

THE

NEXT STEP

(Version 4)

THE NEXT STEP

Guidance for Practitioners working with children who are making small steps of progress

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Introduction

The aims of this document are:

- 1. To promote an understanding of child development amongst the practitioners responsible for the care and education of children in the early years.** This document provides a summary of child development which will help those working in the early years identify children who might be experiencing difficulties and are in need of additional support.
- 2. To facilitate closer co-operation between those who share responsibility for a child but who are in different roles or from different services.** This document will help practitioners to understand and share information with specialists who visit their setting and inform discussions about children's abilities and needs
- 3. To facilitate the smooth transfer of information about a child from one early years setting to another.** This document provides a common framework for understanding a child's development and an ability to describe the small steps within that framework that will support improved transitions between settings and into school.
- 4. To promote effective target setting for children with learning or developmental difficulties by using the information in this document to identify what the child can do and then formulate appropriate targets.** The first step to helping a child progress is accurately finding what they **can** do and then finding what the next step might be.

To promote the successful inclusion of children with special needs in mainstream settings by enabling practitioners to identify and work in small steps. Successful teaching and learning depends on having realistic yet challenging targets for a child to aim for. This document is designed to help practitioners think in those small steps.

Relating development to ages

The revised edition of 'The Next Step' uses small consistent age ranges to track children's progress. For the sake of clarity and to measure the small steps of progress sometimes made by children with additional needs we have broken the EYFS – Development Matters age bands down into three-month stages (in the first twelve months) and then six-month stages thereafter.

Using The Next Step (Version 4)

The Next Steps document has been revised in response to the Early Years Foundation Stage reforms and new guidance Development Matters.

The 3 prime areas of learning; Communication and Language, Personal, Social and Emotional Development and Physical Development have been divided into sub sections:

- **Communication and Language**
 - [Listening, Attention and Understanding](#)
 - [Speaking](#)
- **Personal, Social and Emotional Development**
 - [Self-Regulation](#)
 - [Managing Self](#)
 - [Building Relationships](#)
- **Physical Development**
 - [Gross motor skills](#)
 - [Fine motor skills](#)

The guidance statements from Development Matters are in the left-hand column and are allocated to the relevant sub section.

The observation checkpoints and Early Learning Goals from Development Matters have been placed in the right-hand column, at the end of the age range they relate to.

When assessing a child who is showing delay in their development use the age ranges in the middle column. Judge when a child has achieved the majority of elements in that stage (known widely as 'best fit').

Record this on the [Child Profile Summary Sheet](#) by placing a cross in the relevant box. If a child is well on the way to developing the skills but has not fully achieved the stage then a slash rather than a cross can be used. This information should be collected at baseline and then at regular intervals – see colour coding key at the top of [Child Profile Summary Sheet](#).

Communication and Language

Listening, attention, and understanding

Babies, toddlers, and young children will be learning to:

- Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent.
- Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer.
- Watch someone's face as they talk.
- Copy what adults do, taking 'turns' in conversations (through babbling) and activities.
- Try to copy adult speech and lip movements.
- Recognise and are calmed by a familiar and friendly voice
- Listen and respond to a simple instruction
- Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing, or babbling).
- Babble, using sounds like 'ba-ba', 'mamama'.
- Use gestures like waving and pointing to communicate
- Reach or point to something they want while making sounds
- Copy your gestures and words
- Constantly babble and use single words during play
- Use intonation, pitch and changing volume when 'talking'
- Understand single words in context – 'cup', 'milk', 'daddy'
- Understand frequently used words such as 'all gone', 'no' and 'bye bye'.
- Understand simple instructions like 'give to mummy' or 'stop'
- Recognise and point to objects if asked about them
- Generally, focus on an activity of their own choice and find it difficult to be directed by an adult

- Listen to other people's talk with interest but can easily be distracted by other things.
- Can become frustrated when they can't make themselves understood
- Start to say how they are feeling, using words as well as actions
- Start to develop conversation, often jumping from topic to topic
- Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'
- Use the speech sounds p, b, m, w
- Are usually still learning to pronounce:
 - l/r/w/y
 - f/th
 - s/sh/ch/dz/j
- multi-syllabic words e.g., 'banana' 'computer'
- Listen to simple stories and understand what is happening with the help of the pictures
- Identify familiar objects and properties for practitioners when they are described: for example, 'Katie's coat', 'blue car', 'shiny apple'
- Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.
- Understand simple questions about 'who', 'what' and 'where' (but generally not 'why')

Age range	Small steps to progress - Listening, attention and understanding
0-3 months	<p>Looks for and watches people in near environment.</p> <p>Looks toward an object or person that moves nearby.</p> <p>Looks from one object to another and back again (shifting visual attention).</p> <p>Turns eyes and or head towards voice.</p> <p>Searches and focuses voluntarily on sounds, sights, movements etc.</p> <p>Smiles and reacts to familiar faces.</p> <p>Gazes a long time at faces, especially when feeding.</p> <p>Most responsive to prime carer's voice.</p> <p>Looks at the person speaking.</p> <p>Watches and follows adult movements.</p> <p>Shows involuntary reflex responses to sensory stimuli e.g. stiffening, blinking, making sounds</p> <p>Shows preference for high-definition colours</p>
3-6 months	<p>Reacts to familiar voices even if they can't see the person e.g. stills</p> <p>Shows excitement at sound of familiar routines e.g. food preparation, running bathwater.</p> <p>Pays attention to music, mobile or similar.</p> <p>Searches for and looks at people talking.</p> <p>Shows anticipation in action songs and everyday routines.</p> <p>Responds to 'no' and other inhibitive sounds.</p> <p>Discriminates familiar from strange voices.</p> <p>Joins in with simple games, e.g. peek-a-boo.</p> <p>Handles fabric and plastic bath books.</p> <p>Observation checkpoint</p> <ul style="list-style-type: none"> • Around 6 months, does the baby respond to familiar voices, turn to their own name and 'take turns' in conversations with babbling?
6-9 months	<p>Responds to different tones of voice e.g. angry soothing and reads emotion in facial expressions.</p> <p>Recognises patterns of their day and may protest e.g. being placed in cot to sleep</p> <p>Responds to 'no' and other inhibitive sounds.</p> <p>Watches with interest actions of others.</p>

Age range	Small steps to progress - Listening, attention and understanding
	<p>Begins to share attention e.g. on a toy for 2-3 minutes.</p> <p>Understands simple instructions with a gesture e.g. "Give it to Mummy".</p> <p>Enjoys interactive rhymes e.g. 'Row, row' and anticipates actions.</p> <p>Actively seeks out and experiences 'touchy\feely' parts on pages.</p> <p>Shows interest in picture books.</p> <p>Turns several pages at a time.</p>
9-12 months	<p>Recognises and responds to own name e.g. by turning or looking.</p> <p>Occupies self with several toys for a short time when familiar adult is within sight and hearing.</p> <p>Watches movements of animals, vehicles, and people intently</p> <p>Recognises some family names such as mummy, daddy, or names of siblings.</p> <p>Responds to keywords in play e.g. 'where's the ball?' by looking.</p> <p>Hands over an object on request</p> <p>Follows simple instructions accompanied by gesture e.g. 'Give to teddy'.</p> <p>Looks for something 'gone'.</p> <p>Responds by action, e.g. clapping hand, in response to verbal prompt in a familiar rhyme.</p>
12-18 months	<p>Stops what they are doing in response to 'No'.</p> <p>Responds appropriately to offers of 'More?' or 'Another?'</p> <p>Looks and points at distant objects within the home.</p> <p>Watches and points with interest to things outside.</p> <p>Shows interest in music and singing.</p> <p>Is easily distracted by noises or other people talking.</p> <p>Responds appropriately to "where" questions by looking or pointing.</p> <p>Responds to simple familiar language and situational cues in familiar routines e.g. adult has keys and says, "it's time to go".</p> <p>Understands names of some common objects, e.g. picks up or points to a toy when it is named.</p> <p>Shows understanding of at least 15 words by looking or pointing</p> <p>Understands simple instructions from familiar adult without cue e.g. "Get your cup".</p> <p>Points on request to familiar person, toy, item.</p> <p>Identifies three or four body parts on self, others, and toys.</p>

Age range	Small steps to progress - Listening, attention and understanding
	<p>Points to familiar objects in books.</p> <p>Responds to, and is aware of, own name.</p> <p>Associates objects with their use e.g. Brings brush to hair.</p> <p>Follows positioning instructions e.g. 'Come here'.</p> <p>Waits for 'go' signal in 'ready, steady, go' games.</p> <p>Shows preference from choice of two offered items.</p> <p>Shares books with an adult by turning pages, lifting flaps, and touching textures.</p> <p>Shows an interest in illustrations, labelling and commenting.</p> <p>Observation checkpoint</p> <p>Around 18 months:</p> <ul style="list-style-type: none"> • Is the toddler listening and responding to a simple instruction like, 'Adam, put on your shoes?' • Does the toddler understand lots of different single words and some two-word phrases, such as 'give me' or 'shoes on'?
18-24 months	<p>Likes to move from one activity to another.</p> <p>Begins an activity with enthusiasm but needs support to continue concentrating.</p> <p>Answers when adult asks e.g. 'What goes on your feet?'</p> <p>Acts in response to action words e.g. will clap in response to 'clap hands'.</p> <p>Attempts to join in with nursery rhymes, songs, and jingles.</p> <p>Looks at adult to gain attention before pointing.</p> <p>In anticipation games listens, waits, sometimes imitates e.g. 'Ready, steady, go', or 'I'm coming!'</p> <p>Understands simple instructions from familiar adults e.g. 'Close the door'.</p> <p>Understands familiar words in new contexts e.g. 'bath' at home and elsewhere.</p> <p>Understands approximately 50 words e.g. toys, body parts, clothing.</p> <p>Gives one named object from selection of four on request.</p> <p>Selects familiar objects by name and will go and find objects when asked or identify objects from a group.</p> <p>Answers when adult asks e.g. 'what goes on your feet?'</p> <p>Responds to formula questions e.g. 'What does the dog say?'</p> <p>Responds appropriately to yes / no questions e.g. 'Is daddy at work?'</p> <p>Can perform an action when named e.g. jump.</p>

Age range	Small steps to progress - Listening, attention and understanding
	<p>Responds to my and your instructions / questions e.g. 'Get my / your shoes'.</p> <p>Selects picture by use e.g. find me something to drink.</p> <p>Listens to a short story 1:1 with an adult.</p> <p>Holds books the correct way up.</p> <p>Points to 3-5 named items on page.</p> <p>Turns pages of books.</p> <p>Observation checkpoint</p> <ul style="list-style-type: none"> • By around 2 years old, is the child showing an interest in what other children are playing and sometimes joins in?
24-30 months	<p>Is starting to focus on an activity of their choice, although finds it difficult to be directed by an adult.</p> <p>Carries out two related directions e.g. 'Get your shoes and put your coat on'.</p> <p>Understands 'who', 'what', 'where', in simple questions.</p> <p>Follows two key word instructions in pretend play e.g. 'Give dolly a drink'.</p> <p>Distinguishes between big / little from choice of two.</p> <p>Understands familiar words in new contexts e.g. 'bath' at home and elsewhere.</p> <p>Chooses story to be read from a selection.</p> <p>Looks through picture books independently.</p> <p>Attends to simple picture book for 3-4 minutes.</p>
30-36 months	<p>Briefly attends to activities of others.</p> <p>Watches and copies adults and other children in play.</p> <p>Can move from one activity to another with adult direction.</p> <p>Can stop what they are doing if name is called.</p> <p>Follows adult led interaction for a short time.</p> <p>Uses one object to represent another e.g. plate for steering wheel.</p> <p>Understands more complex sentences such as 'put your toys away and we'll read a book'.</p> <p>Identifies action words by pointing to the right picture e.g. 'who's jumping?'</p> <p>Shows understanding of prepositions 'in', and 'on' by carrying out action, 'put dolly in the box' or selecting correct picture.</p> <p>Will point to smaller parts of the body e.g. chin, elbow, or eyebrow.</p>

Age range	Small steps to progress - Listening, attention and understanding
	<p>Understands simple oppositional concepts e.g. in / out, open / shut.</p> <p>Points to man / lady in miniatures or pictures when asked.</p> <p>Supplies missing words in familiar rhyme if adult pauses.</p> <p>Points to features in a busy picture.</p> <p>Tells what happens next in a repetitive story.</p> <p>Recognises own name with picture.</p> <p>Shows interest in print in books and in the environment.</p> <p>Turns pages appropriately.</p> <p>Starts at the front of the book independently.</p> <p>Observation checkpoint</p> <p>By around 3 years:</p> <ul style="list-style-type: none"> • Can the child shift from one task to another if you get their attention. Using the child's name can help. 'Jason, can you stop now? We're tidying up' • Can the child follow instructions with three key words like 'Can you wash dolly's face?' • Can the child shift from one task to another if you fully obtain their attention, for example, by using their name?
36-42 months	<p>Can join in small group activities led by an adult.</p> <p>Will look up when the door opens or to a loud noise while playing.</p> <p>Plays with 2-3 other children for 10-15 minutes in cooperative activity.</p> <p>Persists for extended periods of time at an activity of their choosing e.g. 15-20 minutes.</p> <p>Can identify picture or object at three key word level, e.g. 'big girl jumping'.</p> <p>Shows understanding of prepositions such as 'under' & 'behind' by carrying out action or selecting correct picture.</p> <p>Identifies more oppositional concepts, e.g. 'the wet one' or 'the dirty one'.</p> <p>Provides appropriate information in response to 'where' questions.</p> <p>Listens to others in one to one / small groups when conversation interests them.</p> <p>Brings 2 / 3 objects at a time from another room when asked.</p> <p>Shows understanding of prepositions such as 'on top' and 'next to'.</p> <p>Enjoys familiar stories.</p> <p>Listens to and joins in with stories and poems 1:1.</p>

Age range	Small steps to progress - Listening, attention and understanding
	<p>Recognises and supplies a word when omitted from a familiar story.</p> <p>Listens attentively to short story in a small group.</p> <p>Shows interest in illustrations and print in books and print in the environment.</p>
42-48 months	<p>Can return to a task after an interruption</p> <p>Persists for extended periods of time at an activity of their choosing e.g. 15-20 minutes.</p> <p>Understands all pronouns: 'they', 'he', 'she', 'him', and 'her'.</p> <p>Carries out a series of three related directions.</p> <p>Listens to stories with increasing attention and recall</p> <p>Suggests how the story might end.</p> <p>Knows information can be relayed in the form of print</p> <p>Enjoys an increasing range of books.</p>
48- 54 months	<p>Understands and anticipates sequence of the day e.g. after playgroup, lunch then park.</p> <p>Places objects 'by', 'behind', 'near', 'in front' or 'over'.</p> <p>Understands most opposites e.g. full / empty.</p> <p>Carries out two unrelated directions</p> <p>Enjoys listening to stories however can only focus on one thing at a time.</p> <p>Listens attentively to a story in a medium sized nursery group (15 children).</p>
54- 60 months	<p>Attention is integrated for a short time e.g. plays with a toy and answers adult questions while playing.</p> <p>Understands time and distance, e.g, shops nearer than seaside.</p> <p>Shows understanding of passive sentences e.g. 'The man was hit by the car'.</p> <p>Links significant events from own experience and from stories, paying attention to sequence and how events lead into one another.</p> <p>Understands comparative adjectives, 'big', 'bigger', 'biggest'</p> <p>Attention is integrated for sustained period of time.</p> <p>Shows understanding of passive sentences e.g. 'The man was hit by the car'.</p> <p>Links significant events from own experience and from stories, paying attention to sequence and how events lead into one another.</p> <p>Understands comparative adjectives, 'big', 'bigger', 'biggest'</p> <p>Listens to a longer story with an adult.</p>

Age range	Small steps to progress - Listening, attention and understanding
	<p>Listens attentively to stories\songs\rhymes in a class group.</p> <p>Has good attention skills i.e. 'integrated' across different situations and with different people.</p> <p>Takes part in role play.</p> <p>Understands that stories can be happy, sad, scary, or funny.</p> <p>Understands that books have different purposes, e.g., information or stories.</p> <p>Sequences 3-5 elements in a story (with help).</p> <p>ELG: Listening, Attention and Understanding</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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

Speaking

Babies, toddlers, and young children will be learning to:

- Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent.
- Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer.
- Watch someone's face as they talk.
- Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements.
- Recognise and are calmed by a familiar and friendly voice
- Listen and respond to a simple instruction
- Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing, or babbling).
- Babble, using sounds like 'ba-ba', 'mamama'.
- Use gestures like waving and pointing to communicate
- Reach or point to something they want while making sounds
- Copy your gestures and words
- Constantly babble and use single words during play
- Use intonation, pitch and changing volume when 'talking'
- Understand single words in context – 'cup', 'milk', 'daddy'
- Understand frequently used words such as 'all gone', 'no' and 'bye bye'.
- Understand simple instructions like 'give to mummy' or 'stop'
- Recognise and point to objects if asked about them
- Generally, focus on an activity of their own choice and find it difficult to be directed by an adult
- Listen to other people's talk with interest but can easily be distracted by other things.
- Can become frustrated when they can't make themselves understood
- Start to say how they are feeling, using words as well as actions

- Start to develop conversation, often jumping from topic to topic
- Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'
- Use the speech sounds p, b, m, w
- Are usually still learning to pronounce:
 - l/r/w/y
 - f/th
 - s/sh/ch/dz/j
 - multi-syllabic words e.g., 'banana', 'computer'
- Listen to simple stories and understand what is happening with the help of the pictures
- Identify familiar objects and properties for practitioners when they are described: for example, 'Katie's coat', 'blue car', 'shiny apple'
- Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.
- Understand simple questions about 'who', 'what' and 'where' (but generally not 'why')

3–4 year olds will be learning to:

- Enjoy listening to longer stories and can remember much of what happens
- Can find it difficult to pay attention to more than one thing at a time
- Use a wider range of vocabulary
- Understand a question or instruction with two parts e.g., 'Get your coat and wait at the door'
- Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?'
- Sings a large repertoire of songs
- Knows many rhymes, be able to talk about familiar books and be able to tell a long story
- Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran'.
- May have problems saying:
 - some sounds: r, j, th, ch, and sh
 - multisyllabic words such as 'hippopotamus'
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions
- Use longer sentences of four to six words

- Can start a conversation with an adult or a friend and continue it for many turns
- Use talk to organise themselves and their play: 'Let's go on a bus ... you sit there ... I'll be the driver'

Children in reception will be learning to:

- Understand how to listen carefully and why listening is important
- Learn new vocabulary
- Use new vocabulary through the day
- Use questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences
- Connect one idea or action to another using a range of connectives
- Describe events in some detail
- Use talk to help work out problems and organise thinking and activities and explain how things work and why they might happen
- Develop social phrases
- Engage in story times
- Listen to and talk about stories to build familiarity and understanding
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words
- Use new vocabulary in different contexts
- Listen carefully to rhymes and songs, paying attention to how they sound
- Learn rhymes, poems, and songs
- Engage in non-fiction books
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

Age range	Small steps of progress - Speaking
0-3 months	<p>Cries to express needs e.g. hunger or pain.</p> <p>Quiets to smile or mother's voice.</p> <p>Responds differently to different tones of voice</p> <p>Shows resistance by turning away, kicking out, withholding co-operation.</p>
3-6 months	<p>Gurgles to get attention.</p> <p>Vocalises in response to familiar voices.</p> <p>Mirrors adults' facial movements and vocalisations.</p> <p>Initiates conversations by vocalising and smiling.</p> <p>Cries, using different sounds to indicate different needs</p> <p>Shows excitement with whole body e.g. squealing and moving limbs.</p> <p>Repeats own sounds.</p> <p>Joins in with simple games e.g. peek-a-boo.</p> <p>Observation checkpoint</p> <ul style="list-style-type: none"> • Is the baby using speech sounds (babbling) to communicate with adults?
6-9 months	<p>Becomes increasingly vocal, often to self, may repeat and modify sounds.</p> <p>Vocal turn taking develops.</p> <p>Begins to produce recognisable sounds e.g. 'dadada'.</p> <p>Vocalises to objects.</p> <p>Imitates adults' playful sounds e.g. brm, cough, blowing a 'raspberry'.</p> <p>Plays dropping a toy for an adult to retrieve</p> <p>Observation checkpoint</p> <ul style="list-style-type: none"> • Around 6 months, does the baby respond to familiar voices, turn to their own name and 'take turns' in conversations with babbling?
9-12 months	<p>Vocalises more when adults use tuneful speech.</p> <p>Uses voice or gesture to attract attention e.g. holds up a toy, wave arms.</p> <p>Asks for things by reaching up and/or opening and shutting hands.</p>

Age range	Small steps of progress - Speaking
	<p>Refuses by pushing objects away/shaking head.</p> <p>Uses simple words with purposeful vocalisations e.g. 'bye-bye', 'dad-dad', 'mam-mam'.</p> <p>Makes a sound and then waits for a response before repeating.</p> <p>Uses expressive jargon to people and toys.</p> <p>Uses a single word appropriately.</p> <p>Observation checkpoint</p> <p>Around 12 months:</p> <ul style="list-style-type: none"> • 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? • Is the baby beginning to use single words like mummum, dada, tete (teddy)? • Can the baby choose between 2 objects. 'Do you want the ball or the car?'
12-18 months	<p>Shows preference from choice of two offered items.</p> <p>Uses words, gestures, or actions to join in with a familiar rhyme or game; to direct attention to object, people, self; to greet or protest.</p> <p>Copies gestures in games and familiar routines.</p> <p>Uses finger point to request or indicate things.</p> <p>Simple conversations take place between adult and child.</p> <p>Vocalises at length to people and toys with communicative intent.</p> <p>Uses 5 – 20 words appropriately.</p> <p>Observation checkpoint</p> <ul style="list-style-type: none"> • Around 15 months - can the baby say around 10 words (they may not all be clear)? • Around 18months - is the toddler using a range of adult like speech patterns (jargon) and at least 20 clear words?
18-24 months	<p>Uses a mixture of words and vocalisation (jargon).</p> <p>Echoes prominent or last word in a sentence</p> <p>Attempts to join in with nursery rhymes, songs, jingles.</p> <p>Uses words to comment on what is happening or seen e.g. 'bird', 'fall down'.</p> <p>Names pictures of common objects when they are pointed to.</p>

Age range	Small steps of progress - Speaking
	<p>Uses verbs e.g. 'go', 'sleep', and adjectives e.g. 'hot', 'big'. Supplies missing word when adult pauses 'Let's put on your' Builds vocabulary for familiar objects and events. Names familiar pictures in books, photographs and on television. Combines two words in a stereotypical phrase e.g. 'all gone', 'more please'. Uses 50 or more words appropriately</p> <p>Observation checkpoint</p> <ul style="list-style-type: none"> • Towards their second birthday, can the child use up to 50 words?
24-30 months	<p>Talks to self continuously when playing, although may not be readily understood. Uses personal pronouns e.g. 'me', 'my'. Has a vocabulary of 100 – 300 words. Asks 'what' or 'where' questions. Joins in with repeated refrains, anticipating key events and important phrases in rhymes and stories.</p>
30-36 months	<p>Talks clearly to self in play about present events. Tells own name, age, sex. Talks aloud when playing with others. Makes longer sentences of 3-4 words e.g. 'mummy go shops now'. Uses words to ask for help, to find out about things and to describe things. Uses several pronouns correctly, such as 'I', 'you', 'him' and 'she'. Uses 10 – 15 verbs e.g. 'eat', 'sleep', 'wash', 'finish'. Joins in with words of action rhymes and finger play Begins to ask 'Why?' Uses plurals. Carries on simple conversation with adult.</p> <p>Observation checkpoint</p> <ul style="list-style-type: none"> • Is the child frequently asking questions, such as the names of people and objects?

Age range	Small steps of progress - Speaking
	<ul style="list-style-type: none"> • 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). • Is the child linking up to 5 words together? • Is the child using pronouns ('me', 'him', 'she') and using plurals and prepositions ('in', 'on', 'under') – these may not always be used correctly to start with.
36-42 months	<p>Talks to self to rehearse / recall.</p> <p>Talks activities through, reflecting on and modifying what s/he is doing.</p> <p>Tells if object is heavy/light, short/long.</p> <p>Sings on own.</p> <p>Uses words to play with others, direct others and tell others about things.</p> <p>Retells a simple past event in order, e.g. fell down, hurt finger.</p> <p>Can give information about own life and favourite things.</p> <p>Uses indefinite articles, e.g. 'it' or 'them'.</p> <p>Uses some tenses appropriately.</p> <p>Begins to use more complex sentences.</p> <p>Uses language describing possession e.g. mummy's car.</p> <p>Describes briefly present activities and past experiences.</p> <p>Uses some simple prepositions e.g. in, on, under.</p>
42-48 months	<p>Remembers and talks about significant events.</p> <p>Asks meaning of words.</p> <p>Realises the correct volume to talk at.</p> <p>Makes specific requests, e.g. 'blackcurrant', rather than 'drink'.</p> <p>Uses language to plan what will happen next.</p> <p>Uses 'going to', 'want to', 'have to', to express future events.</p> <p>Uses 'could' and 'would' in speech.</p> <p>Gives a connected account of personal experience i.e. links statements and sticks to a main theme or intention.</p> <p>Uses complex sentences e.g. 'I want you to come and look because.....'</p>

Age range	Small steps of progress - Speaking
	<p>Observation checkpoint</p> <ul style="list-style-type: none"> • 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?’ • 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?
48- 54 months	<p>Can retell a story or event and characters. Describes main story settings, events, and principal characters. Retells familiar stories and events, sometimes in an exaggerated way. Extends vocabulary to include concepts and categories. Names time of day associated with activities Has a repertoire of simple songs. Tells what will happen next in a familiar sequence of events. Uses prepositions such as through, away and from.</p>
54- 60 months	<p>Gives a connected account of events or experiences. Expresses feelings about significant personal events. Tells long stories, sometimes mixing fact and fiction. Uses compound sentences e.g. ‘I hit the ball and it went into the road’.</p> <p>ELG: Speaking</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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

Personal, Social and Emotional Development

Self-Regulation

Babies, toddlers, and young children will be learning to:

- Find ways to calm themselves, through being calmed and comforted by their key person
- Establish their sense of self
- Express preferences and decisions. They also try new things and start establishing their autonomy
- Engage with others through gestures, gaze and talk
- Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink
- Find ways of managing transitions, for example from their parent to their key person
- Thrive as they develop self-assurance
- Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting
- Play with increasing confidence on their own and with other children, because they know their key person is nearby and available
- Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person.
- Feel strong enough to express a range of emotions
- Grow in independence, rejecting help ('me do it'). Sometimes this leads to feelings of frustration and tantrums.
- Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front
- Be increasingly able to talk about and manage their emotions
- Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs, and disabilities, and so on.
- Develop friendships with other children
- Safely explore emotions beyond their normal range through play and stories
- Are talking about their feelings in more elaborated ways, 'I'm sad because ...' or 'I love it when ...'

3–4-year-olds will be learning to:

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Develop their sense of responsibility and membership of a community
- Becoming more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations
- Play with one or more other children, extending and elaborating play ideas
- Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in hr game, and suggesting other ideas.
- Increasingly follow rules, understanding why they are important.
- Do not always need an adult to remind them of a rule
- Develop appropriate ways of being assertive
- Talk with others to solve conflicts
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Begin to understand how others might be feeling

Children in reception will be learning to:

- See themselves as a valuable individual
- Build constructive and respectful relationships
- Express their feelings and consider the feelings of others
- Show resilience and perseverance in the face of challenge
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others
- Manage their own needs

Age range	Small steps of progress - Self-Regulation
0-3 months	<p>Begins to hold eye contact with you.</p> <p>Turns eyes and or head towards voice.</p> <p>Gazes a long time at faces, especially when feeding.</p> <p>Looks for and watches people in near environment</p> <p>Looks towards an object or person that moves nearby</p> <p>Look from one object to another and back again (shifting visual attention)</p> <p>Smiles or quietens to familiar voice or face.</p> <p>Calms from being upset when held, rocked, spoken, or sung to with soothing voice.</p> <p>Makes sounds and movements to initiate social interaction.</p> <p>Uses vocalisations to communicate needs and discomfort.</p> <p>Recognises and is most responsive to prime carer's voice.</p>
3-6 months	<p>Maintains eye contact during interactions with a familiar person.</p> <p>Smiles in response to eye contact, touch, or sound.</p> <p>Smiles at interesting objects.</p> <p>Shows emotional responses to that of others, smiling or crying.</p> <p>Makes own sounds or physical response when talked to.</p> <p>Makes special sounds to get attention.</p> <p>Laughs and squeals to express pleasure when happy or excited.</p> <p>Shows pleasure at being tickled and other physical games.</p> <p>Enjoys playing with hands, fingers, feet, and toes.</p> <p>Smiles in response to eye contact, touch, or sound.</p> <p>Anticipates care routines by showing excitement.</p> <p>Reacts to familiar voices, even if they can't see the person, e.g. stills</p> <p>Shows excitement at sound of familiar routines, e.g. food preparation, running bathwater</p> <p>Pays attention to music, mobile or similar</p> <p>Shows anticipation in action songs and everyday routines</p>
6-9 months	<p>Shows distress at being left alone and pleasure at return of familiar adult.</p> <p>Smiles more often to familiar rather than unfamiliar people.</p>

Age range	Small steps of progress - Self-Regulation
	<p>Is wary of unfamiliar events. Uses comfort toy or object to calm self when in an unfamiliar environment. Reacts to toys being withdrawn. Begins to share attention, e.g. on a toy for 2-3 minutes</p> <p>Observation checkpoint</p> <ul style="list-style-type: none"> • Around 7 months, does the baby respond to their name and respond to the emotions in your voice?
9-12 months	<p>Likes and responds to cuddles and being held. Responds to facial expressions of happiness and sadness in others. Makes use of special people for comfort and security. Shows stranger anxiety. Shows delight at active play e.g. rough and tumble, tickling and anticipation games and seeks to repeat. Laughs with favourite people. Makes body stiff and vocalises when protesting. Becomes distressed if thwarted. Is interested in watching others especially children. Reacts to an audience, repeats activity or action when encouraged. Snuggles into your body when held. Prefers particular people. Expresses affection to familiar carers. Needs reassurance from familiar adults in various situations. May become distressed when main carer leaves the room. Begins to express a range of emotional responses. Recognises and responds to own name, e.g. by turning or looking Occupies self with several toys for a short time when familiar adult is within sight and hearing Needs constant supervision due to dangers of increased exploration. Clings to familiar adults, may hide face from strangers.</p>

Age range	Small steps of progress - Self-Regulation
	<p>Observation checkpoint</p> <ul style="list-style-type: none"> • 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?
12-18 months	<p>Stops what they are doing in response to ‘no’.</p> <p>Waits for ‘go’ signal in ‘ready, steady, go’ games.</p> <p>Shows growing range of feelings and emotions.</p> <p>Initiates interaction with other children, e.g. vocalising, reaching.</p> <p>May look concerned if hears crying or excited if hears a familiar happy voice.</p> <p>Uses other person as a tool e.g. to access or activate toy.</p> <p>Expresses emotions and seeks reaction e.g. to minor injury.</p> <p>Takes favourite comfort toy or other object with them when has a nap.</p> <p>Prefers to be with familiar people, may be distressed if left.</p> <p>Enjoys sharing new experiences.</p> <p>Repeats actions when praised or reacted to.</p> <p>Can usually be distracted when upset.</p> <p>Plays give and take games with adult.</p> <p>Shyness of strangers diminishing.</p> <p>Dislikes other children getting attention.</p> <p>Spends time in groups of other children engaged in own play but watching them.</p> <p>Observation checkpoint</p> <ul style="list-style-type: none"> • Around 18 months - is the toddler increasingly curious about their world and wanting to explore it and be noticed by you?
18-24 months	<p>Begins an activity with enthusiasm but needs support to continue concentrating.</p> <p>Looks back to familiar adult to check if not sure about something.</p> <p>Has temper tantrums if frustrated but can be easily distracted.</p> <p>Pleased by praise.</p> <p>Aware when they have done something wrong.</p> <p>Shows an awareness of what belongs to them.</p>

Age range	Small steps of progress - Self-Regulation
	<p>Shows an awareness of what belongs to others.</p> <p>Observation checkpoint</p> <ul style="list-style-type: none"> • 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, what to wear?
24-30 months	<p>Cooperates in social activities.</p> <p>Starts to 'give and take'.</p> <p>Plays alongside other children (parallel play).</p> <p>Responds to others' pleasures and distress; shows empathy.</p> <p>Shows signs of jealousy.</p> <p>Shows autonomy e.g., by defiance.</p> <p>Seeks affection/reassurance when tired or afraid.</p> <p>Actively draws others into social interaction.</p> <p>Smiles or laughs when successful in play or an activity.</p> <p>Shows persistence in expressing needs or wishes if not met.</p> <p>Shows sense of own autonomy e.g., 'no want bath' or 'no go bed'.</p> <p>Shows strong sense of ownership of toys.</p> <p>May be jealous of sharing parents' attention.</p> <p>Maintains attachments with special people.</p> <p>Enjoys conversation with carers.</p> <p>Engages in play with other children.</p> <p>Complies with requests, although may also be stubborn.</p> <p>Shows understanding of some rules and routines.</p> <p>May intentionally hurt another person if angry.</p> <p>May have a tantrum if frustrated or misunderstood.</p> <p>Starting to focus on an activity of their choice, although finds it difficult to be directed by an adult</p>
30-36 months	<p>Enjoys gaining attention of others and sustaining interaction.</p> <p>Seeks to comfort other children.</p>

Age range	Small steps of progress - Self-Regulation
	<p>Begins to understand causes of own feelings e.g., toy is broken.</p> <p>Aware adult may approve\ disapprove of their actions e.g., checks to see if adult is looking before acting or looks guilty if 'caught in the act'.</p> <p>Knows and expresses own mind.</p> <p>Defends own possessions.</p> <p>Aware that others have feelings.</p> <p>Avoids hazards e.g., sharp furniture corners.</p> <p>Needs immediate satisfaction, does not modify or defer.</p> <p>Shows active sense of humour; does things to make others laugh.</p> <p>Very aware of others' reactions; likes to demonstrate ability to a variety of familiar adults.</p> <p>Searches out adult when hurt or distressed.</p> <p>Shows affection and concern towards other children and younger siblings.</p> <p>Shows shyness with strangers, especially adults.</p> <p>Likes to sit, cuddle, and share events of the day with a familiar adult.</p> <p>Can sometimes be stubborn or negative and react badly to frustration.</p> <p>Has temper tantrums when thwarted, less easily distracted.</p> <p>Begins to modify own behaviour with support.</p> <p>Briefly attends to activities of others.</p> <p>Watches and copies adults and other children in play.</p> <p>Can move from one activity to another with adult direction.</p> <p>Can stop what they are doing if name is called.</p> <p>Follows adult led interaction for a short time.</p> <p>Observation checkpoint</p> <ul style="list-style-type: none"> • Around the age of 3, 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?.
36-42 months	<p>Engages in some co-operative play.</p> <p>Shows initiative and autonomy in relating with others.</p>

Age range	Small steps of progress - Self-Regulation
	<p>Can modify behaviour to fit in with what others are doing.</p> <p>Identifies self with children of same age and sex.</p> <p>May have a special friend.</p> <p>Is more outgoing towards strangers and more confident in new social situations but may be anxious at first.</p> <p>Is able to share and take turns to some extent.</p> <p>Has strong sense of own space and possessions.</p> <p>Shows strong personal preferences for food, clothes and so on.</p> <p>Has some understanding of sharing playthings, sweets.</p> <p>Can join in small group activities led by an adult.</p> <p>Will look up when the door opens or to a loud noise while playing.</p> <p>Plays with 2-3 other children for 10-15 minutes in cooperative activity.</p> <p>Listens to others in one to one / small groups when conversation interests them.</p>
42-48 months	<p>Likes to perform for others.</p> <p>Understands that own actions affect other people e.g., may comfort a child they have upset.</p> <p>Monitors other children's behaviour with a sense of right and wrong.</p> <p>Is generally more cooperative and amenable to rules and routines, has fewer tantrums.</p> <p>Begins to select friends and exclude others.</p> <p>Expresses personal views in conversation.</p> <p>May argue to achieve own wishes.</p> <p>Is confident in seeking comfort, reassurance and help from special people.</p> <p>Approaches adults with a degree of social skill.</p> <p>Takes turns.</p> <p>Asks permission to use a toy peer is playing with.</p> <p>Can return to a task after an interruption.</p> <p>Persists for extended periods of time at an activity of their choosing e.g. 15-20 minutes.</p> <p>Observation checkpoint</p> <ul style="list-style-type: none"> • Around the age of 4, does the child play alongside others or do they always want to play alone?

Age range	Small steps of progress - Self-Regulation
	<ul style="list-style-type: none"> 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?
48- 54 months	<p>Enjoys listening to stories however can only focus on one thing at a time.</p> <p>Shows awareness of roles of people who help us e.g., doctor and incorporates into play scenarios.</p> <p>Can be strongly self-willed, particularly rebellious with parents.</p> <p>Is easily upset by failure.</p> <p>Understands the need to argue with words rather than blows.</p> <p>Expresses needs and feelings in appropriate ways.</p> <p>Is conscious of and curious about sex and other differences.</p> <p>Gets satisfaction from doing things with other children and adults.</p> <p>Joins in imaginative play.</p> <p>Is more confident in new social situations e.g., playgroup.</p> <p>Express wishes and needs clearly, can wait, modify, and defer.</p> <p>Enjoys receiving praise for achievements.</p> <p>Approaches new challenges with confidence.</p> <p>Enjoys playing cooperatively.</p> <p>Shows compliance with social expectations.</p> <p>Identifies with and enjoys being part of a family.</p> <p>Has strong sense of fun and humour.</p>
54- 60 months	<p>Attention is integrated for a short time e.g., plays with a toy and answers adult questions while playing.</p> <p>Works independently in small and large groups.</p> <p>Turn takes and shares resources and equipment with peers.</p> <p>Is aware that there are different ways in which to behave dependent on the situation.</p> <p>Attention is integrated for sustained period of time.</p> <p>Is able to negotiate and accept others' perspectives.</p> <p>Often actively seeks sharing and fairness.</p> <p>Can describe self in positive terms and talk about abilities.</p> <p>Enjoys talking about past experiences, the present and future plans.</p>

Age range	Small steps of progress - Self-Regulation
	<p>Understands what is right, what is wrong and why.</p> <p>Has awareness of the boundaries set and behavioural expectations within the setting.</p> <p>Aware of dangers on playground equipment.</p> <p>Understands about road safety.</p> <p>Shows confidence and ability to stand up for themselves.</p> <p>Engages in socially acceptable behaviour in public.</p> <p>Has good attention skills i.e., 'integrated' across different situations and with different people.</p> <p>ELG: Self-regulation</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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

Managing Self

Babies, toddlers, and young children will be learning to:

- Find ways to calm themselves, through being calmed and comforted by their key person
- Establish their sense of self
- Express preferences and decisions. They also try new things and start establishing their autonomy
- Engage with others through gestures, gaze and talk
- Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink
- Find ways of managing transitions, for example from their parent to their key person
- Thrive as they develop self-assurance
- Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting.
- Play with increasing confidence on their own and with other children, because they know their key person is nearby and available
- Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person.
- Feel strong enough to express a range of emotions
- Grow in independence, rejecting help ('me do it'). Sometimes this leads to feelings of frustration and tantrums.
- Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front
- Be increasingly able to talk about and manage their emotions
- Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs, and disabilities, and so on.
- Develop friendships with other children
- Safely explore emotions beyond their normal range through play and stories
- Are talking about their feelings in more elaborated ways, 'I'm sad because ...' or 'I love it when

Age range	Small steps of progress – Managing Self
0-3 months	<p>Shows most response to prime carer's voice.</p> <p>Smiles or quietens to familiar voice or face.</p> <p>Opens mouth for bottle when corner of mouth is touched.</p> <p>Sucking strong and rhythmic with coordinated swallow.</p> <p>Closes mouth around bottle teat to achieve seal.</p> <p>Feed at regular intervals throughout the day.</p> <p>Sleeps for periods of two hours or more.</p>
3-6 months	<p>Makes special sounds to get attention.</p> <p>Puts hands on bottle when feeding.</p> <p>Anticipates care routines by showing excitement.</p> <p>Shows excitement at sound of familiar routines, e.g., food preparation, running bathwater</p> <p>Shows anticipation in action songs</p> <p>Puts hands on bottle when feeding.</p> <p>Has predictable sleeping pattern.</p> <p>Sleeps more at night than during the day.</p>
6-9 months	<p>Shows distress at being left alone and pleasure at return of familiar adult.</p> <p>Is wary of unfamiliar events.</p> <p>Opens mouth for spoon and food.</p> <p>Dressed when in supported sitting position.</p> <p>Has regular sleeps during the day.</p> <p>Tries to grasp spoon when being fed.</p> <p>Holds own bottle or sipper cup.</p> <p>Drinks from feeder cup with help.</p> <p>Grasps finger foods and brings them to mouth.</p> <p>Opens mouth for spoon and food.</p> <p>Accepts range of tastes.</p> <p>Accepts range of consistency (runny, thick, paste).</p> <p>Tolerates face and hair washing with appropriate soap and shampoo.</p>

Age range	Small steps of progress – Managing Self
	<p>Can locate mouth with an empty spoon. Accepts range of texture (smooth puree, chopped food, small soft lumps). Enjoys splashing water when being washed.</p> <p>Observation checkpoint</p> <ul style="list-style-type: none"> • Around 7 months, does the baby respond to their name and respond to the emotions in your voice?
9-12 months	<p>Likes and responds to cuddles and being held. Responds to facial expressions of happiness and sadness in others. Makes use of special people for comfort and security. Shows stranger anxiety. Shows delight at active play e.g. rough and tumble, tickling and anticipation games and seeks to repeat. Makes use of special people for comfort and security. Shows stranger anxiety. Becomes distressed if thwarted. Needs reassurance from familiar adults in various situations. May become distressed when main carer leaves the room. Needs constant supervision due to dangers of increased exploration. Starts to show own food preferences. Drinks from feeder cup independently. Attempts to use spoon. Bites finger foods. Eats lumps (for example, in yogurt or semi pureed food). Tolerates gum stimulation and teeth cleaning. routines as teeth emerge and later, cooperates with teeth brushing. Plays with range of bath toys. Only having one nap during the day.</p> <p>Observation checkpoint</p> <ul style="list-style-type: none"> • Around 12 months, does the baby start to be shy around strangers and show preferences for certain people and toys?

Age range	Small steps of progress – Managing Self
12-18 months	<p>Stops what they are doing in response to ‘no’.</p> <p>Expresses emotions and seeks reaction e.g., to minor injury.</p> <p>Prefers to be with familiar people, may be distressed if left.</p> <p>Enjoys sharing new experiences.</p> <p>Repeats actions when praised or reacted to.</p> <p>Cooperates in dressing.</p> <p>Begins to participate in bathing, offers or lifts body part ready for washing and later uses sponge on arms and legs.</p> <p>Cooperate with drying hands.</p> <p>Actively cooperates with nappy changing (lies still, helps hold legs up).</p> <p>Enjoys splashing water when being washed.</p> <p>Starts to communicate urination, bowel movement.</p> <p>Accepts new textures and tastes such as larger pieces of food and increasing range.</p> <p>Observation checkpoint</p> <ul style="list-style-type: none"> • Around 18 months - is the toddler increasingly curious about their world and wanting to explore it and be noticed by you?
18-24 months	<p>Holds an open cup with both hands, drinks without much spilling</p> <p>Drinks from a straw.</p> <p>Scoops food onto spoon independently.</p> <p>Takes spoon from plate to mouth with some spilling.</p> <p>Inserts spoon in mouth without turning it upside down.</p> <p>Starts to be less messy with food.</p> <p>Accepts food from a fork.</p> <p>Tolerates use of toothpaste and brush.</p> <p>Cooperates with washing hands, rubs hands and body with soap and puts under water to rinse.</p> <p>Shows awareness of what a potty or toilet is used for.</p>
24-30 months	<p>Shows autonomy e.g., by defiance.</p> <p>Seeks affection/reassurance when tired or afraid.</p> <p>Expresses discomfort, hunger, thirst.</p>

Age range	Small steps of progress – Managing Self
	<p>Beginning to brush own hair.</p> <p>Asks, or searches for food when hungry.</p> <p>Feeds self competently with spoon.</p> <p>Drinks well without spilling.</p> <p>Replaces cup on table without difficulty.</p> <p>Keeps most food in bowl or on plate.</p> <p>Clearly communicates wet or soiled nappy or pants.</p> <p>Indicates need for toilet by behaviour (such as dancing movements or holding self).</p> <p>Tolerates sitting on potty or toilet.</p>
30-36 months	<p>Complies with requests, although may also be stubborn.</p> <p>Shows understanding of some rules and routines.</p> <p>Shows persistence in expressing needs or wishes if not met.</p> <p>Shows sense of own autonomy e.g., 'no want bath' or 'no go bed'.</p> <p>Shows strong sense of ownership of toys.</p> <p>May be jealous of sharing parents' attention.</p> <p>Aware that others have feelings.</p> <p>Avoids hazards e.g., sharp furniture corners.</p> <p>Needs immediate satisfaction, does not modify, or defer.</p> <p>Eats individual pieces of food from tub or box with lid.</p> <p>Able to blow, e.g., candles or when cooling food. Pours drink from jug with some spillage.</p> <p>Eats with a fork and a spoon.</p> <p>Helps wash self.</p> <p>Turns taps on and off.</p> <p>Helps dry self after washing.</p>
36-42 months	<p>Aware adult may approve/disapprove of their actions e.g., checks to see if adult is looking before acting or looks guilty if 'caught in the act'.</p> <p>Knows and expresses own mind.</p> <p>Defends own possessions.</p>

Age range	Small steps of progress – Managing Self
	<p>Very aware of others' reactions; likes to demonstrate ability to a variety of familiar adults.</p> <p>Shows shyness with strangers, especially adults.</p> <p>Likes to sit, cuddle, and share events of the day with a familiar adult.</p> <p>Begins to modify own behaviour with support.</p> <p>Washes and dries own hands.</p> <p>Blows nose when tissue is held up.</p> <p>Asks for toilet using voice, gesture, or action, for example, leads adult to toilet and asks verbally or makes a sign.</p> <p>Mostly dry during the day with occasional accidents.</p> <p>Usually able to control bowel with occasional accidents.</p> <p>Pulls down own pants when using the toilet.</p> <p>Flushes toilet with support.</p> <p>Waits or attempts to wipe after using toilet or potty.</p> <p>Helps wash own hair.</p> <p>Brushes own teeth with help.</p>
42-48 months	<p>Engages in some co-operative play.</p> <p>Joins in group activities.</p> <p>Shows initiative and autonomy in relating with others.</p> <p>Can modify behaviour to fit in with what others are doing.</p> <p>Is more outgoing towards strangers and more confident in new social situations but may be anxious at first.</p> <p>Is able to share and take turns to some extent.</p> <p>Has strong sense of own space and possessions.</p> <p>Some understanding of sharing playthings, sweets.</p> <p>Helps with food preparation.</p> <p>Beginning to use a knife for spreading.</p> <p>Has food preferences and wishes and expresses them.</p> <p>Knows when to wash hands and face.</p>
48- 54 months	<p>Likes to perform for others.</p> <p>Understands that own actions affect other people e.g., may comfort a child they have upset.</p>

Age range	Small steps of progress – Managing Self
	<p>Monitors other children’s behaviour with a sense of right and wrong.</p> <p>Is generally more cooperative and amenable to rules and routines, has fewer tantrums.</p> <p>Expresses personal views in conversation.</p> <p>May argue to achieve own wishes.</p> <p>Is more independent in self-care; takes pride in appearance.</p> <p>Is confident in seeking comfort, reassurance and help from special people.</p> <p>Approaches adults with a degree of social skill.</p> <p>Asks permission to use a toy peer is playing with.</p> <p>Usually initiates use of toilet when needed and seeks help as required.</p> <p>Is reliably dry and clean during the day.</p> <p>Observation checkpoint</p> <ul style="list-style-type: none"> • 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?
54- 60 months	<p>Is more confident in new social situations e.g., playgroup.</p> <p>Express wishes and needs clearly, can wait, modify, and defer.</p> <p>Enjoys receiving praise for achievements.</p> <p>Approaches new challenges with confidence.</p> <p>Shows compliance with social expectations.</p> <p>Can be strongly self-willed, particularly rebellious with parents.</p> <p>Is easily upset by failure.</p> <p>Understands the need to argue with words rather than blows.</p> <p>Turn takes and shares resources and equipment with peers.</p> <p>Aware that there are different ways in which to behave dependent on the situation.</p> <p>Is able to negotiate and accept others’ perspectives.</p> <p>Often actively seeks sharing and fairness.</p> <p>Can describe self in positive terms and talk about abilities.</p> <p>Practices good self-care, often without prompting.</p> <p>Understands what is right, what is wrong and why.</p>

Age range	Small steps of progress – Managing Self
	<p>Has awareness of the boundaries set and behavioural expectations within the setting.</p> <p>Aware of dangers on playground equipment.</p> <p>Understands about road safety.</p> <p>Shows confidence and ability to stand up for themselves.</p> <p>Engages in socially acceptable behaviour in public.</p> <p>Understands need for hygiene in food preparation, serving and eating.</p> <p>Begins to take responsibility for self-care in washing, teeth cleaning. Knows routine of wiping self and hand washing and usually carries this out.</p> <p>ELG: Managing Self</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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 • Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices

Building Relationships

Babies, toddlers, and young children will be learning to:

- Find ways to calm themselves, through being calmed and comforted by their key person
- Establish their sense of self
- Express preferences and decisions. They also try new things and start establishing their autonomy
- Engage with others through gestures, gaze and talk
- Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink
- Find ways of managing transitions, for example from their parent to their key person
- Thrive as they develop self-assurance
- Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting.
- Play with increasing confidence on their own and with other children, because they know their key person is nearby and available
- Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person.
- Feel strong enough to express a range of emotions
- Grow in independence, rejecting help ('me do it'). Sometimes this leads to feelings of frustration and tantrums.
- Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front
- Be increasingly able to talk about and manage their emotions
- Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs, and disabilities, and so on.
- Develop friendships with other children
- Safely explore emotions beyond their normal range through play and stories
- Are talking about their feelings in more elaborated ways, 'I'm sad because ...' or 'I love it when ...'

Age range	Small steps of progress – Building Relationships
0-3 months	<p>Begins to hold eye contact with you.</p> <p>Turns eyes and or head towards voice.</p> <p>Gazes a long time at faces, especially when feeding.</p> <p>Looks for and watches people in near environment</p> <p>Smiles or quietens to familiar voice or face.</p> <p>Calms from being upset when held, rocked, spoken, or sung to with soothing voice.</p> <p>Makes sounds and movements to initiate social interaction.</p> <p>Uses vocalisations to communicate needs and discomfort.</p> <p>Recognises and is most responsive to prime carer's voice.</p>
3-6 months	<p>Maintains eye contact during interactions with a familiar person.</p> <p>Smiles in response to eye contact, touch, or sound.</p> <p>Shows emotional responses to that of others, smiling or crying.</p> <p>Makes own sounds or physical response when talked to.</p> <p>Shows pleasure at being tickled and other physical games.</p> <p>Smiles in response to eye contact, touch, or sound.</p>
6-9 months	<p>Smiles more often to familiar rather than unfamiliar people.</p> <p>Begins to share attention, e.g., on a toy for 2-3 minutes</p> <p>Observation checkpoint</p> <ul style="list-style-type: none"> • Around 7 months, does the baby respond to their name and respond to the emotions in your voice?
9-12 months	<p>Likes and responds to cuddles and being held.</p> <p>Responds to facial expressions of happiness and sadness in others.</p> <p>Makes use of special people for comfort and security.</p> <p>Shows stranger anxiety.</p> <p>Is interested in watching others especially children.</p> <p>Reacts to an audience, repeats activity or action when encouraged.</p> <p>Expresses affection to familiar carers</p>

Age range	Small steps of progress – Building Relationships
	<p>Observation checkpoint</p> <ul style="list-style-type: none"> • Around 12 months, does the baby start to be shy around strangers and show preferences for certain people and toys?
12-18 months	<p>Shows growing range of feelings and emotions. Initiates interaction with other children, e.g., vocalising, reaching. May look concerned if hears crying or excited if hears a familiar happy voice. Expresses emotions and seeks reaction e.g., to minor injury. Takes favourite comfort toy or other object with them when has a nap. Prefers to be with familiar people, may be distressed if left. Enjoys sharing new experiences. Repeats actions when praised or reacted to. Points to draw other people’s attention to things of interest Plays give and take games with adult. Shyness of strangers diminishing. Dislikes other children getting attention. Initiates interaction with other children e.g., reaching, vocalising. Recognises familiar adult in photo. Spends time in groups of other children engaged in own play but watching them</p> <p>Observation checkpoint</p> <ul style="list-style-type: none"> • Around 18 months, is the toddler increasingly curious about their world and wanting to explore it and be noticed by you?
18-24 months	<p>Cooperates in social activities. Starts to ‘give and take’. Plays alongside other children (parallel play). Responds to others’ pleasures and distress; shows empathy. Shows signs of jealousy. Shows autonomy e.g., by defiance. Seeks affection/reassurance when tired or afraid. Actively draws others into social interaction.</p>

Age range	Small steps of progress – Building Relationships
	<p>Smiles or laughs when successful in play or an activity. Expresses discomfort, hunger, thirst. Looks back to familiar adult to check if not sure about something. Pleased by praise. Aware when they have done something wrong.</p> <p>Observation checkpoint</p> <ul style="list-style-type: none"> • 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, what to wear?
24-30 months	<p>Listens to a short story in 1 to 1 situation. Maintains attachments with special people. Enjoys conversation with carers. Engages in play with other children. May be jealous of sharing parents' attention. Aware that others have feelings. Enjoys being with other children. Begins parallel play. Shyness with adult strangers returns.</p>
30-36 months	<p>Briefly attends to activities of others. Watches and copies adults and other children in play. Follows adult led interaction for a short time. Enjoys gaining attention of others and sustaining interaction. Seeks to comfort other children. Begins to understand causes of own feelings e.g., toy is broken. Aware adult may approve\ disapprove of their actions e.g., checks to see if adult is looking before acting or looks guilty if 'caught in the act'. Shows active sense of humour; does things to make others laugh. Very aware of others' reactions; likes to demonstrate ability to a variety of familiar adults. Searches out adult when hurt or distressed.</p>

Age range	Small steps of progress – Building Relationships
	<p>Shows affection and concern towards other children and younger siblings.</p> <p>Shows shyness with strangers, especially adults.</p> <p>Likes to sit, cuddle, and share events of the day with a familiar adult.</p> <p>Likes to point out self in photos</p> <p>Has temper tantrums when thwarted, less easily distracted.</p> <p>Begins to modify own behaviour with support.</p> <p>May be bossy and to want to control direction of play.</p> <p>Plays alongside other children and occasionally allows them into play e.g., may hand them a toy.</p> <p>Includes another child into their play sequence and may talk to them as they do so e.g., gives them a drink.</p> <p>Displays curiosity about the world by looking at objects, events, and people.</p> <p>Observation checkpoint</p> <ul style="list-style-type: none"> • Around the age of 3, can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'?
36-42 months	<p>Can join in small group activities led by an adult.</p> <p>Plays with 2-3 other children for 10-15 minutes in cooperative activity.</p> <p>Engages in some co-operative play.</p> <p>Joins in group activities.</p> <p>Shows initiative and autonomy in relating with others.</p> <p>Can modify behaviour to fit in with what others are doing.</p> <p>May have a special friend.</p> <p>Is more outgoing towards strangers and more confident in new social situations but may be anxious at first.</p> <p>Is able to share and take turns to some extent.</p> <p>Some understanding of sharing playthings.</p> <p>Some co-operative play.</p> <p>Joins in group activities.</p>
42-48 months	<p>Likes to perform for others.</p> <p>Understands that own actions affect other people e.g. may comfort a child they have upset.</p> <p>Monitors other children's behaviour with a sense of right and wrong.</p>

Age range	Small steps of progress – Building Relationships
	<p>Is generally more cooperative and amenable to rules and routines, has fewer tantrums.</p> <p>Begins to select friends and exclude others.</p> <p>Is confident in seeking comfort, reassurance and help from special people.</p> <p>Approaches adults with a degree of social skill.</p> <p>Takes turns.</p> <p>Asks permission to use a toy peer is playing with.</p> <p>Follows rules in adult led game.</p> <p>Plays unsupervised with other children for 20-30minutes.</p> <p>Enjoys participating in family celebrations.</p> <p>Plays alongside other children in the same play theme e.g., hospital.</p> <p>Observation checkpoint</p> <ul style="list-style-type: none"> • Around the age of 4, does the child play alongside others or do they always want to play alone? • 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?
48- 54 months	<p>Gets satisfaction from doing things with other children and adults.</p> <p>Joins in imaginative play.</p> <p>Is more confident in new social situations e.g., playgroup.</p> <p>Enjoys receiving praise for achievements.</p> <p>Enjoys playing cooperatively.</p> <p>Identifies with and enjoys being part of a family.</p> <p>Has strong sense of fun and humour.</p> <p>Is easily upset by failure.</p> <p>Understands the need to argue with words rather than blows.</p> <p>Expresses needs and feelings in appropriate ways.</p> <p>Begins to select friends and exclude others.</p> <p>May demonstrate strong self-will e.g., being particularly rebellious with parents.</p> <p>Shows concern for younger siblings or playmates in distress.</p> <p>Expresses feelings about significant personal event.</p>

Age range	Small steps of progress – Building Relationships
54- 60 months	<p>Works independently in small and large groups.</p> <p>Turn takes and shares resources and equipment with peers.</p> <p>Is able to negotiate and accept others' perspectives.</p> <p>Often actively seeks sharing and fairness.</p> <p>Can describe self in positive terms and talk about abilities.</p> <p>Understands what is right, what is wrong and why.</p> <p>Has awareness of the boundaries set and behavioural expectations within the setting.</p> <p>Shows confidence and ability to stand up for themselves.</p> <p>Engages in socially acceptable behaviour in public.</p> <p>Prefers to be with playmates.</p> <p>Shows sympathy, protects younger children.</p> <p>Comforts others when in distress.</p> <p>Chooses own friends.</p> <p>Know there are different religious celebrations, some of which they take part in.</p> <p>Plays prolonged domestic play with several other children.</p> <p>Plays co-operatively as part of a group to act out a narrative.</p> <p>ELG: Building Relationships</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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

Physical development

Gross motor skills

Babies, toddlers, and young children will be learning to:

- Lift their head while lying on their front
- Push their chest up with straight arms
- Roll over: from front to back, then back to front
- Enjoy moving when outdoors and inside
- Sit without support
- Begin to crawl in different ways and directions
- Pull themselves upright and bouncing in preparation for walking
- Reach out for objects as co-ordination develops
- Eat finger food and develop likes and dislikes
- Try a wider range of foods with different tastes and textures
- Lift objects up to suck them
- Pass things from one hand to the other. Let go of things and hand them to another person, or drop them
- Gradually gain control of their whole body through continual practise of large movements, such as waving, kicking, rolling, crawling, and walking
- Clap and stamp to music
- Fit themselves into spaces, like tunnels, dens, and large boxes, and move around in them
- Enjoy starting to kick, throw and catch balls
- Build independently with a range of appropriate resources
- Begin to walk independently – choosing appropriate props to support at first
- Walk, run, jump, and climb – and start to use the stairs independently
- Spin, roll and independently use ropes and swings (for example, tyre swings)

- Sit on a push-along wheeled toy, use a scooter, or ride a tricycle
- Develop manipulation and control
- Explore different materials and tools
- Use large and small motor skills to do things independently, for example manage buttons and zips and pour drinks
- Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress
- Learn to use the toilet with help and then independently

Age range	Small steps of progress – Gross motor skills
0-3 months	<p>Turns head or eyes towards light or interesting objects.</p> <p>Closes eyes to bright light.</p> <p>When lying on back or propped up, moves eyes to follow face or object moving slowly from side to side, close to face.</p> <p>Turns head to the side when placed on tummy.</p> <p>Is able to hold head steady for several seconds when being moved from lying to sitting.</p> <p>Holds head in the middle when lying on back.</p> <p>Rolls from side to back.</p> <p>Moves head side to side, thrusts arms about, kicks vigorously while on back.</p> <p>Begins to hold head erect when held at shoulder</p> <p>Rolls part way to side.</p> <p>Makes generalised flailing movements when excited.</p>
3-6 months	<p>Moves eyes to look at different parts of objects.</p> <p>Lifts head when lying on tummy and moves it from side to side.</p> <p>Lifts head when lying on tummy, using forearms to support.</p> <p>Controls head when supported in an upright position.</p> <p>Moves head to look around when lying on back.</p> <p>Moves head to look around when lying on front.</p> <p>Holds head and upper body up by themselves when supported in sitting position.</p> <p>Can lift head and chest when lying on tummy and support self with straight arms and flat hands.</p> <p>Raises head to look at feet when lying on back.</p> <p>Weight bears when held standing on a hard surface.</p> <p>Moves arms and legs, with increasing smoothness and continuity (arms more than legs).</p> <p>Lifts legs into vertical position and grasps feet when lying on back.</p> <p>Reaches and plays with toes when lying on back or sitting up with support.</p> <p>Tenses for lifting with back straight for a few seconds when pulled to sitting.</p> <p>Lifts head from pillow when lying on back.</p> <p>Rolls from side to side from lying on back.</p> <p>Kicks strongly, legs alternating.</p>

Age range	Small steps of progress – Gross motor skills
	<p>Turns head from side to side while sitting. May sit unsupported momentarily.</p>
6-9 months	<p>Makes crawling movements with arms and legs when lying on tummy. Puts arms up to be lifted. Takes weight through legs and bounces up and down when held in a standing position. Rolls over from front to back. Sits propped up. Tries to sit up from lying on back when hands are held. Holds arms out to protect from falling when sitting Sits alone without support with a straight back.</p> <p>Observation checkpoint</p> <ul style="list-style-type: none"> • Does the baby move with ease and enjoyment?
9-12 months	<p>Can lean forward when sitting. Can move from a sitting position to hands and knees (crawl position). Crawls, bottom shuffles or rolls continuously to move around. Supports whole weight on legs if holding on to support. Can rise to sitting position from lying down. Kneels up against furniture. Pulls self up to standing against furniture and can lower self back down again. Walks around furniture lifting one foot and stepping sideways (cruising). Steps purposefully when held standing. Walks with one or both hands held by adult. Stands by themselves for a few seconds. When sitting, can pick up a toy without losing balance. Climbs onto low ledge or step.</p> <p>Observation checkpoint</p> <ul style="list-style-type: none"> • At around 12 months, can the baby pull to stand from a sitting position and sit down?

Age range	Small steps of progress – Gross motor skills
12-18 months	<p>Takes first few steps: feet wide apart, uneven steps, arms raised for balance.</p> <p>Can stand up alone, without holding on to anything.</p> <p>Sits down from standing with a bump.</p> <p>Crawls upstairs.</p> <p>Comes downstairs backwards on knees (crawling).</p> <p>Starts walking voluntarily but stops by falling.</p> <p>Walks with shorter steps and legs closer together, no longer needs to hold arms up for balance.</p> <p>Walks upstairs holding hand of adult.</p> <p>Bumps down a few steps on bottom.</p> <p>Gets onto child's chair themselves backwards or sideways.</p> <p>Starts walking voluntarily but stops by falling.</p> <p>Squats down to pick up toy from floor.</p> <p>'Walks into' large ball when trying to kick it.</p> <p>Rises from squatting without help.</p> <p>Runs stiffly ahead but not around obstacles.</p>
18-24 months	<p>Sits on small tricycle, moving it by pushing feet on floor.</p> <p>Has a wide variety of different ways to sit to play.</p> <p>Kneels upright on flat surface without support.</p> <p>Runs without bumping into obstacles.</p> <p>Climbs onto and down from furniture without help.</p> <p>Walks up and down stairs holding on, putting two feet on each step (with supervision).</p> <p>Throws small ball overhand.</p> <p>Climbs onto adult's chair, turns, and sits.</p> <p>Is aware of personal size in relation to objects and spaces e.g., bends when going under a table or negotiating holes and boundaries.</p> <p>Observation checkpoint</p> <ul style="list-style-type: none"> • Around their second birthday, can the toddler run well, kick a ball, and jump with both feet off the ground at the same time?

Age range	Small steps of progress – Gross motor skills
24-30 months	<p>Runs safely stopping and starting with ease, avoiding obstacles.</p> <p>Squats with steadiness to rest or play with object on the ground, rises to feet without using hands.</p> <p>Stands on one foot while kicking ball with other foot.</p> <p>Climbs on furniture to improve reach.</p>
30-36 months	<p>Jumps with two feet together.</p> <p>Can stand on tiptoe when holding onto something.</p> <p>Attempts to catch ball using body and arms.</p> <p>Kicks a large ball forcibly.</p> <p>Climbs confidently; begins using nursery climbing equipment.</p> <p>Walks downstairs, two feet each step.</p> <p>Sits on tricycle and steers with hands, attempting to pedal.</p> <p>Turns around obstacles and corners while running or pushing toys.</p> <p>Jumps from height of step.</p> <p>Jumps forward repeatedly.</p> <p>Observation checkpoint</p> <ul style="list-style-type: none"> • Around their third birthday, can the child climb confidently, catch a large ball, and pedal a tricycle
36-42 months	<p>Rides tricycle using pedals.</p> <p>Can walk on tiptoe.</p> <p>Walks upstairs using alternating feet.</p> <p>Can stand momentarily on one foot when shown.</p> <p>Kicks ball forcibly.</p> <p>Catches ball on arms or body.</p> <p>Throws ball underhand.</p> <p>Walks downstairs holding hand or rail, one foot to each step.</p> <p>Climbs up and slides down 4-6' slide.</p>
42-48 months	<p>Walks forward, backward, sideways.</p> <p>Runs changing direction.</p>

Age range	Small steps of progress – Gross motor skills
	<p>Moves spontaneously within available space.</p> <p>Marches.</p> <p>Responds to rhythm, music, and story by means of gesture and movement.</p> <p>Keeps swing in motion.</p> <p>Can stop.</p> <p>Runs on tiptoe.</p> <p>Moves freely with pleasure and confidence.</p> <p>Jumps backwards.</p> <p>Walks along a balance beam.</p>
48- 54 months	<p>Runs fast outdoors, avoids obstacles.</p> <p>Walks up and down stairs, alternate feet, alone.</p> <p>Moves in a variety of ways, rolling, crawling, slithering, shuffling.</p> <p>Hops on preferred foot.</p> <p>Negotiates space successfully when playing racing and chasing games with other children.</p> <p>Walks downstairs on alternate feet alone.</p> <p>Sits cross-legged.</p> <p>Bends from waist, knees straight, to reach objects on floor.</p> <p>Catches a bounced ball.</p> <p>Uses increasing control over an object by touching, pushing, patting, throwing, catching, or kicking it.</p>
54- 60 months	<p>Walks easily on a narrow line.</p> <p>Skips on alternate feet.</p> <p>Climbs and swings skilfully.</p> <p>Stands and balances on preferred foot with arms folded.</p> <p>Hops forward for 2-3 metres on either foot.</p> <p>Jumps off an object and lands appropriately.</p> <p>Moves rhythmically to music.</p> <p>ELG: Gross Motor Skills</p> <p>Children at the expected level of development will:</p>

Age range	Small steps of progress – Gross motor skills
	<ul style="list-style-type: none">• 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

Fine Motor Skills

Babies, toddlers, and young children will be learning to:

- Lift their head while lying on their front
- Push their chest up with straight arms
- Roll over: from front to back, then back to front
- Enjoy moving when outdoors and inside
- Sit without support
- Begin to crawl in different ways and directions
- Pull themselves upright and bouncing in preparation for walking
- Reach out for objects as co-ordination develops
- Eat finger food and develop likes and dislikes
- Try a wider range of foods with different tastes and textures
- Lift objects up to suck them
- Pass things from one hand to the other. Let go of things and hand them to another person, or drop them
- Gradually gain control of their whole body through continual practise of large movements, such as waving, kicking, rolling, crawling, and walking
- Clap and stamp to music
- Fit themselves into spaces, like tunnels, dens, and large boxes, and move around in them
- Enjoy starting to kick, throw and catch balls
- Build independently with a range of appropriate resources
- Begin to walk independently – choosing appropriate props to support at first
- Walk, run, jump, and climb – and start to use the stairs independently
- Spin, roll and independently use ropes and swings
- Sit on a push-along wheeled toy, scooter, tricycle
- Develop manipulation and control
- Explore different materials and tools

- Use large and small motor skills to be independent, for example do buttons, zips, and pour drinks
- Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress
- Learn to use the toilet with help and independently

3-4 year olds will be learning to:

- Continue to develop their movement, balancing, riding (scooters, trikes, bikes) and ball skills
- Go up steps and stairs, or climb apparatus, using alternate feet
- Skip, hop, stand on one leg, and hold a pose for a game like musical statues
- Use large muscle movements to wave flags and streamers, paint and make marks
- Start taking part in some group activities which they make up for themselves, or in teams
- Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks
- Use one handed tools and equipment, for example making snips in paper with scissors
- Use a comfortable grip with good control when holding pens and pencils
- Start to eat independently and learning how to use a knife and fork
- Show a preference for a dominant hand
- Be increasingly independent as they get dressed and undressed, for example putting coats on and doing up zips
- Be increasingly independent in meeting their own are needs, e.g., brushing teeth, using the toilet, washing, and drying their hands thoroughly
- Make healthy choices about food, drink, activity and toothbrushing

Children in reception will be learning to:

- Revise and refine the fundamental movement skills they have already acquired:
 - rolling
 - crawling
 - walking

- jumping
 - running
 - hopping
 - skipping
 - climbing
- progress towards a more fluent style of moving, with developing control and grace
 - Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming
 - Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoons
 - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor
 - Combine different movements with ease and fluency
 - Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group
 - Develop overall body strength, balance, co-ordination, and agility
 - Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.
 - Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball
 - Develop the foundations of a handwriting style which is fast, accurate and efficient
 - Know and talk about the different factors that support their overall health and wellbeing:
 - regular physical activity
 - healthy eating
 - toothbrushing
 - sensible amounts of 'screen time'
 - having a good sleep routine
 - being a safe pedestrian
 - Further develop the skills they need to manage the school day successfully.
 - Lining up and queuing
 - Mealtimes
 - Personal hygiene

Age range	Small steps of progress - Fine Motor Skills
0-3 months	<p>Grasps finger if palm is touched.</p> <p>Takes hand to mouth.</p>
3-6 months	<p>Enjoys hand play, own and others.</p> <p>Lifts legs into vertical position and grasps feet when lying on back.</p> <p>Reaches and plays with toes when lying on back or sitting up with support.</p> <p>Actively explores objects and the environment with all senses.</p> <p>Persistently and deliberately reaches out for toys that interest them.</p> <p>Repeats actions that have an effect, e.g., touching mobile.</p> <p>Closes hand firmly around objects placed in palm.</p> <p>Uses whole hand to hold objects (palmer grasp).</p>
6-9 months	<p>Handles, feels, manipulates, mouths 3D objects and materials.</p> <p>Plays with objects, by shaking & turning them around in their hands.</p> <p>Repeats actions e.g., shakes rattle, hits out at mobile.</p> <p>Picks up things between thumb and fingers in an immature pincer grasp.</p> <p>Begins to be interested in small objects or the detail of a toy, e.g., small beads in a rattle.</p> <p>Transfers objects from hand to hand.</p>
9-12 months	<p>Sits and manipulates toys with hands.</p> <p>When sitting, can pick up a toy without losing balance.</p> <p>Attempts to use spoon.</p> <p>Looks at and pokes small objects such as crumbs with index finger.</p> <p>Stretches out with one hand to grasp toy if offered.</p> <p>Can release toy from grasp by dropping or pressing against a firm surface.</p> <p>Uses objects to make sound e.g., bangs them together</p> <p>Imitates actions e.g., bangs their hands on the table.</p> <p>Aware that hand movements can result in a mark</p> <p>Imitates actions using whole body.</p> <p>Removes objects from a container by reaching inside.</p>

Age range	Small steps of progress - Fine Motor Skills
	<p>Enjoys knocking down towers built by adult.</p> <p>Observation checkpoint</p> <ul style="list-style-type: none"> • Can the baby pick up something small with their first finger and thumb (such as a piece of string)?
12-18 months	<p>Enjoys putting objects in and out of containers.</p> <p>Throws toys or objects deliberately.</p> <p>Can manipulate toys by pushing and pulling movements.</p> <p>Makes scribbles on paper.</p> <p>Scribbles spontaneously but marks may go off the page.</p> <p>Explores textural qualities of paint using feet and hands.</p> <p>Uses paint to make intentional marks.</p> <p>Holds pencil in palmer grip.</p> <p>Puts circle and square into form board.</p> <p>Begins to drop objects into large containers.</p> <p>Removes 1" peg from board.</p> <p>Builds tower with 3 blocks.</p>
18-24 months	<p>Scribbles spontaneously, confined to page:</p> <ul style="list-style-type: none"> • Circular • to and fro • dots. <p>Scribbles but the marks may go off the page.</p> <p>Lines up bricks to make a road.</p> <p>Investigates boxes and cupboards.</p> <p>Builds structures and knocks them down.</p> <p>Plays with tactile materials e.g., pasta, flour, water, dough, and clay</p> <p>Builds a tower of 5 blocks.</p>
24-30 months	<p>Fills and empties containers with sand, water, pasta etc.</p> <p>Constructs with ready-made forms, e.g., bricks, boxes</p>

Age range	Small steps of progress - Fine Motor Skills
	<p>Uses paint to make separate marks. Marks confined to page. Immature tripod grasp. Imitates modelled pencil movements – circular.</p>
30-36 months	<p>Imitates modelled pencil movements – vertical & horizontal. Combines lines (vertical and horizontal) and shapes in drawings. Imitates drawing a simple face, circles for head with eyes, nose, and mouth. Draws and paints, sometimes giving meaning to marks</p>
36-42 months	<p>Uses paint to produce separate and overlapping blocks of colour. Uses variety of materials e.g., clay, dough, card, feathers. Imitates drawing shapes Draws spontaneous and unrecognisable forms. Mark making includes ‘v’ shape and vertical lines.</p>
42-48 months	<p>May have preferred hand. Copies X. Can trace a simple outline. Holds pencil near point between two fingers and thumb and uses with good control. Uses construction materials to create vertical models. Makes recognisable models out of Lego or Duplo.</p>
48- 54 months	<p>Copies a 6-block stair Uses crayons, pens, and paint to produce representational forms and patterns e.g paints a sun and chooses appropriate colour. Uses fingers and tools to create models that represent ideas. Begins to construct stacking models horizontally and vertically. Holds and uses pencil with control.</p>
54- 60 months	<p>Draws simple objects.</p>

Age range	Small steps of progress - Fine Motor Skills
	<p>Makes play dough shapes with 2 or 3 parts. Cuts out and pastes simple shapes.</p> <p>ELG: Fine Motor Skills</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none">• 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, paintbrushes, and cutlery

Child Profile Summary

Child's Name:

DOB:

STUD ID:

Setting:

Key Person:

Early Years Support Team teacher:

Assessment	Baseline (black)	1st review (red)	2 nd review (green)	3 rd review (blue)	4 th review (purple)
Date/Age					

Months	Communication and Language		Personal, Social and Emotional development			Physical development	
	Listening, attention and understanding	Speaking	Self-regulation	Managing self	Building relationships	Gross motor	Fine Motor
54-60							
48-54							
42-48							
36-42							
30-36							
24-30							
18-24							
12-18							
9-12							
6-9							
3-6							
0-3							