### Personal, Social and Emotional Development

**Making relationships**
- Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.
- Initiates play, offering cues to peers to join them.
- Keeps play going by responding to what others are saying or doing.
- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.

**Self-confidence and self-awareness**
- Can select and use activities and resources with help.
- Welcomes and values praise for what they have done.
- Enjoys responsibility of carrying out small tasks.
- Is more outgoing towards unfamiliar people and more confident in new social situations.
- Confident to talk to other children when playing, and will communicate freely about own home and community.
- Shows confidence in asking adults for help

**Managing feelings and behaviour**
- Aware of own feelings, and knows that some actions and words can hurt others' feelings.
- Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.
- Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.
- Can usually adapt behaviour to different events, social situations and changes in routine.

### Communication and Language

**Listening and attention**
- Listens to others one to one or in small groups, when conversation interests them.
- Listens to stories with increasing attention and recall.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Focussing attention – still listen or do, but can shift own attention.
- Is able to follow directions (if not intently focused on own choice of activity).

**Understanding**
- Understands use of objects (e.g. “What do we use to cut things?”)
- Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture.
- Responds to simple instructions, e.g. to get or put away an object.
- Beginning to understand ‘why’ and ‘how’ questions.

**Speaking**
- Beginning to use more complex sentences to link thoughts (e.g. using and, because).
- Can retell a simple past event in correct order (e.g. went down slide, hurt finger).
- Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
- Questions why things happen and gives explanations. Asks e.g. who, what, when, how.
- Uses a range of tenses (e.g. play, playing, will play, played).
- Uses intonation, rhythm and phrasing to make the meaning clear to others.
- Uses vocabulary focused on objects and people that are of particular importance to them.
- Builds up vocabulary that reflects the breadth of their experiences.
- Uses talk in pretending that objects stand for something else in play, e.g. ‘This box is my castle.’

### Physical Development

**Moving and Handling**
- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
- Mounts stairs, steps or climbing equipment using alternate feet.
- Walks downstairs, two feet to each step while carrying a small object.
- Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.
- Can stand momentarily on one foot when shown.
- Can catch a large ball.
- Draws lines and circles using gross motor movements.
- Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.
- Holds pencil between thumb and two fingers, no longer using whole-hand grasp.
- Holds pencil near point between first two fingers and thumb and uses it with good control.
- Can copy some letters, e.g. letters from their name.

**Health and self-care**
- Can tell adults when hungry or tired or when they want to rest or play.
- Observes the effects of activity on their bodies.
- Understands that equipment and tools have to be used safely.
- Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.
- Can usually manage washing and drying hands.
- Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.
<table>
<thead>
<tr>
<th>Specific areas</th>
<th>Literacy</th>
<th>Mathematics</th>
<th>Understanding of the World</th>
<th>Expressive Arts and Design</th>
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</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>• Enjoys rhyming and rhythmic activities.</td>
<td>• Uses some number names and number language spontaneously.</td>
<td>• Shows interest in the lives of people who are familiar to them.</td>
<td>• Enjoys joining in with dancing and ring games.</td>
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<td>• Shows awareness of rhyme and alliteration.</td>
<td>• Uses some number names accurately in play.</td>
<td>• Remembers and talks about significant events in their own experience.</td>
<td>• Sings a few familiar songs.</td>
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<td>• Recognises rhythm in spoken words.</td>
<td>• Recites numbers in order to 10.</td>
<td>• Recognises and describes special times or events for family or friends.</td>
<td>• Beginning to move rhythmically.</td>
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<td>• Listens to and joins in with stories and poems, one-to-one and also in small groups.</td>
<td>• Knows that numbers identify how many objects are in a set.</td>
<td>• Shows interest in different occupations and ways of life.</td>
<td>• Imitates movement in response to music.</td>
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<td>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</td>
<td>• Beginning to represent numbers using fingers, marks on paper or pictures.</td>
<td>• Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</td>
<td>• Taps out simple repeated rhythms.</td>
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<td>• Beginning to be aware of the way stories are structured.</td>
<td>• Sometimes matches numeral and quantity correctly.</td>
<td>• Exploring and learns how sounds can be changed.</td>
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<td>• Suggests how the story might end.</td>
<td>• Shows curiosity about numbers by offering comments or asking questions.</td>
<td>• Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</td>
<td>• Explores colour and how colours can be changed.</td>
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<td>• Listens to stories with increasing attention and recall.</td>
<td>• Compares two groups of objects, saying when they have the same number.</td>
<td>• Beginning to be interested in and describe the texture of things.</td>
<td>• Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</td>
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<td>• Describes main story settings, events and principal characters.</td>
<td>• Shows an interest in number problems.</td>
<td>• Uses various construction materials.</td>
<td>• Explores colour and how colours can be changed.</td>
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<td>• Shows interest in illustrations and print in books and print in the environment.</td>
<td>• Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</td>
<td>• Developing an understanding of the form of print.</td>
<td>• Explores colour and how colours can be changed.</td>
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<td>• Recognises familiar words and signs such as own name and advertising logos.</td>
<td>• Shows an interest in representing numbers.</td>
<td>• Knows information can be relayed in the form of print.</td>
<td>• Explores colour and how colours can be changed.</td>
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<td>• Looks at books independently.</td>
<td>• Realises not only objects, but anything can be counted, including steps, claps or jumps.</td>
<td>• Holds books the correct way up and turns pages.</td>
<td>• Explores colour and how colours can be changed.</td>
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<td>• Handles books carefully.</td>
<td>• Shape, space and measure</td>
<td>• Knows that print carries meaning and, in English, is read from left to right and top to bottom.</td>
<td>• Explores colour and how colours can be changed.</td>
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<td>• Knows information can be relayed in the form of print.</td>
<td>• Shows an interest in shape and space by playing with shapes or making arrangements with objects.</td>
<td>• Beginning to be interested in and describe the texture of things.</td>
<td>• Explores colour and how colours can be changed.</td>
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<td><strong>Writing</strong></td>
<td>• Sometimes gives meaning to marks as they draw and paint.</td>
<td>• Shows awareness of similarities of shapes in the environment.</td>
<td>• Uses positional language.</td>
<td>• Explores colour and how colours can be changed.</td>
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<td>• Ascribes meanings to marks that they see in different places.</td>
<td>• Uses shapes appropriately for tasks.</td>
<td>• Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</td>
<td>• Explores colour and how colours can be changed.</td>
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<td>• Beginning to talk about the shapes of everyday objects, e.g. ‘round’ and ‘tall’.</td>
<td>• Shows interest in shapes in the environment.</td>
<td>• Explores colour and how colours can be changed.</td>
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**People and communities**
- Shows interest in the lives of people who are familiar to them.
- Remembers and talks about significant events in their own experience.
- Recognises and describes special times or events for family or friends.
- Shows interest in different occupations and ways of life.
- Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.

**The world**
- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- Can talk about some of the things they have observed such as plants, animals, natural and found objects.
- Talks about why things happen and how things work.
- Developing an understanding of growth, decay and changes over time.
- Shows care and concern for living things and the environment.

**Technology**
- Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.
- Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.
- Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.
- Knows that information can be retrieved from computers

**Shape, space and measure**
- Shows an interest in shape and space by playing with shapes or making arrangements with objects.
- Shows awareness of similarities of shapes in the environment.
- Uses positional language.
- Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.
- Shows interest in shapes in the environment.
- Uses shapes appropriately for tasks.
- Beginning to talk about the shapes of everyday objects, e.g. ‘round’ and ‘tall’.

**Exploring and using media and materials**
- Shows care and concern for living things and the environment.
- Uses movement to express feelings.
- Creates movement in response to music.
- Sings to self and makes up simple songs.
- Makes up rhythms.
- Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.
- Engagement in imaginative role-play based on own first-hand experiences.
- Builds stories around toys, e.g. farm animals needing rescue from an armchair ‘cliff’.
- Plays with simple building sets, using resources to create props to support role-play.
- Captures experiences and responses with a range of media, such as music, dance and play and other materials or words.

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**30-50 months**