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| **Personal, social and emotional development** | | | **Date** | **Evidence** |
| Making relationships | 1  2  3  4 | • Interested in others’ play and starting to join in.  • Seeks out others to share experiences.  • Shows affection and concern for people who are special to  them.  • May form a special friendship with another child. |  |  |
| Self-confidence and self-awareness | 5  6 | •Separates from main carer with support and encouragement  from a familiar adult.  •Expresses own preferences and interests. |  |  |
| Managing feelings and behaviour | 7  8  9  10  11  12  13  14 | • Seeks comfort from familiar adults when needed.  • Can express their own feelings such as sad, happy, cross,  scared, worried.  • Responds to the feelings and wishes of others.  • Aware that some actions can hurt or harm others.  • Tries to help or give comfort when others are distressed.  • Shows understanding and cooperates with some boundaries  and routines.  • Can inhibit own actions/behaviours, e.g. stop themselves  from doing something they shouldn’t do.  • Growing ability to distract self when upset, e.g. by engaging in  a new play activity. |  |  |
| **Communication and language** | | | **Date** | **Evidence** |
| Listening and attention | 1  2  3  4 | • Listens with interest to the noises adults make when they  read stories.  • Recognises and responds to many familiar sounds, e.g.  turning to a knock on the door, looking at or going to the door.  • Shows interest in play with sounds, songs and rhymes.  • Single channelled attention. Can shift to a different task if  attention fully obtained – using child’s name helps focus. |  |  |
| Understanding | 5  6  7  8 | •Identifies action words by pointing to the right picture,  e.g., “Who’s jumping?”  •Understands more complex sentences, e.g. ‘Put your toys  away and then we’ll read a book.’  •Understands ‘who’, ‘what’, ‘where’ in simple questions  (e.g. Who’s that/can? What’s that? Where is.?).  •Developing understanding of simple concepts (e.g. big/little). |  |  |
| Speaking | 9  10  11  12  13  14  15 | • Uses language as a powerful means of widening contacts,  sharing feelings, experiences and thoughts.  • Holds a conversation, jumping from topic to topic.  • Learns new words very rapidly and is able to use them in  communicating.  • Uses gestures, sometimes with limited talk, e.g. reaches  toward toy, saying ‘I have it’.  • Uses a variety of questions (e.g. what, where, who).  • Uses simple sentences (e.g.’ Mummy gonna work.’)  • Beginning to use word endings (e.g. going, cats). |  |  |
| **Physical Development** | | | **Date** | **Evidence** |
| Moving and Handling | 1  2  3  4  5  6  7  8  9  10 | •Runs safely on whole foot.  •Squats with steadiness to rest or play with object on the  ground, and rises to feet without using hands.  •Climbs confidently and is beginning to pull themselves up on  nursery play climbing equipment.  •Can kick a large ball.  •Turns pages in a book, sometimes several at once.  •Shows control in holding and using jugs to pour, hammers,  books and mark-making tools.  •Beginning to use three fingers (tripod grip) to hold writing tools  •Imitates drawing simple shapes such as circles and lines.  •Walks upstairs or downstairs holding onto a rail two feet to a  step.  •May be beginning to show preference for dominant hand. |  |  |
| Health and self-care | 11  12  13  14  15  16 | • Feeds self competently with spoon.  • Drinks well without spilling.  • Clearly communicates their need for potty or toilet.  • Beginning to recognise danger and seeks support of  significant adults for help.  • Helps with clothing, e.g. puts on hat, unzips zipper on jacket,  takes off unbuttoned shirt.  • Beginning to be independent in self-care, but still often needs  adult support. |  |  |
| **Literacy** | | | **Date** | **Evidence** |
| Reading | 1  2  3 | •Has some favourite stories, rhymes, songs, poems or jingles.  •Repeats words or phrases from familiar stories.  •Fills in the missing word or phrase in a known rhyme, story or  game, e.g. ‘Humpty Dumpty sat on a …’. |  |  |
| Writing | 4 | •Distinguishes between the different marks they make. |  |  |
| **Mathematics** | | | **Date** | **Evidence** |
| Numbers | 1  2  3  4  5  6 | •Selects a small number of objects from a group when asked,  for example, ‘please give me one’, ‘please give me two’.  •Recites some number names in sequence.  •Creates and experiments with symbols and marks  representing ideas of number.  •Begins to make comparisons between quantities.  •Uses some language of quantities, such as ‘more’ and ‘a lot’.  •Knows that a group of things changes in quantity when  something is added or taken away. |  |  |
| Shape, space and measure | 7  8  9  10  11 | •Notices simple shapes and patterns in pictures.  •Beginning to categorise objects according to properties such  as shape or size.  •Begins to use the language of size.  •Understands some talk about immediate past and future, e.g.  ‘before’, ‘later’ or ‘soon’.  •Anticipates specific time-based events such as mealtimes or  home time. |  |  |
| **Understanding the World** | | | **Date** | **Evidence** |
| People and communities | 1  2  3  4 | •Has a sense of own immediate family and relations.  •In pretend play, imitates everyday actions and events from  own family and cultural background, e.g. making and drinking  tea.  •Beginning to have their own friends.  •Learns that they have similarities and differences that connect  them to, and distinguish them from, others. |  |  |
| The World | 5  6 | •Enjoys playing with small-world models such as a farm, a  garage, or a train track.  •Notices detailed features of objects in their environment. |  |  |
| Technology | 7  8 | • Seeks to acquire basic skills in turning on and operating some  ICT equipment.  • Operates mechanical toys, e.g. turns the knob on a wind-up  toy or pulls back on a friction car. |  |  |
| **Expressive Arts and Design** | | | **Date** | **Evidence** |
| Exploring and using media and materials | 1  2  3  4 | •Joins in singing favourite songs.  •Creates sounds by banging, shaking, tapping or blowing.  •Shows an interest in the way musical instruments sound.  •Experiments with blocks, colours and marks. |  |  |
| Being imaginative | 5  6 | •Beginning to use representation to communicate, e.g. drawing  a line and saying ‘That’s me.’  •Beginning to make-believe by pretending. |  |  |