|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Personal, social and emotional development** | | | **Date** | **Evidence** |
| Making relationships | 1  2  3  4  5  6 | • Enjoys the company of others and seeks contact with others  from birth.  • Gazes at faces and copies facial movements. e.g. sticking out  tongue, opening mouth and widening eyes.  • Responds when talked to, for example, moves arms and legs,  changes facial expression, moves body and makes mouth  movements.  • Recognises and is most responsive to main carer’s voice: face  brightens, activity increases when familiar carer appears.  • Responds to what carer is paying attention to, e.g. following  their gaze.  • Likes cuddles and being held: calms, snuggles in, smiles,  gazes at carer’s face or strokes carer’s skin. |  |  |
| Self-confidence and self-awareness | 7  8 | • Laughs and gurgles, e.g. shows pleasure at being tickled and  other physical interactions.  • Uses voice, gesture, eye contact and facial expression to  make contact with people and keep their attention. |  |  |
| Managing feelings and behaviour | 9  10  11  12  13 | • Is comforted by touch and people’s faces and voices.  • Seeks physical and emotional comfort by snuggling in to  trusted adults.  • Calms from being upset when held, rocked, spoken or sung  to with soothing voice.  • Shows a range of emotions such as pleasure, fear and  excitement.  • Reacts emotionally to other people’s emotions, e.g. smiles  when smiled at and becomes distressed if hears another child  crying. |  |  |
| **Communication and language** | | | **Date** | **Evidence** |
| Listening and attention | 1  2  3  4  5  6  7 | • Turns toward a familiar sound then locates range of sounds  with accuracy.  • Listens to, distinguishes and responds to intonations and  sounds of voices.  • Reacts in interaction with others by smiling, looking and  moving.  • Quietens or alerts to the sound of speech.  • Looks intently at a person talking, but stops responding if  speaker turns away.  • Listens to familiar sounds, words, or finger plays.  • Fleeting Attention – not under child’s control, new stimuli takes  whole attention. |  |  |
| Understanding | 1  2 | • Stops and looks when hears own name.  • Starts to understand contextual clues, e.g. familiar gestures,  words and sounds. |  |  |
| Speaking | 3  4  5  6 | • Communicates needs and feelings in a variety of ways  including crying, gurgling, babbling and squealing.  • Makes own sounds in response when talked to by familiar  adults.  • Lifts arms in anticipation of being picked up.  • Practises and gradually develops speech sounds (babbling)  to communicate with adults; says sounds like ‘baba, nono,  gogo’. |  |  |
| **Physical Development** | | | **Date** | **Evidence** |
| Moving and Handling | 1  2  3  4  5  6  7  8 | • Turns head in response to sounds and sights.  • Gradually develops ability to hold up own head.  • Makes movements with arms and legs which gradually  become more controlled.  • Rolls over from front to back, from back to front.  • When lying on tummy becomes able to lift first head and then  chest, supporting self with forearms and then straight arms.  • Watches and explores hands and feet, e.g. when lying on  back lifts legs into vertical position and grasps feet.  • Reaches out for, touches and begins to hold objects.  • Explores objects with mouth, often picking up an object and  holding it to the mouth. |  |  |
| Health and self-care | 9  10  11 | • Responds to and thrives on warm, sensitive physical contact  and care.  • Expresses discomfort, hunger or thirst.  • Anticipates food routines with interest. |  |  |
| **Literacy** | | | **Date** | **Evidence** |
| Reading | 1 | • Enjoys looking at books and other printed material with  familiar people. |  |  |
| Writing |  | 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 Communication and  language).  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 Physical Development). |  |  |
| **Mathematics** | | | **Date** | **Evidence** |
| Numbers | 1 | • Notices changes in number of objects/images or sounds in  group of up to 3. |  |  |
| Shape, space and measure |  | 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.  See Characteristics of Effective Learning - Playing and  Exploring, and Physical Development. |  |  |
| **Understanding the World** | | | **Date** | **Evidence** |
| People and communities |  | The beginnings of understanding of People and communities  lie in early attachment and other relationships. See Personal,  Social and Emotional Development and Communication and  Language. |  |  |
| The World | 1  2  3  4  5 | • Moves eyes, then head, to follow moving objects.  • Reacts with abrupt change when a face or object suddenly  disappears from view.  • Looks around a room with interest; visually scans environment  for novel, interesting objects and events.  • Smiles with pleasure at recognisable playthings.  • Repeats actions that have an effect, e.g. kicking or hitting a  mobile or shaking a rattle.  See also Characteristics of Effective Learning – Playing and  Exploring, and Physical Development |  |  |
| Technology |  | The beginnings of understanding technology lie in babies  exploring and making sense of objects and how they behave.  See Characteristics of Effective Learning - Playing and Exploring  and Creating and Thinking Critically |  |  |
| **Expressive Arts and Design** | | | **Date** | **Evidence** |
| Exploring and using media and materials |  | Babies explore media and materials as part of their exploration  of the world around them. See Characteristics of Effective  Learning – Playing and Exploring, Physical Development,  Understanding the World – The World |  |  |
| Being imaginative |  | 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. See Characteristics of  Effective Learning; Communication and Language; Physical  Development; Personal, Social and Emotional Development |  |  |