

| 2YOF          | SEN | EAL   | LAC | SERV | OCT            | DEC | MAR                | JUL | OCT            | DEC | MAR                | JUL | OCT            | DEC | MAR                | JUL | OCT            | DEC | MAR                | JUL | OCT            | DEC | MAR                | JUL |
|---------------|-----|-------|-----|------|----------------|-----|--------------------|-----|----------------|-----|--------------------|-----|----------------|-----|--------------------|-----|----------------|-----|--------------------|-----|----------------|-----|--------------------|-----|
| Child's Name: |     | D.O.B |     |      | Age in Months: |     |                    |     | Age in Months: |     |                    |     | Age in Months: |     |                    |     | Age in Months: |     |                    |     | Age in Months: |     |                    |     |
|               |     |       |     |      | Well supported |     | Needs more support |     | Well supported |     | Needs more support |     | Well supported |     | Needs more support |     | Well supported |     | Needs more support |     | Well supported |     | Needs more support |     |

| Typical Development |  |   |  |  |  |   |  |  |   |
|---------------------|--|---|--|--|--|---|--|--|---|
|                     | LITERACY   |   | MATHEMATICS  |  | UNDERSTANDING THE WORLD  |   |  | EXPRESSIVE ARTS & DESIGN   |   |
|                     | Reading  | Writing   | Numbers  | Shape, Space & Measures  | People & Communities   | The World   | Technology   | Exploring & Using Media & Materials  | Being Imaginative   |
| Birth- 11 months    | <p><b>R 1</b> - Enjoys looking at books and other printed material with familiar people.</p> | <p>Children's later writing is based on skills and understandings which they develop as babies and toddlers. Before they can write, they need to learn to use spoken language to communicate. Later they learn to write down the words they can say. (See the roots of Writing in <a href="#">Communication and Language</a>).</p> <p>Early mark-making is not the same as writing. It is a sensory and physical experience for babies and toddlers, which they do not yet connect to forming symbols which can communicate meaning.(See roots of mark-making and handwriting in Playing and Exploring and <a href="#">Physical Development</a>).</p> | <p><b>N 1</b> - Notices changes in number of objects/images or sounds in group of up to 3.</p> | <p>Babies' early awareness of shape, space and measure grows from their sensory awareness and opportunities to observe objects and their movements, and to play and explore.</p> <p>See Characteristics of Effective Learning - Playing and Exploring, and <a href="#">Physical Development</a>.</p> | <p>The beginnings of understanding of People and communities lie in early attachment and other relationships. See <a href="#">Personal</a>, <a href="#">Social and Emotional Development</a> and <a href="#">Communication and Language</a>.</p> | <p><b>TW 1</b> - Moves eyes, then head, to follow moving objects.</p> <p><b>TW 2</b> - Reacts with abrupt change when a face or object suddenly disappears from view.</p> <p><b>TW 3</b> - Looks around a room with interest; visually scans environment for novel, interesting objects and events.</p> <p><b>TW 4</b> - Smiles with pleasure at recognisable playthings.</p> <p><b>TW 5</b> - Repeats actions that have an effect, e.g. kicking or hitting a mobile or shaking a rattle.</p> <p>See also Characteristics of Effective Learning – Playing and Exploring, and <a href="#">Physical Development</a></p> | <p>The beginnings of understanding technology lie in babies exploring and making sense of objects and how they behave.</p> <p>See Characteristics of Effective Learning - Playing and Exploring and Creating and Thinking Critically</p> | <p>Babies explore media and materials as part of their exploration of the world around them.</p> <p>See Characteristics of Effective Learning – Playing and Exploring, <a href="#">Physical Development</a>, <a href="#">Understanding the World</a> – The World</p> | <p>Babies and toddlers need to explore the world and develop a range of ways to communicate before they can express their own ideas through arts and design.</p> <p>See Characteristics of Effective Learning; <a href="#">Communication and Language</a>; <a href="#">Physical Development</a>; <a href="#">Personal</a>, <a href="#">Social and Emotional Development</a></p> |

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|                     |   | LITERACY   |  |         |  | MATHEMATICS  |  |   |  | UNDERSTANDING THE WORLD   |  |   |  | EXPRESSIVE ARTS & DESIGN   |  |  |  |   |  |  |  |  |  |
|                     |   | Reading  |  | Writing |  | Numbers  |  | Shape, Space & Measures   |  | People & Communities  |  | The World   |  | Technology   |  | Exploring & Using Media & Materials  |  | Being Imaginative   |  |  |  |  |  |
| 8 – 20 months       | R 1 - Handles books and printed material with interest.       | Children's later writing is based on skills and Understandings which they develop as babies and toddlers. Before they can write, they need to learn to use spoken language to communicate. Later they learn to write down the words they can say. (See the roots of Writing in <a href="#">Communication and Language</a> ). |  |         |  | N 1 - Develops an awareness of number names through their enjoyment of action rhymes and songs that relate to their experience of numbers. |  | SSM 1 - Recognises big things and small things in meaningful contexts.                                      |  | The beginnings of understanding of People and communities lie in early attachment and other relationships.      |  | TW 1 - Closely observes what animals, people and vehicles do.   |  | The beginnings of understanding technology lie in babies exploring and making sense of objects and how they behave.                    |  | EUMM 1 - Explores and experiments with a range of media through sensory exploration, and using whole body. |  | Babies and toddlers need to explore the world and develop a range of ways to communicate before they can express their own ideas through arts and design.                                 |  |  |  |  |  |
|                     |   | Early mark-making is not the same as writing. It is a sensory and physical experience for babies and toddlers, which they do not yet connect to forming symbols which can communicate meaning.(See roots of mark-making and handwriting in <a href="#">Playing and Exploring</a> and <a href="#">Physical Development</a> ). |  |         |  | N 2 - Has some understanding that things exist, even when out of sight.  |  | SSM 2 - Gets to know and enjoy daily routines, such as getting-up time, mealtimes, nappy time, and bedtime. |  | See <a href="#">Personal, Social and Emotional Development</a> and <a href="#">Communication and Language</a> . |  | TW 2 - Watches toy being hidden and tries to find it.   |  | See Characteristics of Effective Learning – <a href="#">Playing and Exploring</a> and <a href="#">Creating and Thinking Critically</a> |  | EUMM 2 - Move their whole bodies to sounds they enjoy, such as music or a regular beat.                    |  | See Characteristics of Effective Learning; <a href="#">Communication and Language</a> ; <a href="#">Physical Development</a> ; <a href="#">Personal, Social and Emotional Development</a> |  |  |  |  |  |
| 16- 26 months       | R 1 - Interested in books and rhymes and may have favourites. |  |  |         |  | N 1 -Knows that things exist, even when out of sight.  |  | SSM 1 - Attempts, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles.      |  | PC 1 -Is curious about people and shows interest in stories about themselves and their family.                  |  | TW 1 - Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking. |  | T 1 - Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times.                    |  | EUMM 3 - Imitates and improvises actions they have observed, e.g. clapping or waving.                      |  | BI 1 - Expresses self through physical action and sound.  |  |  |  |  |  |
|                     |   |  |  |         |  | N 2 - Beginning to organise and categorise objects, e.g. putting all the teddy bears together or teddies and cars in separate piles.       |  | SSM 2 - Uses blocks to create their own simple structures and arrangements.                                 |  | PC 2 - Enjoys pictures and stories about themselves, their families and other people                            |  | TW 2 - Remembers where objects belong.  |  | T 2 - Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them                          |  | EUMM 4 - Begins to move to music, listen to or join in rhymes or songs.                                    |  | BI 2 - Pretends that one object represents another, especially when objects have characteristics in common.   |  |  |  |  |  |
|                     |   |  |  |         |  | N 3 - Says some counting words randomly.   |  | SSM 3 - Enjoys filling and emptying containers.   |  |   |  | TW 3 - Matches parts of objects that fit together, e.g. puts lid on teapot.   |  |  |  | EUMM 5 - Notices and is interested in the effects of making movements which leave marks.                   |  |   |  |  |  |  |  |

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## Typical Development

| Typical Development |   |  |  |   |  |   |   |   |  |
|---------------------|---|--|--|---|--|---|---|---|--|
|                     | LITERACY  |  | MATHEMATICS  |   | UNDERSTANDING THE WORLD  |   |   | EXPRESSIVE ARTS & DESIGN  |  |
|                     | Reading   | Writing  | Numbers  | Shape, Space & Measures   | People & Communities   | The World   | Technology  | Exploring & Using Media & Materials   | Being Imaginative  |
| 22 – 36 months      | <p><b>R 1</b> - Has some favourite stories, rhymes, songs, poems or jingles.</p> <p><b>R 2</b> - Repeats words or phrases from familiar stories.</p> <p><b>R 3</b>- Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.</p> | <p><b>W 1</b> - Distinguishes between the different marks they make.</p> | <p><b>N 1</b> - Selects a small number of objects from a group when asked, for example, '<i>please give me one</i>', '<i>please give me two</i>'.</p> <p><b>N 2</b> - Recites some number names in sequence.</p> <p><b>N 3</b> - Creates and experiments with symbols and marks representing ideas of number.</p> <p><b>N 4</b> - Begins to make comparisons between quantities.</p> <p><b>N 5</b> - Uses some language of quantities, such as '<i>more</i>' and '<i>a lot</i>'.</p> <p><b>N 6</b> - Knows that a group of things changes in quantity when something is added or taken away.</p> | <p><b>SSM 1</b> - Notices simple shapes and patterns in pictures.</p> <p><b>SSM 2</b> - Beginning to categorise objects according to properties such as shape or size.</p> <p><b>SSM 3</b> - Begins to use the language of size.</p> <p><b>SSM 4</b> - Understands some talk about immediate past and future, e.g. '<i>before</i>', '<i>later</i>' or '<i>soon</i>'.</p> <p><b>SSM 5</b> - Anticipates specific time-based events such as mealtimes or home time.</p> | <p><b>PC 1</b> - Has a sense of own immediate family and relations.</p> <p><b>PC 2</b> - In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.</p> <p><b>PC 3</b> - Beginning to have their own friends.</p> <p><b>PC 4</b> - Learns that they have similarities and differences that connect them to, and distinguish them from, others.</p> | <p><b>TW 1</b> - Enjoys playing with small-world models such as a farm, a garage, or a train track.</p> <p><b>TW 2</b> - Notices detailed features of objects in their environment.</p> | <p><b>T 1</b> - Seeks to acquire basic skills in turning on and operating some ICT equipment.</p> <p><b>T 2</b> - Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.</p> | <p><b>EUMM 1</b> - Joins in singing favourite songs.</p> <p><b>EUMM 2</b> - Creates sounds by banging, shaking, tapping or blowing.</p> <p><b>EUMM 3</b> - Shows an interest in the way musical instruments sound.</p> <p><b>EUMM 4</b> Experiments with blocks, colours and marks.</p> | <p><b>BI 1</b> - Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'</p> <p><b>BI 2</b> - Beginning to make-believe by pretending.</p> |

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|---|--|--|--|--|--|---|---|--|--|
| LITERACY  |  | MATHEMATICS  |  |  | UNDERSTANDING THE WORLD  |   |   | EXPRESSIVE ARTS & DESIGN   |  |
| Reading   | Writing  | Numbers  | Shape, Space & Measures  | People & Communities   | The World  | Technology  | Exploring & Using Media & Materials   | Being Imaginative  |  |
| <p><b>30 – 50 months</b></p> <p><b>R 1</b> - Enjoys rhyming and rhythmic activities.</p> <p><b>R 2</b> - Shows awareness of rhyme and alliteration.</p> <p><b>R 3</b> - Recognises rhythm in spoken words.</p> <p><b>R 4</b> - Listens to and joins in with stories and poems, one-to-one and also in small groups.</p> <p><b>R 5</b> - Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p><b>R 6</b> - Beginning to be aware of the way stories are structured.</p> <p><b>R 7</b> - Suggests how the story might end.</p> <p><b>R 8</b> - Listens to stories with increasing attention and recall.</p> <p><b>R 9</b> - Describes main story settings, events and principal Characters.</p> <p><b>R 10</b> - Shows interest in illustrations and print in books and print in the environment.</p> <p><b>R 11</b> - Recognises familiar words and signs such as own name and advertising logos.</p> <p><b>R 12</b> - Looks at books independently.</p> <p><b>R 13</b> - Handles books carefully.</p> <p><b>R 14</b> - Knows information can be relayed in the form of print.</p> <p><b>R 15</b> - Holds books the correct way up and turns pages.</p> <p><b>R 16</b> - Knows that print carries meaning and, in English, is read from left to right and top to bottom.</p> | <p><b>W 1</b> - Sometimes gives meaning to marks as they draw and paint.</p> <p><b>W 2</b> - Ascribes meanings to marks that they see in different places.</p> | <p><b>N 1</b> - Uses some number names and number language spontaneously.</p> <p><b>N 2</b> - Uses some number names accurately in play.</p> <p><b>N 3</b> - Recites numbers in order to 10.</p> <p><b>N 4</b> - Knows that numbers identify how many objects are in a set.</p> <p><b>N 5</b> - Beginning to represent numbers using fingers, marks on paper or pictures.</p> <p><b>N 6</b> - Sometimes matches numeral and quantity correctly.</p> <p><b>N 7</b> - Shows curiosity about numbers by offering comments or asking questions.</p> <p><b>N 8</b> - Compares two groups of objects, saying when they have the same number.</p> <p><b>N 9</b> - Shows an interest in number problems.</p> <p><b>N 10</b> - Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</p> <p><b>N 11</b> - Shows an interest in numerals in the environment.</p> <p><b>N 12</b> - Shows an interest in representing numbers.</p> <p><b>N 13</b> - Realises not only objects, but anything can be counted, including steps, claps or jumps</p> | <p><b>SSM 1</b> - Shows an interest in shape and space by playing with shapes or making arrangements with objects.</p> <p><b>SSM 2</b> - Shows awareness of similarities of shapes in the environment.</p> <p><b>SSM 3</b> - Uses positional language.</p> <p><b>SSM 4</b> - Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</p> <p><b>SSM 5</b> - Shows interest in shapes in the environment.</p> <p><b>SSM 6</b> - Uses shapes appropriately for tasks.</p> <p><b>SSM 7</b> - Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</p> | <p><b>PC 1</b> - Shows interest in the lives of people who are familiar to them.</p> <p><b>PC 2</b> - Remembers and talks about significant events in their own experience.</p> <p><b>PC 3</b> - Recognises and describes special times or events for family or friends.</p> <p><b>PC 4</b> - Shows interest in different occupations and ways of life.</p> <p><b>PC 5</b> - 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.</p> | <p><b>TW 1</b> - Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p><b>TW 2</b> - Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p><b>TW 3</b> - Talks about why things happen and how things work.</p> <p><b>TW 4</b> - Developing an understanding of growth, decay and changes over time.</p> <p><b>TW 5</b> - Shows care and concern for living things and the environment.</p> | <p><b>T 1</b> - Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.</p> <p><b>T 2</b> - Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</p> <p><b>T 3</b> - Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</p> <p><b>T 4</b> - Knows that information can be retrieved from computers</p> | <p><b>EUMM 1</b> - Enjoys joining in with dancing and ring games.</p> <p><b>EUMM 2</b> - Sings a few familiar songs.</p> <p><b>EUMM 3</b> - Beginning to move rhythmically.</p> <p><b>EUMM 4</b> - Imitates movement in response to music.</p> <p><b>EUMM 5</b> - Taps out simple repeated rhythms.</p> <p><b>EUMM 6</b> - Explores and learns how sounds can be changed.</p> <p><b>EUMM 7</b> - Explores colour and how colours can be changed.</p> <p><b>EUMM 8</b> - Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</p> <p><b>EUMM 9</b> - Beginning to be interested in and describe the texture of things.</p> <p><b>EUMM 10</b> - Uses various construction materials.</p> <p><b>EUMM 11</b> - Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p><b>EUMM 12</b> - Joins construction pieces together to build and balance.</p> <p><b>EUMM 13</b> - Realises tools can be used for a purpose.</p> | <p><b>BI 1</b> - Developing preferences for forms of expression.</p> <p><b>BI 2</b> - Uses movement to express feelings.</p> <p><b>BI 3</b> - Creates movement in response to music.</p> <p><b>BI 4</b> - Sings to self and makes up simple songs.</p> <p><b>BI 5</b> - Makes up rhythms.</p> <p><b>BI 6</b> - Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</p> <p><b>BI 7</b> - Engages in imaginative role-play based on own first-hand experiences.</p> <p><b>BI 9</b> - Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</p> <p><b>BI 9</b> - Uses available resources to create props to support role-play.</p> <p><b>BI 10</b> - Captures experiences and responses with a range of media, such as music, dance and paint and other materials</p> |  |

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| LITERACY            |   |   | MATHEMATICS  |   |   | UNDERSTANDING THE WORLD  |  |   | EXPRESSIVE ARTS & DESIGN   |                   |
| Reading             |   | Writing   | Numbers  |   | Shape, Space & Measures   | People & Communities   | The World  | Technology  | Exploring & Using Media & Materials  | Being Imaginative |
| 40-60+ months       | <b>R 1</b> - Continues a rhyming string.  | <b>W 1</b> - Gives meaning to marks they make as they draw, write and paint.  | <b>N 1</b> - Recognise some numerals of personal significance.                           | <b>SSM 1</b> - Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. | <b>PC 1</b> - Enjoys joining in with family customs and routines. | <b>TW 1</b> - Looks closely at similarities, differences, patterns and change. | <b>T 1</b> - Completes a simple program on a computer.   | <b>EUMM 1</b> - Begins to build a repertoire of songs and dances.                       | <b>BI 1</b> - Create simple representations of events, people and objects.   |                   |
|                     | <b>R 2</b> - Hears and says the initial sound in words.   | <b>W 2</b> - Begins to break the flow of speech into words.   | <b>N 2</b> - Recognises numerals 1 to 5.   | <b>SSM 2</b> - Selects a particular named shape.  |   |  | <b>T 2</b> - Uses ICT hardware to interact with age appropriate computer software.                         | <b>EUMM 2</b> - Explores the different sounds of instruments.                           | <b>BI 2</b> - Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. |                   |
|                     | <b>R 3</b> - Can segment the sounds in simple words and blend them together and knows which letters represent some of them. | <b>W 3</b> - Continues a rhyming string.  | <b>N 3</b> - Counts up to three or four objects by saying one number name for each item. | <b>SSM 3</b> - Can describe their relative position such as 'behind' or 'next to'.  |   |  |  | <b>EUMM 3</b> - Explores what happens when they mix colours.                            | <b>BI 3</b> - Chooses particular colours to use for a purpose.   |                   |
|                     | <b>R 4</b> - Links sounds to letters, naming and sounding the letters of the alphabet.                                      | <b>W 4</b> - Hears and says the initial sound in words.   | <b>N 4</b> - Counts actions or objects which cannot be moved.                            | <b>SSM 4</b> - Orders two or three items by length or height.   |   |  |  | <b>EUMM 4</b> - Experiments to create different textures.                               | <b>BI 4</b> - Introduces a storyline or narrative into their play.   |                   |
|                     | <b>R 5</b> - Begins to read words and simple sentences.   | <b>W 5</b> - Can segment the sounds in simple words and blend them together.  | <b>N 5</b> - Counts objects to 10, and beginning to count beyond 10.                     | <b>SSM 5</b> - Orders two items by weight or capacity.  |   |  |  | <b>EUMM 5</b> - Understands that different media can be combined to create new effects. | <b>BI 5</b> - Plays alongside other children who are engaged in the same theme.  |                   |
|                     | <b>R 6</b> - Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.            | <b>W 6</b> - Links sounds to letters, naming and sounding the letters of the alphabet.  | <b>N 6</b> - Counts out up to six objects from a larger group.                           | <b>SSM 6</b> - Uses familiar objects and common shapes to create and recreate patterns and build models.                                  |   |  |  | <b>EUMM 6</b> - Manipulates materials to achieve a planned effect.                      | <b>BI 6</b> - Plays cooperatively as part of a group to develop and act out a narrative.   |                   |
|                     | <b>R 7</b> - Enjoys an increasing range of books.   | <b>W 7</b> - Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. | <b>N 7</b> - Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.      | <b>SSM 7</b> - Uses everyday language related to time.  |   |  |  | <b>EUMM 7</b> - Constructs with a purpose in mind, using a variety of resources.        |  |                   |
|                     | <b>R 8</b> - Knows that information can be retrieved from books and computers.  | <b>W 8</b> - Writes own name and other things such as labels, captions.   | <b>N 8</b> - Counts an irregular arrangement of up to ten objects.                       | <b>SSM 8</b> - Beginning to use everyday language related to money.   |   |  |  | <b>EUMM 8</b> - Uses simple tools and techniques competently and appropriately.         |  |                   |
|                     | <b>W 9</b> - Attempts to write short sentences in meaningful contexts.  | <b>N 9</b> - Estimates how many objects they can see and checks by counting them.   | <b>SSM 9</b> - Orders and sequences familiar events.                                     |   |   |  | <b>EUMM 9</b> - Selects appropriate resources and adapts work where necessary.                             |   |  |                   |
|                     |   | <b>N 10</b> - Uses the language of 'more' and 'fewer' to compare two sets of objects.   | <b>SSM 10</b> - Measures short periods of time in simple ways.                           |   |   |  | <b>EUMM 10</b> - Selects tools and techniques needed to shape, assemble and join materials they are using. |   |  |                   |
|                     |   | <b>N 11</b> - Finds the total number of items in two groups by counting all of them.  |  |   |   |  |  |   |  |                   |
|                     |   | <b>N 12</b> - Says the number that is one more than a given number.   |  |   |   |  |  |   |  |                   |
|                     |   | <b>N 13</b> - Finds one more or one less from a group of up to five objects, then ten objects.                                  |  |   |   |  |  |   |  |                   |
|                     |   | <b>N 14</b> - In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.       |  |   |   |  |  |   |  |                   |
|                     |   | <b>N 15</b> - Records, using marks that they can interpret and explain.   |  |   |   |  |  |   |  |                   |
|                     |   | <b>N 16</b> - Begins to identify own mathematical problems based on own interests and fascinations.                             |  |   |   |  |  |   |  |                   |

|               |     |       |     |                |     |                    |     |                |     |                    |     |                |     |                    |     |                |     |                    |     |                |     |                    |     |     |
|---------------|-----|-------|-----|----------------|-----|--------------------|-----|----------------|-----|--------------------|-----|----------------|-----|--------------------|-----|----------------|-----|--------------------|-----|----------------|-----|--------------------|-----|-----|
| 2YOF          | SEN | EAL   | LAC | SERV           | OCT | DEC                | MAR | JUL            | OCT | DEC                | MAR | JUL            | OCT | DEC                | MAR | JUL            | OCT | DEC                | MAR | JUL            | OCT | DEC                | MAR | JUL |
| Child's Name: |     | D.O.B |     | Age in Months: |     |                    |     | Age in Months: |     |                    |     | Age in Months: |     |                    |     | Age in Months: |     |                    |     | Age in Months: |     |                    |     |     |
|               |     |       |     | Well supported |     | Needs more support |     | Well supported |     | Needs more support |     | Well supported |     | Needs more support |     | Well supported |     | Needs more support |     | Well supported |     | Needs more support |     |     |

| Typical Development |  |         |  |             |  |                         |  |                         |           |            |                                     |                   |
|---------------------|--|---------|--|-------------|--|-------------------------|--|-------------------------|-----------|------------|-------------------------------------|-------------------|
| LITERACY            |  |         |  | MATHEMATICS |  |                         |  | UNDERSTANDING THE WORLD |           |            | EXPRESSIVE ARTS & DESIGN            |                   |
| Reading             |  | Writing |  | Numbers     |  | Shape, Space & Measures |  | People & Communities    | The World | Technology | Exploring & Using Media & Materials | Being Imaginative |

When completing an EYFS Profile, practitioners are asked to make a best-fit judgement for each ELG using the description of learning and development expected at the end of the EYFS. When making a decision, practitioners must consider the entirety of each ELG.

To create the most accurate picture of the child's overall embedded learning, a holistic view of the descriptor should be taken.

A child's learning and development can be judged to be at the level expected at the end of the EYFS if the ELG description and accompanying exemplification best fit the practitioner's professional knowledge of the child.

Because children do not necessarily achieve uniformly, the practitioner should judge whether the description within the ELG best fits the child's learning and development, taking into account their relative strengths and weaknesses. 'Best fit' does not mean that the child has equal mastery of all aspects of the ELG. Practitioners should look to the whole of each ELG description when making this summative judgement (page 11 Early Years Foundation Stage Profile Handbook)

Each ELG is followed by a brief explanatory note. The purpose of this is to provide a succinct explanation for each ELG to ensure accuracy and consistency of interpretation by all stakeholders. The explanatory note is not to be used in place of the ELG descriptor for assessment purposes.

Early Learning Goal (Expected)

|   |  |   |   |  |   |   |   |  |
|---|--|---|---|--|---|---|---|--|
| <p>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate an understanding when talking with others about what they have read.</p> | <p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p> | <p>Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p> | <p>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p> | <p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> | <p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one to another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> | <p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> | <p>Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><i>and change sounds and movements in their play. The child uses a variety of materials, tools and techniques safely through an exploration of colour, design, texture, form and function.</i></p> | <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> |
|---|--|---|---|--|---|---|---|--|

**E y** The descriptors detailed below are sourced from the Tickell Review. They act as guidance to support the process of making a judgement that a child's level of learning and development is in the exceeding category. Please refer to section 2.3 for further information. Page 53 EYFS Profile Handbook 2013

|               |     |       |     |                |     |                    |     |                |     |                    |     |                |     |                    |     |                |     |                    |     |                |     |                    |     |     |
|---------------|-----|-------|-----|----------------|-----|--------------------|-----|----------------|-----|--------------------|-----|----------------|-----|--------------------|-----|----------------|-----|--------------------|-----|----------------|-----|--------------------|-----|-----|
| 2YOF          | SEN | EAL   | LAC | SERV           | OCT | DEC                | MAR | JUL            | OCT | DEC                | MAR | JUL            | OCT | DEC                | MAR | JUL            | OCT | DEC                | MAR | JUL            | OCT | DEC                | MAR | JUL |
| Child's Name: |     | D.O.B |     | Age in Months: |     |                    |     | Age in Months: |     |                    |     | Age in Months: |     |                    |     | Age in Months: |     |                    |     | Age in Months: |     |                    |     |     |
|               |     |       |     | Well supported |     | Needs more support |     | Well supported |     | Needs more support |     | Well supported |     | Needs more support |     | Well supported |     | Needs more support |     | Well supported |     | Needs more support |     |     |

| Typical Development  |  |   |   |  |  |  |  |   |   |
|--|--|---|---|--|--|--|--|---|---|
| LITERACY   |  |   | MATHEMATICS   |  | UNDERSTANDING THE WORLD  |  |  | EXPRESSIVE ARTS & DESIGN  |   |
| Reading  |  | Writing   | Numbers   | Shape, Space & Measures  | People & Communities   | The World  | Technology   | Exploring & Using Media & Materials   | Being Imaginative   |
| <p>Children can read phonically regular words of more than one syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. They can describe the main events in the simple stories they have read.</p> |  | <p>Children can spell phonically regular words of more than one syllable as well as many irregular but high frequency words. They use key features of narrative in their own writing.</p> | <p>Children estimate a number of objects and check quantities by counting up to 20. They solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups. ( This descriptor has been amended to reflect the increased level of challenge applied to the expected descriptor following the Tickell review.)</p> | <p>Children estimate, measure, weigh and order objects and talk about properties, position and time.</p> | <p>Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past. They know that other children have different likes and dislikes and that they may be good at different things. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect</p> | <p>Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in. They know the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating, sinking, experimentation.</p> | <p>Children find out about and use a range of everyday technology. They select appropriate applications that support an identified need – for example in deciding how best to make a record of a special event in their lives, such as a journey on a steam train.</p> | <p>Children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decisions about how media and materials can be combined and changed.</p> | <p>Children talk about the ideas and processes which have led them to make music, designs, images or products. They can talk about features of their own and others work, recognising the differences between them and the strengths of others.</p> |