: none"> • Enjoys the sensory experience of making marks in food, damp sand, water, mud, paste, or paint • Moves whole body to sounds they enjoy in music or to a regular beat. 	

15-18 months (Development Matters 0-3 Years; Birth-5 matters Range 2)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<ul style="list-style-type: none"> • Scribbles spontaneously and makes strokes and dots on paper, enjoying the sensory feeling of making marks. • Continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression: for example, exploring paint using fingers as well as brushes and other tools. 	<ul style="list-style-type: none"> • Notices and becomes interested in the transformative effect of their action on materials and resources. 	


18-21 months (Development Matters: 0-3 Years; Birth-5 Matters: Range 3)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • When holding crayons, chalks, etc., makes connections between their movements and the marks they make draws vertical lines; produces circular scribble; produces side-to-side and to-and-fro scribble • Is expressive through physical actions and sounds • Builds simple structures with solid wooden blocks: for example, a tower 	

21-24 months (Development Matters: 0-3 Years; Birth-5 Matters: Range 3)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<ul style="list-style-type: none"> • Mirrors and improvises actions they have observed, e.g. clapping or waving • Sings/vocalises whilst listening to music or playing with instruments/sound makers • Notices and becomes interested in the transformative effect of their action on materials and resources 	<ul style="list-style-type: none"> • Experiments with blocks, colours and marks • Incidentally discovers colour and how colours can be changed • Constructs by stacking solid wooden blocks vertically and horizontally, making enclosures and creating spaces 	

24-30 months (Development Matters: 0-3 Years; Birth-5 Matters: Range 4)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<ul style="list-style-type: none"> • Joins in singing songs • Creates sounds by rubbing, shaking, tapping, striking or blowing • Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow 	<ul style="list-style-type: none"> • Express ideas and feelings through making marks, and, using their preferred communication method, sometimes give a meaning to the marks they make • Begins to name/sign/indicates familiar colours • Has favourite materials, lights, music, and aromas 	

30-36 months (Development Matters: 0-3 Years; Birth-5 Matters: Range 4)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<ul style="list-style-type: none"> • Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects • Enjoys and responds to playing with colour in a variety of ways, for example combining colours • Uses 3D and 2D structures to explore materials and/or to express ideas 	<ul style="list-style-type: none"> • Draws with increasing complexity and detail, such as representing a face with a circle and including details, such as eyes, nose, and mouth • Shows an interest in the way musical instruments sound • Imitates movement in response to music • Experiments with ways to enclose a space, create shapes, and represent actions, sounds, and objects • Uses 3D and 2D structures to explore materials and/or to express ideas 	

36-42 months (Development Matters: 3-4 Years Birth-5 Matters: Range 5)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Explores colour and colour mixing • Sings/signs/indicates a few familiar songs • Develops an understanding of how to create and use sounds intentionally. • Create closed shapes with continuous lines and begins to use these shapes to represent objects. • Able to join a variety of construction materials in both horizontal and vertical directions • Explores different materials freely, in order to develop their ideas about how to use them and what to make • Develop their own ideas and then decide which materials to use to express them • Join different materials and explore different textures • Is interested in and describes the texture of things using their preferred communication method: for example, 'rough', 'smooth', etc 	

42 months + (Development Matters: 3-4 Years Birth-5 Matters: Range 5)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<ul style="list-style-type: none"> 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 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 	<ul style="list-style-type: none"> Chooses colour for a purpose. Develops preferences for forms of expression Taps out simple repeated rhythms and makes some up. Uses various construction materials: for example, joining pieces, stacking vertically and horizontally, balancing, making enclosures, and creating spaces Uses tools for a purpose Understands that different media can be combined to create new effects Experiments to create different textures Constructs with a purpose in mind, using a variety of resources Recognises and explores how sounds can be changed, sings/signs simple songs from memory, recognises repeated sounds and sound patterns, and matches movements to music Explores the different sounds of instruments Using the child's preferred communication method, responds to comments and questions and can comment about their creations. Uses simple tools and techniques competently and appropriately Selects appropriate resources and adapts work where necessary Returns to and builds on their previous learning, refining ideas, and developing their ability to represent them Creates collaboratively, sharing ideas, resources, and skills 	 <p>ELG: Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.</p> <p>Shares their creations, and using their preferred communication method they explain the process used.</p> <p>Makes use of props and materials when role playing characters in narratives and stories.</p>

Expressive Art and Design: Being Imaginative and Expressive

0-3 months

(Development Matters 0-3 years; Birth-5 Matters Range 1)

Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	Developing children's Imaginative and Expressive Skills will support them to:
Steps 1 to 3 are all concerned with a child's response to stimuli. See Communication and Language: Listening and Attention, Mathematics: Number, Understanding the World: The Natural World	Steps 1 to 3 are all concerned with a child's response to stimuli. See Communication and Language: Listening and Attention, Mathematics: Number, Understanding the World: The Natural World	<ul style="list-style-type: none"> • Develop their cognitive, social, emotional, and creative development. • Think creatively, solve problems, communicate effectively, and develop a stronger sense of self. • Create scenarios and find solutions, fostering problem-solving skills. • Engage with various materials and explore different roles sparking creativity and imagination. • Develop the ability to think flexibly and adapt to new situations. • Explore different perspectives and ideas through imaginative play, improving critical thinking skills. <p>Suggestions on how you can support in the setting:</p> <ul style="list-style-type: none"> • Provide babies, toddlers and young children with a range of different types of singing, sounds and music from diverse cultures. Music and singing can be live as well as pre-recorded. Play and perform music with different: <ul style="list-style-type: none"> - dynamics (loud/quiet) - tempo (fast/slow) - pitch (high/low) • rhythms (pattern of sound) • Encourage babies to join in tapping and clapping along to simple rhythms. • Notice the different ways babies move in response to sounds, e.g. patting the floor when on their tummy, flexing and relaxing their legs, or opening and closing their palms. • Help children to listen to music and watch dance when opportunities arise, encouraging them to focus on how sound and movement develop from feelings and ideas. • Introduce children to songs, including songs to go with routines. Suggestion: when washing hands, sing "This is the ways we wash our hands..." • Listen with children to a variety of sounds, talking about favourite sounds, songs and music. • When teaching songs to children be aware of your own pitch (high/low). Children's voices are higher than adult voices. When supporting children to develop their singing voice use a limited pitch range. For example, 'Rain rain' uses a smaller pitch (high/low) range

		<p>than many traditional nursery rhymes. Children's singing voices and their ability to control them is developing. Encourage them to use their 'singing' voice: when asked to sing loudly, children often shout.</p> <ul style="list-style-type: none"> • Sing slowly, so that children clearly hear the words and the melody of the song. Use songs with and without words – children may pitch-match more easily without words. Try using one-syllable sounds such as 'ba'. Clap or tap to the pulse of songs or music and encourage children to do this. • Introduce children to language to describe sounds and rhythm, e.g., loud and soft, fast and slow. • Provide children with instruments and with found objects. <p>Suggestions: tapping a bottle onto the table or running a twig along a fence. Encourage children to experiment with different ways of playing instruments.</p> <ul style="list-style-type: none"> • Offer children a wide range of different instruments, from a range of cultures. This might also include electronic keyboards and musical apps on tablets. Encourage children to experiment with different ways of playing instruments. Listen carefully to their music making and value it. Suggestion: record children's pieces, play the pieces back to the children and include them in your repertoire of music played in the setting. • Children generally start to understand the difference between pretend and real from around the age of 2. Help children to develop their pretend play by modelling, sensitively joining in and helping them to elaborate it. Suggestion: help to develop a child's home corner play of feeding a 'baby', by suggesting a nappy-change and then a song as you settle the 'baby' to sleep. • Children generally start to develop pretend play with 'rules' when they are 3 or 4 years old. Suggestion: offer pinecones in the home corner for children to pour into pans and stir like pasta. Some rules are self-created (the pole is now a horse, or the pinecones are now pasta in the pot). Other rules are group-created (to play in the home corner, you must accept the rule that one of your friends is pretending to be a baby). Provide lots of flexible and open-ended resources for children's imaginative play. Help children to negotiate roles in play and sort out conflicts. Notice children who are not taking part in pretend play, and help them to join in. <p>Helpful resources</p>
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3-6 months (Development Matters 0-3 Years; Birth to 5 Matters Range 1)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
Steps 1 to 3 are all concerned with a child's response to stimuli. See Communication and Language: Listening and Attention, Mathematics: Number, Understanding the World: The Natural World	Steps 1 to 3 are all concerned with a child's response to stimuli. See Communication and Language: Listening and Attention, Mathematics: Number, Understanding the World: The Natural World	https://help-for-early-years-providers.education.gov.uk/areas-of-learning/expressive-arts-and-design/imagination-and-creativity https://birthto5matters.org.uk/wp-content/uploads/2021/03/Symbolic-play.pdf

6-9 months (Development Matters 0-3 Years; Birth to 5 Matters Range 1)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<ul style="list-style-type: none"> Anticipates phrases and actions in rhymes and songs, such as 'Peepo' Makes rhythmical and repetitive sounds 	<ul style="list-style-type: none"> Anticipates actions, tickles, etc. from sounds and tunes of songs and rhymes: for example, giggles at the end of 'Round and round the garden', waiting for the tickle to come Copies actions they see performed that are already in their repertoire: for example, if they know how to bang their hands on the table they will copy another person doing this 	https://literacytrust.org.uk/blog/the-power-of-play-to-boost-early-language/ https://educationendowmentfoundation.org.uk/early-years/toolkit/play-based-learning

9-12 months (Development Matters 0-3 Years; Birth to 5 Matters Range 1)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<ul style="list-style-type: none"> Creates variations on familiar games: for example, 'hides' in different ways during peek-a-boo games and frequently tries out new ways of 'hiding' Copies simple pretend play with familiar toys: for example, hugs and kisses teddy Responds emotionally and physically to music when it changes Can copy sounds or gestures that are not part of their repertoire: watches carefully then copies something they haven't done before 	<ul style="list-style-type: none"> Expresses emotion through the movement of fingers, hands, arms, and body Can copy using an object after seeing adult do it: for example, holds beater and can copy clapping hands bangs drum, etc. 	

12-15 months (Development Matters 0-3 Years; Birth-5 Matters Range 2)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<ul style="list-style-type: none"> Recognises favourite toys, games or activities: for example, sees a character in a favourite book and brings same toy for adult to play with Enjoys picture books and simple stories. Links ideas in play in simple combinations: for example: puts doll in car then pushes car along. Demonstrates early pretend behaviours: for example, pretends to be asleep by covering self with a blanket Accepts adult varying a game or pretend play and imitates and joins in with new actions and routines Begins to join in with familiar songs and rhymes, making some sounds 	<ul style="list-style-type: none"> Moves and dances to music. Play demonstrates understanding of use of objects: for example, puts telephone to ear; turns pages of book; stirs spoon in cup; or attempts to place pieces in a puzzle Uses real object for pretend play: for example, drinks from a cup; brushes someone's hair Copies others' use of objects, gesture or voice almost immediately 	

15-18 months (Development Matters 0-3 Years; Birth-5 matters Range 2)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<ul style="list-style-type: none"> Enjoys action games that involve standing, sitting, turning Imitates adult activities and everyday routines: for example, sweeping, reading a book, fixing a bike, etc 	<ul style="list-style-type: none"> Copies things they see and hear others doing around them: for example, phrases, parts of games, actions, etc Collects items in a container to move around: for example, collects pebbles in a bucket or bricks in a shopping bag Understands and follows stories read to them. Has favourite stories and characters 	

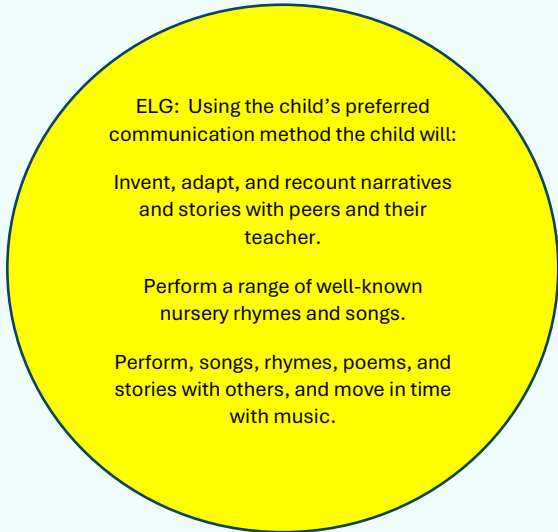
18-21 months (Development Matters: 0-3 Years; Birth-5 Matters: Range 3)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<ul style="list-style-type: none"> Expresses self through physical actions and sound Pretends that one object represents another, especially when objects have characteristics in common Creates sound effects and movements, e.g. creates the sound of a car, animals 	<ul style="list-style-type: none"> Joins in by singing, vocalising or moving whilst listening to music or playing with instruments/sound makers Moves to music, listens to or joins in rhymes or songs. Repeats some pretend actions to more than one person: for example, gives parent/carer 'tea' to drink from an empty cup Imitates everyday actions in pretend play: for example, brushing doll's hair, making beds, tasting food, cleaning dolls house, getting in the car, shopping, etc 	

21-24 months (Development Matters: 0-3 Years; Birth-5 Matters: Range 3)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<ul style="list-style-type: none"> Begins to build a repertoire of songs and dances expressing this through their preferred communication method Spontaneously and independently makes a short pretend sequence: for example, pouring tea then drinking; washing and drying a doll; getting in a car and going to work Plays alongside other children who are engaged in the same theme Imitates an adult pouring tea, putting in milk and sugar, stirring and then giving to doll 	<ul style="list-style-type: none"> Enjoys and takes part in action songs, such as 'Twinkle Little Star' Pretends that one object represents another, especially when objects have characteristics in common Enjoys dressing-up: for example, putting on hats or daddy's shoes; dressing up as a favourite character Plays with playdough and makes different shapes. Will indicate to others what they have made Creates sound effects and movements: for example, creates the sound of a car, animal 	

24-30 months (Development Matters: 0-3 Years; Birth-5 Matters: Range 4)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<ul style="list-style-type: none"> • Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations • Begins to make-believe by pretending. • Uses other people's belongings in pretend play: for example: Mum's bag and brush • Creates imaginary objects, characters and scenes in play: for example, talks to an imaginary shopper as if they are the shop assistant 	<ul style="list-style-type: none"> • Creates sounds by rubbing, shaking, tapping, striking or blowing • Sings/signs/indicates familiar songs: for example, pop songs, songs from TV programmes, rhymes, songs from home • Plays dressing-up games • Adopts voice or manner of another person or animal in play: for example, moves like a cat and 'miaows' 	

30-36 months (Development Matters: 0-3 Years; Birth-5 Matters: Range 4)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<ul style="list-style-type: none"> • 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 movements • Engages in imaginative play based on own ideas or first-hand or peer experiences: for example, uses props to create different characters, such as a tool belt to become a builder • Takes part in simple pretend play, using an object to represent something else even though they are not similar: for example, uses a blanket to represent a river • Begins to make believe by pretending using sounds, movements, words/signs, and objects. Uses their preferred communication method to begin to describe sounds and music imaginatively: for example, 'scary music' • Uses construction materials as a means to an end: for example, making a road or house to be used as part of a game rather than as something simply to be explored 	<ul style="list-style-type: none"> • Recalls and sings/signs entire songs • Uses doll, teddy, etc. as partner in play; talking to it and telling it what to do next • Uses everyday materials to explore, understand, and represent their world: their ideas, interests, and fascinations • Makes simple models which express their ideas • Begins to develop complex stories using small world equipment, such as animal sets, dolls and dolls houses, etc 	

36-42 months (Development Matters: 3-4 Years Birth-5 Matters: Range 5)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<ul style="list-style-type: none"> • Uses movement and sounds to express experiences, expertise, ideas and feelings • Experiments and creates movement in response to music, stories and ideas • 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 • Creates sounds, movements, drawings to accompany stories • Plays alongside other children who are engaged in the same theme 	<ul style="list-style-type: none"> • Experiments and creates movement in response to music, stories, and ideas • Sings/signs and makes up simple songs • Can put sequences of movements together: for example, to create a simple dance routine • Uses drawing to represent ideas like movement or loud noises • Uses their preferred communication method to respond imaginatively to art works and objects: for example, 'this music sounds like dinosaurs'; 'that sculpture is squishy like this [child physically demonstrates]'; 'that peg looks like a mouth' • Makes imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park 	

42 months + (Development Matters: 3-4 Years Birth-5 Matters: Range 5)		
Descriptors of 'typical' development/Developmental milestones (Early support materials)	Small Steps	
<ul style="list-style-type: none"> 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 Uses movement and sounds to express experiences, expertise, ideas, and feelings. Plays instruments with increasing control to express their feelings and ideas Shows different emotions in their drawings and paintings, such as happiness, sadness, fear, etc. Uses available resources to create props or creates imaginary ones to support play. Listens attentively, moves to and talks about music, expressing their feelings and responses using their preferred communication method. Develops storylines with increased detail using their preferred communication method. Using their preferred communication method, responds to comments and questions and can comment about their creations. Introduces a storyline or narrative into their play using their preferred communication method. 	<ul style="list-style-type: none"> Creates their own songs/tunes or improvises a song/tune around one they know Sings the melodic shape of familiar songs Sings the pitch of a tone sung by another person ('pitch match'). Taps out simple repeated rhythms Creates representations of both imaginary and real-life ideas, events, people, and objects Continues to explore moving in a range of ways: for example, mirroring, creating own movement patterns Creates sounds, movements, or drawings to accompany stories and ideas Explores and engages in music making and dance, performing solo or in groups Sings in a group or on their own, increasingly matching the pitch and following the melody Plays cooperatively as part of a group to create, develop, and act out an imaginary idea or narrative. Chooses particular movements, instruments, sounds, colours, and materials for their own imaginative purposes Explores, uses, and refines a variety of artistic effects to express their ideas and feelings Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas, and experiences Watches and comments about dance and performance art, expressing their feelings and responses using their preferred communication method 	 <p>ELG: Using the child's preferred communication method the child will:</p> <p>Invent, adapt, and recount narratives and stories with peers and their teacher.</p> <p>Perform a range of well-known nursery rhymes and songs.</p> <p>Perform, songs, rhymes, poems, and stories with others, and move in time with music.</p>

<ul style="list-style-type: none">• Uses combinations of art forms: for example, moving and singing, making and dramatic play, drawing and talking/signing, constructing and mapping.		
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Assessment, Tracking and Target Setting EYFS-related Development Monitoring/Tracking

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Name of child:		D.O.B:		Setting:									
Developmental Age Phase (months)		0-3	3-6	6-9	9-12	12-15	15-18	18-21	21-24	24-30	30-36	36-42	42+
Prime areas	Communication & Language	Listening and Attention											
		Understanding											
		Expressive											
	Personal, Social & Emotional	Building Relationships											
		Self-Regulation											
		Managing -Self											
	Physical Development	Gross Motor Skills											
		Fine Motor Skills											
		Self-help and Independence											
Specific areas	Literacy	Comprehension											
	Literacy	Word Reading											
		Writing											
	Mathematics	Number											
		Numerical Patterns											
	Understanding the world	People, Culture and Communities											
		The Natural World											
		Past and Present											
	Expressive Art and Design	Creating with Materials											
Being Imaginative and Expressive													

	Baseline	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5