



Gradual Steps Throughout the EYFS

**Non-Statutory guidance to support children presenting
with special educational needs**

Order- Age Banded

Tick Boxes

What are gradual steps?

This Gradual Steps document has been devised to help support children who are presenting with special educational needs This booklet is a collaboration of non-statutory recording documents which have been fused together.. The assessment covers the three prime areas of the EYFS and Characteristics of Learning. It includes additional smaller goals which have been added to ensure a gradual progression can be documented for all children's learning.

This booklet is advised to be used as support only.

Not all goals will be manageable for all children.

Understanding your child's abilities and assessing where their needs are, will enable you to focus on areas and support that child will require and complete in smaller manageable chunks.

Green text has been added to highlight the non-statutory development matters guidance- observation checkpoints

Birth to 5 matters non-statutory guidance is highlighted in brown

All black text has been added to build in additional 'Gradual Step' goals to support children's learning further

Characteristics of Effective Learning					Assessment Criteria 1= not yet 2= rarely 3= sometimes 4= often							
Playing and Exploring	realise that their actions have an effect on the world, so they want to keep repeating them	Term 1	Term 3	Term 5	plan and think ahead about how they will explore or play with objects	Term 1	Term 3	Term 5	guide their own thinking and actions by referring to visual aids or by talking to themselves while playing	Term 1	Term 3	Term 5
	make independent choices	Term 1	Term 3	Term 5	bring their own interests and fascinations into early years settings - this helps them to develop their learning	Term 1	Term 3	Term 5	respond to new experiences that you bring to their attention	Term 1	Term 3	Term 5
Active Learning	participate in routines, such as going to their cot or mat when they want to sleep	Term 1	Term 3	Term 5	show goal-directed behaviour	Term 1	Term 3	Term 5	keep on trying when things are difficult	Term 1	Term 3	Term 5
	begin to predict sequences because they know routines	Term 1	Term 3	Term 5	begin to correct their mistakes themselves	Term 1	Term 3	Term 5				
Creating and Thinking Critically	take part in simple pretend play	Term 1	Term 3	Term 5	Use pretend play to think beyond the 'her and now' and to understand another perspective make more links between those ideas	Term 1	Term 3	Term 5	concentrate on achieving something that's important to them	Term 1	Term 3	Term 5
	Sort materials	Term 1	Term 3	Term 5	know more, so feel confident about coming up with their own ideas	Term 1	Term 3	Term 5	they are increasingly able to control their attention and ignore distractions	Term 1	Term 3	Term 5

Making Relationships			Sense of Self		
	PM	M		PM	M
Calms by the sound of an adult’s voice			Flares legs and arms while having nappy changed or time spent lying down.		
Looks at an adult who is close			Lifts head for short period of time		
Gazes at adult while feeding			Will participate in tummy time.		
Shows awareness of needs by crying to be picked up and held			Smiles		
<i>Distinguishes between people, recognising the look, sound and smell of their close carer</i>			Shows periods of being alert throughout the day		
Follows adult with eye gaze			<i>Is becoming aware of self as they imitate sounds and expressions that are mirrored back to them by close adults: laughing and gurgling during physical interactions.</i>		
Startles by loud or sudden voices			Moves hand to mouth to show they are hungry.		
Shows excitement through flaring arms and legs or facial movements			Enjoys physical activities such as being rocked		
Shows awareness of adult touch			<i>Shows growing confidence that their needs will be met by freely expressing their need for comfort, nourishment or company</i>		
Shows awareness that a person is very close			<i>Shows awareness of being a separate individual through initiating contact with others using voice, gestures, eye contact and facial expression and through secure -base behaviours.</i>		
Enjoys being rocked or swayed			Will participate in painting activities using hands and feet		
Calms when picked up by a familiar adult			Will hold a mirror		
Will move eyes or head in direction of voices			Shows awareness by stilling or staring when carer interacts.		
<i>Enjoys the company of others and seeks contact with others from birth.</i>			Acknowledges bath times and change of environment.		
Coos or babbles to take part in interaction			Laughs at familiar adult		
Smiles at others			<i>Expresses awareness of their physical self through their own movements, gestures and expressions and by touching their own and other’s faces, eyes, and mouth in play and care events.</i>		
Cuddles into adult			Starts to copy others		
Face will brighten to carers voice			Starts to recognise regular possessions such as babies bottle		
Cries when put down or if interaction stops					
<i>Shows their readiness to be social through using their sensory abilities; following movement and gazing at faces intently.</i>			Understanding Emotions		
Shows enjoyment through watching others facial expressions			Will stop crying when cuddled or attention given.		
<i>Holds up arms to be picked up and cuddled and is soothed by physical such as being held, cuddled and stroked.</i>			<i>Expresses feelings strongly through crying in order to make sure that their needs will be met.</i>		
Watches others for a sustained period of time			Will smile when carer smiles at them.		

Responds to what carer is paying attention to, e.g. following their gaze.			Shows excitement through happy and excited chatter.		
Shows interest in peekaboo style activities			Uses a comforter to calm self		
Turns head or body to name being called			Uses different cries to indicate different needs		
Enjoys being around others			Around 7 months, does the baby respond to their name and respond to the emotions in your voice?		
Shows attachment to familiar adult			Communicates a range of emotions (e.g. pleasure, interest, fear, surprise, anger and excitement) through making sounds, facial expressions, and moving their bodies.		
Starting to show awareness and caution to strangers			Turns face away to indicate displeasure such as when they don't wish to eat what is being offered on a spoon		
Holds arms up to request to be picked up			May whimper scream and cry if hurt or neglected. If their needs are not responded to, they may become withdrawn and passive.		
Begins to display attachment behaviours such as wanting to stay near and becoming upset when left with an unfamiliar person.			Seeks physical and emotional comfort by snuggling in to trusted adults.		
Starting to show a preference of adult – reacts differently when being picked up by different people.			Shows distress if left alone		
Becomes wary of unfamiliar people or people they have not seen for a while.			Shows a range of different emotions		
Around 12 months, does the baby start to be shy around strangers and show preferences for certain people and toys?			Gets upset if hurt		
Shows awareness of when an adult returns if they are out of sight for a few minutes			Shows pleasure when praised		
Knowledge of the child			Shows displeasure when 'told off'		
			Is affirmed and comforted by familiar carers through voice, physical presence and touch, for example singing, cuddles, smiles or rocking.		
			Reacts emotionally to other people's emotions; smiling when smiled at and becoming distressed if they hear another child crying or see a blank unresponsive face.		
			Starts to test boundaries		

Listening and Attention			Understanding		
	PM	M		PM	M
Startled by sudden noises			Turns when hears own name		
Stops crying by the hush of a familiar adult			Stills to an adults voice		
Turns toward a familiar sound then locates range of sounds with accuracy.			Smiles back at a face		
Moves head to follow familiar adult voice			Reacts to sing song voice		
Listens to, distinguishes and responds to intonations and sounds of voice.			Shows dislike to certain noises		
Shows interest in sing song style voice			Moves head to follow familiar adult voice		
Takes notice of facial movements and funny faces			Shows interest in sing song voices		
Reacts in interaction with others by smiling, looking and moving.			Smiles to friendly sounds and faces		
Quietens or alerts to the sound of speech.			Turns head to find source of noise		
Stills to take notice of a musical toy			Copies facial expressions		
Looks intently at a person talking, but stops responding is speaker turns away.			Mouth movement in readiness for feeding		
Smiles and gurgles to interact with others			Gurgles when interacting with a familiar adult		
Laughs when amused			Starts to understand contextual clues, e.g. familiar gestures, words and sounds		
Listens to familiar sounds, words, or finger plays.			Turns when name is called		
Joins in with an adult clapping			Uses eye contact to connect with others		
Fleeting attention – not under child’s control, new stimuli takes whole attention.			Copies facial movements such as blowing raspberries		
Will turn to look for the source when a instrument is shaken or tapped			Waves bye on cue		
Around 6 months, does the baby respond to familiar voices, turn to their own name and ‘take turns’ in conversations with babbling?			Speaking		
Knowledge of the child			Cries for needs to be met		
			Shows pleasure or displeasure in play		

	Communicates needs and feelings in a variety of ways including crying, gurgling, babbling and squealing		
	Makes a special cry when hungry		
	Makes own sounds in response when talked to by familiar adults		
	Starts to make sound such as m and d		
	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		
	Points and looks to make requests and to share an interest		
	Cries when hurt or distressed		
	Cries in protest if they cannot do what they want		
	Around 6 months, does the baby respond to familiar voices, turn to their own name and 'take turns' in conversations with babbling?		

Birth – 12 months- Physical Development

Partially Met- PM Met- M

Moving and Handling – Gross Motor			Moving and Handling - Fine Motor		
	PM	M		PM	M
Gradually develops ability to hold up own head			When lying on back, plays with hands and grasps feet, alternating mouthing hands/feet with focusing gaze on them, and vocalising		
Makes movements with arms and legs which gradually become more controlled – moves hands together/legs together			Uses whole hand to pick up an object		
Kicks legs one at a time when laying on their back			Reaches out for touches and begins to hold objects, developing later on into being able to release grasp		
Follows and tracks a sound or moving object, moving head and eyes			Will explore item using their mouth		
Rolls over from back to side, gradually spending longer on side waving upper leg before returning to back			Will reach for an object which is suspended in front of them		
When sat – head lags before falling forward			Will hold a small object such as a rattle when they are handed it		
Brings hands to the middle of the body			Bangs surface with flat hand		
Jumps when torso is supported			Starts to grab at objects using fingers and palm.		
Develops roll from back right through to front gradually becoming happy to spend longer on tummy as able to lift head for longer			Drops toy without control		
When lying on tummy becomes able to lift first head and then chest, supporting self with forearms and then straight arms			Explores objects with mouth, often picking up an object and holding it to the mouth for lips and tongue to explore (mouthing)		
Moves in circle movements when led on tummy			Can the baby pick up something small with their first finger and thumb (such as a piece of string)?		
Starts to creep (belly crawl commando-style) from prone (on tummy) position on the floor, often moving backwards before going forwards			Claps both hands together		
Becomes increasingly able to communicate, both expressing and responding through body movements, gesture, facial expression and vocalisation			Starts to isolate index finger		
Will sit for up to 2 minuetes closely supported			Uses both hands to pick up larger items such as a ball		
Does the baby move with ease and enjoyment?			Is able to place object in a large container		

At around 12 months, can the baby pull to stand from a sitting position and sit down?				
Side walks using furniture as support			Health and Self Care	
Walks holding an adult's hand			Responds to and thrives on warm, sensitive physical contact and care	
Sits unsupported on the floor			Makes needs known through crying and body movements	
When sitting on the floor will reach forward for a toy			Responds to being rocked as a means of soothing	
Knowledge of the child			Opens mouth for teat bottles	
			Sucks strongly and rhythmically with swallowing reflux	
			Daily wet nappies	
			Sleeps for 14-16 hours a day, with several short naps. Substantial sleeping is vital for processing sensory information taken in while awake	
			Responds and turns to sounds, especially voices	
			Expresses discomfort, hunger or thirst, distress and need for holding or moving	
			Requests when hungry or thirsty and feeds regularly.	
			Alert for periods of increasing length, interspersed with naps	
			Anticipates food routines with interest	
			Starts to move to solid feeding as well as milk	
			Will open mouth for food on a spoon	
			Will suck on a spoon	
			Content after feeding	

12-18 months - Personal, Social and Emotional

Partially Met- PM Met- M

Making Relationships			Sense of Self		
	PM	M		PM	M
Displays attachment behaviours such as wanting to stay near to their close carers, checking where they are and protesting when separated.			Responds to their own name and enjoys finding own nose, eyes or tummy as part of interactive games.		
Shows awareness when a familiar adult leaves the room and may get upset.			Shows an interest in their reflection in a mirror, although may not yet realise the reflection is them.		
Draws others into social interaction through calling, crying and babbling, smiling, laughing and moving their bodies and limbs.			Looks at pictures of family members for a short while with interest.		
Shares interest and attention by looking to where the adult is looking, pointing and using their gaze to direct the adult's attention to something.			Shows separation anxiety as they become more aware of themselves as separate individuals.		
Engages another person to help achieve a goal, e.g. to get an object out of reach.			Notices when a person leaves the room and will attempt to follow them		
Cooperates with caregiver experiences, such as dressing.			Shows an emerging autonomy through asserting choices and preferences such as different tastes and rejects things they do not want, for example pushing them away.		
Shows frustration or anger if physically restrained, such as when put into a car seat and strapped in.			Finds body parts on other people or teddies/ dolls.		
Builds relationships with special people.			Understanding that their own voice and actions causes an effect on others, e.g. clapping hands starts a game.		
Is weary and shows anxiety if left with a stranger.			Moves to music		
Explores confidently when they feel secure in the presence of a familiar adult and is more likely to engage in new or challenging situations.			Shows growing self- confidence through playing freely and with involvement.		
Reacts to an audience and repeats their actions if praised positively.			Will take a toy to an adult to help make work.		
Closely watches others' body language to begin to understand their intentions and meaning.			Around 18months, is the toddler increasingly curious about their world and wanting to explore it and be noticed by you?		
Is fascinated by other children, watching them and interacting with them through offering toys, food etc and by reaching for objects that another has.			Looks at pictures of own self and starts to show recognition.		
Gives hugs and kisses to toys such as teddies or dollies.			Role plays by putting on hats		

Knowledge of the child	Understanding Emotions		
	Around 12 months, does the baby start to be shy around strangers and show preferences for certain people and toys?		
	Shows a wider variety of feelings, using crying gestures and vocalisations freely to express their needs.		
	Begins to become aware of their emotions as the connections in the brain that make feelings conscious grow and develop.		
	May start to protest if they do not want to do something or if an activity comes to an end.		
	Gets upset if a toy is taken away		
	Uses familiar adult to share feelings such as excitement and for emotional 'refuelling' when feeling tired or anxious.		
	Comforts easily with favourite toy/ comforter.		
	Responds to other people's emotions- such as, smiling back or becoming sad when they hear another child crying.		
	Uses comfort object, familiar others, routines or spaces to soothe themselves, partially when separated from their close carer.		
	Hides face when scared or anxious		
	Becomes more able to adapt their behaviour and increase their participation and co-operation as they become familiar with and anticipate routine.		
	Starts to occupy self for short periods of time		
	Explores the boundaries of behaviours that are accepted by adults and become aware of basic rules as they use their emerging agency and autonomy.		
	Shows pleasure in being praised and may repeat action to gain more praise		
	Gets upset if 'told off'		
Answers Yes/ No questions- this may be through body stature or gestures.			

Listening and Attention			Understanding				
	PM	M		PM	M		
Moves whole body to sounds they enjoy, such as music or a regular beat.			Understands the word no but will not always take notice				
Eye points at wanted item			Is developing the ability to follow others' body language, including pointing and gesture				
Startled by unexpected noise and will locate where the sound is coming from			Will point to object out of reach				
Concentrates intently on an object or activity of own choosing for short periods.			Copies an adults actions such as clapping				
Follows object of interest which is moving			Responds to simple questions when in a familiar context with a special person (e.g. Where's Mummy?, Where's your nose?) this may be none verbally				
Pay attention to dominant stimulus – easily distracted by noises or other people talking.			Recognises close familiar adult in photo i.e. parents				
Points to pictures in a book when asked "where is the teddy?"			Understanding of single words in context is developing, e.g. cup, milk, daddy				
Enjoys laughing and being playful with others.			Follows simple instructions				
Has awareness of others talking			Understands some boundaries and will pause when they hear the word no				
Points and says single word such as "cat!"			Around 12 months can the baby choose between 2 objects: "Do you want the ball or the car?"				
May be distracted by dominant stimulus			Can find a named item out of a group of 3 objects				
Knowledge of the child			Answers yes and no questions appropriately				
			Shows understanding of at least 15 words				
			Relates toys appropriately to real life e.g. sips from a toy cup				
			Speaking				
			Uses sounds in play, e.g. brmmmm for toy car				
			Uses single words				
			Looks at items out of reach to indicate their request				
Points to objects, own self and others							

	Frequently imitates words and sounds		
	Enjoys babbling and increasing experiments with using sounds		
	Repeats self until needs are met		
	Uses words to communicate for a range of purposes (e.g. teddy, more, no, bye-bye)		
	Uses pointing with eye gaze, and then fingers or hands, to make requests and to share an interest		
	Demonstrates that they want <i>more</i> of something. This may be through eye gaze		
	Creates personal words as they begin to develop language		
	Around 12 months, does the baby 'take turns' by babbling and using single words? Does the baby point and use gestures to show things to adults and share interests?		
	Around 12 months: is the baby beginning to use single words like mummum, dada, tete (teddy)?		
	Sounds likely to be present b,d,g,m,n,w		
	Around 15 months, can the baby say around 10 words (they may not all be clear)?		
	Comments using one word when they see things e.g "cat"		
	Tries to imitate words		

12- 18 months- Physical Development

Partially Met- PM Met- M

Moving and Handling – Gross Motor			Moving and Handling - Fine Motor		
	PM	M		PM	M
Belly crawling moves into crawling up on hands and knees			Picks up objects in palmar grip and shakes, waves, bangs, pulls and tugs them between two hands while looking at them		
Becomes adept at changing position from crawling to sitting in order to stop, pick up, handle and investigate objects			Pushes vehicles along by hand		
Sits unsupported on the floor, leaving hands free to manipulate objects with both hands			Points with first finger, sharing attention with adult.		
Enjoys finger and toe rhymes and games			Inserts jumbo peg pieces into board		
Pulls to standing from crawling, holding on to furniture or person for support			Enjoys the sensory experience of making marks in food, damp sand, water, mud, paste or paint		
Walks around furniture lifting one foot and stepping sideways (cruising)			Pours liquid or sand from a container		
Walks with push along toy			Picks up objects using thumb and fingers		
Walks with support in straight lines unable to easily turn direction			Inserts pegs into board		
Starts walking independently on firm surfaces and later on uneven surfaces			Manipulates objects using hands singly and together, such as squeezing water out of a sponge.		
Starts to throw and release objects overarm			Pulls toy along by string		
Pushes, pulls, lifts and carries objects, moving them around and placing with intent			Presses buttons using isolated finger		
Squats to pick up objects			Squeezes soft balls using whole hand		
Will kick a ball when supported by holding hands			Holds open top cup with 2 hands with little spillage		
Climbs inside, underneath, into corners and between objects			Will thread large beads onto a solid string/wire		
Crawls upstairs or onto low furniture			Picks up mark making tool using a whole hand / palmar grasp to make dots		
Comes down the stairs on their bottom			Turns board book stories a page at a time		
Stands independently for a few seconds			Health and Self Care		
Takes a few steps independently			Sleeps for 11-15 hours a day with at least 2 naps		
Climbs up a ladder to go down a slide			Self-soothes and is able to drop off to sleep when conditions are right for them		
Knowledge of the child			Expresses feelings and communicates through gesture, facial expression, movements, body language and		

	vocalisations (such as joy, distress, frustration and fear)		
	Shows rapid changes in energy levels, from highly active to a sudden need for adult support in order to restore equilibrium		
	Grasps finer foods and brings them to mouth and shares control of spoon and bottle or cup, moving towards independence with support		
	Attempts to use a spoon		
	Attentive to sounds in the environment, even at distance and overhead, often pointing, vocalising and sharing attention with adults		
	Interested in making and exploring sounds with objects		
	Is able to drink independently from a bottle or closed cup		
	Generally has up to 12 teeth – willing to allow baby toothbrush used on teeth		
	Can actively cooperate with nappy changing, dressing/ undressing		
	Starts to communicate regarding urination and bowel movements		
	Will sit on a potty (without doing anything)		
	Co-operates getting clothes on with adults support		
	Co-operates washing hands and body		
	Co-operates drying hands and body		
	Co-operates putting coat on but will need adult support to do zips and buttons		
	Is able to take off own shoes and socks with little support		

Making Relationships			Sense of Self		
	PM	M		PM	M
Explores the environment, interacts with others and plays confidently while their parent/carer or key person is close by; using them as a secure base to return to for reassurance if anxious or in unfamiliar situations.			Is happy to play while a familiar adult is at a distance away from them		
Enjoys exploring new situations			Explores new environments or activities with confidence		
Shows empathy by offering comfort that they themselves would find soothing, i.e. their dummy.			Is aware of and interested in their own and others' physical characteristics, pointing to and naming features such as nose, hair and eyes.		
Begins to take part in more complex single action pretend play activities such as dressing teddy or putting the doll in the bath			Finds own coat from a selection		
Watches others play			Starts to recognise self in a mirror or photo		
Enjoys playing alone and alongside others and is also interested in being together and playing with other children.			Experiments with what their bodies can do through setting themselves physical challenges, e.g. pulling a large truck upstairs		
Chooses certain adults to play with			Will attempt to search for an adult if they leave the room.		
Will often watch, follow and imitate each other in their play and will experiment with influencing others, co-operating together and also resisting coercion in the interactions.			Begins to use me, you and I in their talk and to show awareness of their social identity of gender, ethnicity and ability.		
Asserts their own ideas and preferences and takes notice of other people's responses.			May become frustrated if an adult tries to intervene		
Shows awareness in other people's feelings. Such as showing concern when others are crying but will no longer get upset by it.			Shows their growing sense of self through asserting their likes and dislikes, choices, decisions, and ideas. These may be different to those of the adult or their peers; often saying no, me do it or mine.		
Tolerates separation from favourite people			Copies others in play		
Will sometimes experience long periods of social engagement as overwhelming and may withdraw or collapse with frustration.			Copies adult's actions in their own play such as washing up, feeding baby or bathing teddy		
Starts to predict routines and may get upset or anxious.			Starts to show routines in pretend play such as 'dolly has a bath then is put to bed'		
Takes turns when playing with one adult			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?		
Starts to show pride in their achievements			Guards and becomes protective over possessions so no one will take them.		
Explores the environment, interacts with others and plays confidently while their parent/carer or key person is close by; using them as a secure base to return to for reassurance if anxious or in unfamiliar situations.			Understanding Emotions		
Knowledge of the child			Expresses positive feelings such as joy and affection and negative feelings such as anger, frustration and distress, through actions, behaviours and a few words.		
			Can be distracted when upset and able to move onto another activity easily		
			Seeks out praise		
			Experiences a wide range of feelings with great intensity, such as anger and frustration, which can be overwhelming and results in losing control of feelings, body and thinking.		
			Is aware of others' feelings and is beginning to show empathy by offering a comfort object to another child or sharing in another child's excitement.		
			Joins in chasing games with other children or adults		
			Asserts their own agenda strongly and may display frustration with having to comply with others' agendas and with change of boundaries.		
			Shows preference in taking part in an activity this may be verbally or through body stature/ gestures		
			Will try new activities often after using First/Then or a Now/Next approach		
			Expresses emotions		
			Seeks reassurance after a bump or fall		
			Responds to a few appropriate boundaries		
			Shares toys with support from an adult		
			Starts to take turns with an adult or high level of adult support		
18-24 months - Communication and language			<i>Partially Met- PM Met- M</i>		

Listening and Attention			Understanding		
	PM	M		PM	M
Listens to and enjoys rhythmic patterns in rhymes and stories, trying to join in with actions or vocalisations.			Understands different situations- able to follow routine events and activities using nonverbal cues		
Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations.			Stops when they hear the word 'NO'		
Copies simple action mirrored by an adult such as clapping or nodding			Selects familiar objects by name and will go and find objects when asked, or identify objects from a group		
Pays attention to own choice of activity, may move quickly from activity to activity.			Turns pages of a book 2 or 3 at a time		
Finds hidden sound maker under cushion or hiding place			Understands simple sentences (e.g. Throw the ball)		
Replies no to a question either verbally or by shaking their head			Will select the correct object when a sound is made such as 'choo choo' the child picks up the train		
Plays anticipation games – communicating either verbally or with eye gaze/ body movement to indicate go			Around 18 months, Is the toddler listening and responding to a simple instruction like: "Adam, put on your shoes?"		
Recognises that animals make other noises			Makes own choices such as water or milk to drink		
Hums or sings tune of favourite rhyme			Around 18 months, Does the toddler understand lots of different single words and some two-word phrases, such as "give me" or "shoes on"?		
Has a go at copying new words			Recognises close family members and friends in photos		
Is able to follow instruction with object or symbol of reference			Points to some body part		
Immerses self in play – appearing not to notice others talking or trying to gain their attention			Uses social words such as hi, bye and thank you		
Knowledge of the child			Around the ages of 2, can the child understand many more words than they can say- between 200-500 words.		
			Looks up at others for a response		
			Picks up 2 objects from a group of 4 when requested i.e. 'pass the sock and teddy'		
			Around the age of 2, can the child understand simple questions and instructions like: "where's your hat?" or "What's the boy in the picture doing?"		
			Follows directions such as 'feed the teddy the milk'		

	Attention may be absorbed in activity of choice		
	Speaking		
	Around 18 months, is the toddler using a range of adult like speech patterns (jargon) and at least 20 clear words?		
	Will babble to self when playing		
	Will start linking two words together		
	Copies familiar expressions, e.g. Oh dear, All gone.		
	Shows preference to what they want. This may be physically taking an object from a choice		
	Says 'NO' with understanding of the word		
	Uses a wide range of vowel sounds for example 'ea' 'oo' 'ai'		
	Uses different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot)		
	Beginning to put two words together (e.g. want ball, More juice)		
	Beginning to talk about people and things that are not present		
	Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying want it		
	Says the sound the object makes rather than the objects name e.g. moo for cow		
	By around 2 years old, is the child showing an interest in what other children are playing and sometimes joins in?		
	Will say new words daily		
	Requests for career when they are not there		
	Will try to talk to peers		

18-24 months- Physical Development

Partially Met- PM Met- M

Moving and Handling – Gross Motor			Moving and Handling - Fine Motor		
	PM	M		PM	M
Develops security in walking upright using feet alternately and can also run short distances			Participates in finger and action rhymes, songs and games, imitating the movements and anticipating actions.		
Walks upright facing forwards holding rail or hand of adult, with both feet onto a single step at a time			Independently holds and uses different mark making tools		
Changes position from standing to squatting and sitting with little effort			When holding crayons, chalks etc, makes connections between their movement and the marks they make.		
Shows interest, dances and sings to music rhymes and songs, imitating movements of others			Connects two stickle bricks or similar objects together		
Can walk considerable distance with purpose, stopping, starting and changing direction			Independently takes off clothing with minimal support		
Looks closely at small items and creatures, and can also see items at substantial distance, comfortably changing focus from one to the other			Takes off coat and can undo zip independently		
Walks upstairs with adult support			Presses buttons on toys		
Crawls down feet first with moving downstairs or steps independently			Independently uses finger to work touch pad devices		
Hands start to operate independently during a task that uses both, with each hand doing something different at the same time (e.g. holding a block in one hand and steadying the other block with the other hand)			Manipulates play dough by rolling and pushing		
Rolls a ball with precision			May be able to use jumbo screws and bolts by twisting and turning		
Kicks a ball but may miss			Mixes, pours and scoops water and sand with different utensils		
Will attempt to catch a ball using two arms			May be able to unwrap a single layer around a small object such as tissues paper around a gift		
Moves and jigs to music			Starts to build a tower of 3-5 blocks		
Runs safely on whole foot			Completes smaller pegs into a board		
Successfully Squats and picks up items and returns to standing			Health and Self Care		
Uses gestures and body language to convey needs and interests and to support emerging verbal language use			Sleeps for 12-14 hours a day with one/two naps Daytime sleeping continues to be important for healthy development		

Sits on a trike and pushes along with their legs			Highly active in short bursts, with frequent and sudden need for rest or withdrawal	
Enjoys jumping on a trampoline with support			Enjoys hugs and cuddle and seeks comfort from attachment figure when they feel the need	
Independently Jumps on a flat surface in excitement or when copying actions			May be able to self-regulate through sense of touch	
Knowledge of the child			Uses physical expression of feeling to release stress	
			Generally has up to 16 teeth – helps adult with brushing teeth	
			Intentionally makes sounds with objects and actively responds to music and singing with whole body dancing	
			Develops own likes and dislikes in food and drink, willing to try new food textures and tastes	
			Feeds self with increasing need to be in control and holds cup with both hands, drinking without much spilling	
			Requests when they are hungry or thirsty this may be verbally or through sign, prompt or alternative method of communication	
			Indicates when they have finished a meal and may show an adult the plate to vocalise this	
			May share food with other on their terms	
			Drinks through a straw	
			Removes easy wrapping from around a food item	
			Shows awareness of when nappy is wet/soiled	

	Communicates when nappy is soiled/ wet this may be verbally or through sign, prompt or alternative method of communication		
	Shows interest in indoor and outdoor clothing and shoes/ wellingtons		
	Helps with dressing/ undressing and care routines, enjoying the rituals established for hand washing and teeth cleaning		

Making Relationships			Sense of Self		
	PM	M		PM	M
Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult.			Knows their own name, their preference and interests and is becoming aware of their unique abilities.		
Builds relationships with special people but may show anxiety in the presence of strangers.			Demonstrates shyness with strangers		
Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. May turn a book to face you so you can see it.			May be less vocal around strangers		
Shows empathy and concern for people who are special to them by partially matching others' feelings with their own, e.g. may offer a child a toy they know they like.			Is developing an understanding of and interest in differences of gender, ethnicity and ability.		
Demonstrates care towards others and may approach another child in curiosity if they see/hear them upset.			Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions.		
Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety.			Shows interest in particular toy/ character		
Requests they need help. This could be verbally, using sign, PECS or other communication aid			Experiments with their own and other people's views of who they are through their play, through trying out different behaviours, and the way they talk about themselves.		
Shows interest in others play			Play independently for up to 15 minutes		
Joins in with a simple turn taking game with an adult			Will bring an item to an adult or lead the adult to the item to help them make it work		
Seeks out others to share experiences with and may choose to play with familiar friend or a child who has similar interest.			Is gradually learning that actions have consequences but not always the consequences the child hopes for.		
Begins to share toys with others			Knows their own mind – may use the word 'no' or physically show they do not want to do something by refusing to move		
Starts to join other children in play			Approaches adults for physical play or affection		
Shows pride in their achievements/ shows happiness when praised			Shows persistence in expressing need or wishes if not met		
Names familiar adults this includes using sign and PECS to request a specific person			Is aware of others around them and will perform for reaction		

May form a special bond with another child			Watches for adults reactions when doing something they shouldn't		
Between the ages of 2 and 3, does the child start to enjoy the company of other children and want to play with them?			Asks why questions		
Knowledge of the child			Understanding Emotions		
			Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feeling		
			Can feel overwhelmed by intense emotions, resulting in an emotional collapse when frightened, frustrated, angry, anxious or over stimulated.		
			Becomes frustrated if not understood		
			Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions.		
			May be able to point to correct facial expression on 'feeling cards' when asked 'who's happy? Who's sad? Etc.		
			Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset.		
			Plays happily most of the time with other children		
			Responds to the feelings of others, showing concern and offering comfort.		
			Listens and responds to an adult when they say/sign STOP		
			Complies with an adult's request to do something. This may be supported with a now/next board		
			May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions.		
			Is able to stop ones self from doing something they know they shouldn't		
			Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows.		
Understands some things can not be given/done right away and may have to wait. This may be shown in a visual timetable					

	Seeks out adults when they have hurt themselves		
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Listening and Attention			Understanding		
	PM	M		PM	M
Listens with interest to the noise adults make when they read stories			Identifies action words by following simple instructions, e.g. Show me jumping		
Enjoys listening to the same story a repetitive number of times			Beginning to understand more complex sentences, e.g. Put your toys away and then sit on the carpet		
Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door.			Understands who, what, where in simple questions (e.g. Who's that? Who can? What's that? Where is?)		
Shows interest in play with sounds, songs and rhymes			Developing understanding of simple concepts (e.g. fast/slow, good/bad)		
Fills in missing words from favourite songs / rhymes			Talks about pictures and links to own life		
Will look at a picture book for an extended time			Adds to a conversation following the same topic		
Will repeat repetitive phrases			Around the age of 3, can the child show that they understand action words by pointing to the right picture in a book. For example: "Who's jumping?"		
Single channelled attention; can shift to a different task if attention fully obtained- using child's name helps focus.			Understands and responds to at least 15 verbs		
Listens to simple instructions without cues			Understands positioning questions such as put the teddy in the bed		
Starts to reply to questions			Understands three key words		
Will fill in missing number when counting in sequence this may be verbally or using number counters			Speaking		
Knowledge of the child			Towards their second birthday, can the child use up to 50 words?		
			Is the child beginning to put two or three words together: "2 more milk"?		
			Is the child frequently asking questions, such as the names of people and objects?		
			Uses language to share feelings, experiences and thoughts		
			May be able to talk about events due to happen		

	Holds a conversation, jumping from topic to topic		
	Talks with peers and adults		
	Begins to ask more complex questions		
	Asks who, what where questions		
	Learns new words very rapidly and is able to use them in communicating		
	Uses longer sentences (e.g. mummy gonna work)		
	Familiar adults understand children's broken sentences		
	Beginning to use word endings (e.g. going, cats)		
	By around 3 years old, 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".		
	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 linking 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.		
	Can the child follow instructions with three key words like: Can you wash dolly's face?"		

24-36 months- Physical Development

Partially Met- PM Met- M

Moving and Handling – Gross Motor			Moving and Handling - Fine Motor		
	PM	M		PM	M
Around their second birthday, can the toddler run well, kick a ball, and jump with both feet off the ground at the same time?			May be beginning to show preference for dominant hand		
Jumps from a single step/ uneven surface			Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools.		
Jumps with feet together			Holds mark – making tools with thumb and all fingers		
Is able to walk along a wide low wall or bench			Turns pages in a book, sometimes several at once		
Climbs on low climbing equipment/ soft play items with ease and accuracy			Completes inset puzzle 6-10 pieces		
Sits up from lying down, stands up from sitting and squats with steadiness to rest or play with object on the ground, and rises to feet without using hands			Pushes cutters through playdough		
Sits comfortably on a chair with both feet on the ground			Uses two hands to open and close scissors but will need help holding paper to cut		
Runs safely on whole foot			Uses block scissors, some support may be needed to position paper		
Moves in response to music, or rhythms played on instruments such as drums or shakers			Joins in with action songs and rhymes using fingers and toes		
Joins in action songs such as head shoulder knees and toes			Starts to form tripod (three finger) grip when using mark making tools		
Begins to understand and choose different ways of moving			Has a go as undoing buttons on clothing		
Moves in a various number of ways independently Inc. walking on tip toes, wide strides and jumping			Independently activates push and twist toys including jack in the box and push spinning tops		
Jumps up into the air with both feet leaving the floor and can jump forward a small distance			Builds tower of six plus blocks		
Jumps on a trampoline independently			Enjoys posting activities		
Begins to walk, run and climb on different levels and surfaces			Will try threading activities		
Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it.			Will have a go with a shape sorter but may need support		

Climbs up and down stairs by placing both feet on each step while holding the handrail for support			Health and Self Care		
Uses wheeled toys with increasing skills such as pedalling, balancing, holding handlebars and sitting astride			Very energetic in short bursts and needs time for rest and calm with at least three hours a day of exercise including moderate – to vigorous- intensity physical activity, spread throughout the day		
May be beginning to show preference for dominant hand and/or leg/foot			Uses body to rock and self sooth/regulate if they need to		
Has increased special awareness and will run around and not into others and objects			Needs to sleep for 10-13 hours in a 24 hours period which may include a nap, with regular sleep and wake up times		
Throws a lightweight ball over arm			Feeds self competently		
Has accuracy in catching a ball with 2 hands			Can hold a cup with two hands and drink well without spilling		
Knowledge of the child			Develops some independence in self -care and shows awareness of routines such as hand washing or teeth cleaning but still often needs adult support		
			Will help tidy away an activity		
			Able to turn simple toys on and off		
			Hangs coat on peg		
			Able to find own coat out of selection of 3		
			Able to wipe own nose using a tissue		
			Develops increasing understanding of and control of the bowl and bladder urges and starts to communicate their need for the preferred choice of potty or toilet		
			Will show awareness of bladder and bowl movements and may verbalise this by jigging and moving.		
			Pulls down trousers and pants when sitting on the potty/toilet but may need support pulling back up		
			Independently washes own hands with bar of soap		
			Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets , wellington boots		

	Cleans teeth with minimal support		
	Starts to use a fork		
	Is able to undo Velcro on shoes and take off		
	Begins to recognise danger and seeks the support and comfort of significant adults		
	Responds to 'STOP' or 'NO'		
	Will hold hands near a busy road with some understanding that this will keep them safe		
	Can increasingly express their thoughts and emotions through words as well as continuing to use facial expressions		

Making Relationships			Sense of Self		
	PM	M		PM	M
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'?			Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers.		
Seeks out companionship with adults and other children, sharing experiences and play ideas.			Will show preference of clothes to wear or toys to play with.		
Has a favourite adult with the setting			Is sensitive to others' messages of appreciation or criticism.		
Can initiate a conversation			Enjoys a sense of belonging though being involved in daily tasks.		
Likes to sit and talk to a familiar adult			Enjoys being a helper for an adult/ teacher		
Uses their experiences of adult behaviours to guide their social relationships and interactions.			Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others.		
Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play.			Is able to share toys but may not want to from time to time		
Will copy others actions to be part of the same play			Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help.		
Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it.			Finds adult for help if needed		
Watches peers to see their reactions to situations			Recalls past events to an adult		
Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers.			Does the child take part in pretend play (for example, being 'mummy' or 'daddy'?)		
Knowledge of the child			Understanding Emotions		
			Shows embarrassment		
			Expresses a wide range of feelings in their interactions and others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt.		

	Enjoys being praised		
	May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares.		
	Shows awareness of others feelings		
	Can the child settle to some activities for a while?		
	Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants.		
	Is able to point or verbalise who looks happy or sad etc within a story book		
	Understands the reasons for their own feelings, e.g. sad if something of theirs breaks or happy if they are given something they really want		
	Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings.		
	Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions.		
	Starts to follow rules in an adult led game		
	Follows adult led instructions even if not in agreement		
	Can the child generally negotiate solutions to conflicts in their play?		

36-48 months - Communication and language

Partially Met- PM Met- M

Listening and Attention			Understanding		
	PM	M		PM	M
Listens to others in one-to-one or small groups, when conversation interests them.			Follows simple instructions such as 'sit down and pat your head'		
Listens to familiar stories with increasing attention and recall.			Understands use of objects (e.g. Which one do we cut with?)		
Relates own experiences to stories read			Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture		
Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories			Understands a few colour words		
Will correct adults if they say something wrong by mistake			Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box		
Focusing attention- can still listen or do but can change their own focus of attention.			Beginning to understand why and how questions		
Is able to follow directions (if not intently focused)			Will find an item when asked using a visual as a prompt		
Joins in with conversations of interest			Begins to understand why and how questions		
Finds it hard to wait their turn to talk within a small group			Understands the language same and different		
Around the age of 3, can the child shift from one task to another if you fully obtain their attention, for example, by using their name?			Starts to answer personal questions such as 'what's your name?' and 'how old are you?'		
Can identify a musical instrument from 3 or 4			Speaking		
Listens and responds to more complex questions such as "where did you find the hair brush?"			Beginning to use more complex sentences to link thoughts (e.g. using and, because)		
Knowledge of the child			Able to use language in recalling past experiences		
			Sequences 2-4 photos in order they come in an event		
			Can retell a simple past event in correct order (e.g. went down slide, hurt finger)		
			Uses talk to explain what is happening and anticipate what might happen next		
			Questions why things happen and gives explanations. Asks e.g. who, what, when, how		
			Talks in the right pitch		

	Beginning to use a range of tenses (e.g. play, playing, will play, played)		
	Continues to make some errors in language (e.g. runned) and will absorb and use language they hear around them in their community and culture		
	Uses intonation, rhythm and phrasing to make the meaning clear to others		
	Talks more extensively about things that are of particular importance to them		
	Builds up vocabulary that reflects the breadth of their experiences		
	Questions why and how		
	Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle		
	Starts to initiate conversations		
	Uses phrases of 4-6 words		
	Can use 'and' to link sentences		
	Talks in play with doll or teddy		
	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"?		
	Can the child use sentences joined up with words like 'because', or 'and'? For example: "I like ice cream because it makes my tongue shiver".		
	Is the child using future and past tense: "I am going to the park" and "I went to the shop"?		
	Can the child answer simple 'why' questions?		

36-48 months- Physical Development

Partially Met- PM Met- M

Moving and Handling – Gross Motor			Moving and Handling - Fine Motor		
	PM	M		PM	M
Around their third birthday, can the child climb confidently, catch a large ball and pedal a tricycle?			Creates lines and circles pivoting from the shoulder and elbow		
Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise			Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons		
May be able to ride 3 wheeled trike with peddles			Holds a pencil between thumb and two fingers (pincer grip)		
Walks down steps or slopes whilst carrying a small object, maintaining balance and stability			Starts to draw meaningful pictures		
Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles			Copies simple shapes		
Hops on one foot with support, may alternate feet			Draws simple face shape with eyes and some facial features		
Copies adult galloping			Colours with control and accuracy		
Leaps in large strides			Overwrites own name		
Marches around the room using arms as well as legs			May be able to write a few letters independently from their own name		
Sits with legs crossed			Is able to manipulate buttons on clothing		
Demonstrates a log roll moving from front to back continually			Attempts to build using duplo or blocks and will explain what they have made		
Can balance on one foot or in a squat momentarily, shifting body weight to improve stability			Pours drink from jug with some spillage		
Kicks a ball in an intended direction			Health and Self Care		
Can grasp and release with two hands to throw and catch a large ball, beanbag or an object			Can tell adults when hungry, full up or tired or when they want to rest, sleep or play		
Knowledge of the child			Will keep most of their food on a plate or bowl when eating		
			Uses a knife and fork when food has already been cut		
			Observes and can describe in words or actions the effects of physical activity on their bodies		
			Can name and identify different body parts		
			Can tell an adult when feeling unwell and what areas hurts		

	Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely		
	Can wash and can dry hands effectively and understands why this is important		
	Willing to try a range of different textures and tastes and expresses a preference		
	Can name and identify different parts of the body		
	Can turn taps on and off independently		
	Observes and controls breath, able to take deep breaths, scrunching and releasing the breath		
	Can mirror the playful actions or movements of another adult or child		
	Working towards a consistent, daily pattern in relation to eating, toileting and sleeping routines and understands why this is important		
	Helps adult to complete routine requests such as laying the table		
	Seeks adult hand when crossing a road		
	Gains more bowel and bladder control and can attend to toileting needs most of the time themselves		
	Pull pants up but may need support with additional fastenings		
	Tries to pull clothes back the right way but may struggle		
	Dresses with help e.g. puts arms into open – fronted coat or shirt when help up. Pulls up own trousers, and pulls up zipper once it is fastened at the bottom		
	Unbuttons large buttons independently		
	Independently puts on own hat and fingerless mittens		

Making Relationships			Sense of Self		
	PM	M		PM	M
Represents and recreates what they have learnt about social interactions from their relationships with others.			Recognises that they belong to different communities and social groups and communicates freely about own home and community.		
Shows empathy towards those that they love			Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination.		
Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others thinking.			Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group.		
Is increasing flexible and cooperative as they are more able to understand other people's needs, wants and behaviours.			Shows confidence with playing as part of a small group		
Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support.			Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms.		
Can re-enact a small world activity using their own past experiences			Has a clear idea about what they want they want to do in their play and how they want to go about it.		
Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations.			Shows confidence in choosing resources and perseverance in carrying out a chosen activity.		
Is proactive in seeking adult support and able to articulate their wants and needs.			Shares experiences with others about past experiences and similarities e.g. "I have that toy at home" or "I went to the park at the weekend"		
Is able to show sense of trust by sharing concerns with an adult			Asks adults to come and watch them		
Some children may have had to make many different relationships in their life. This may have impacted on their understanding of what makes a consistent and stable relationship.			Calls other children over to join in a game or activity		
Shows care and kindness towards a pet or animals			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?		
May seek out younger children to 'look after' and play with			Argues to achieve own wishes and outcome		
Around the age of 4, does the child play alongside others or do they always want to play alone			Recognises that they belong to different communities and social groups and communicates freely about own home and community.		

Knowledge of the child	Understanding Emotions		
	Understands their own and other people's feelings, offering empathy and comfort.		
	May refuse to play with another child		
	Talks about their own and other's feelings and behaviours and its consequences.		
	Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people.		
	May change their behaviour to match others around them		
	Tries to problem solve disputes		
	Is more able to manage their feelings and tolerate situations in which their wishes cannot be met.		
	May argue their reasons if they don't agree to something		
	Seeks support, "emotional refuelling" and practical help in new or challenging situations.		
	Will show an adult their work to gain praise and attention		
	Is aware of behavioural expectations and sensitive ideas of justice and fairness.		
	Will seek out an adult to 'tell on' another child, if they don't approve of the child's actions		
	Corrects others around them if they think their wrong		
	Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise.		
	May form friendship groups to play together choosing who can and can't join		

48-71 months - Communication and language		<i>Partially Met- PM Met- M</i>
Listening and Attention	Understanding	

	PM	M		PM	M
Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity.			Understands a range of complex sentence structures including negatives, plurals and tense markers		
Enjoys small group learning			Beginning to understand humour, e.g. nonsense rhymes, jokes		
Listens and is able to follow adults instructions in short bursts			Able to follow a story without pictures or props		
Waits to take turn talking within a small group or whole class discussion			Will search for and collect an item when asked		
May indicate two- channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span.			Is able to respond from a 2 part instruction		
Responds appropriately to an adult's questions			Listens and responds to ideas expressed by others in conversation or discussion		
Is able to stay focussed on an activity not of their choice for a short amount of time			Understands questions such as who; why; when; where and how		
Understands rhyming words and is able to reply a real or nonsenses word when asked. E.g. cat and mat or cat and lat			Remembers 3 or 4 items in a memory game		
Attends to and preservers with a challenging activities			Is able to explain how a character in a story is feeling		
Knowledge of the child			Speaking		
			Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds new words		
			Uses language to imagine and recreate roles and experiences in play situations		
			Links statements and sticks to a main theme or intention		
			Is able to sound out the start of certain words such as 's' for snake		
			Uses talk to organise, sequence and clarify thinking, ideas, feelings and events		
			Will talk about home life		
			Is able to answer personal questions such as 'where do you live?'		
			Introduces a storyline or narrative into their play		

	Overall intelligible to others but may still be developing 'th' and 'r'		

48-71 months- Physical Development

Moving and Handling – Gross Motor	Moving and Handling - Fine Motor
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	PM	M		PM	M		
Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping			Uses simple tools to effect changes to materials				
Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk			Handles tools, objects, construction and malleable materials safely and with increasing control and attention				
Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance			Chops soft food using a safe knife				
Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles			Accuracy using safe scissors				
Travels with confidence and skill around, under, over and through balancing and climbing equipment			Shows a preference for a dominant hand				
Shows increasing control over an Object in pushing, patting, throwing, catching or kicking it			Has good control of mark making tools while holding and a tripod grip				
Independently uses peddles on a trike			Begins to use anticlockwise movement and retrace vertical lines				
Knowledge of the child			May start using horizontal lines in their drawings				
			Draws recognisable pictures and will tell you what they are				
			Will draw a simple person shape with arms and legs and some facial features				
			Begins to form recognisable letters independently				
			Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed				
			Health and Self Care				
			Eats a healthy range of food and understands need for variety in food				
			Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures				
			Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad				

	Can initiate and describe playful actions or movements for other children to mirror and follow		
	Has established a consistent, daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important		
	Usually dry and clean during the day		
	Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health		
	Uses knife and fork to start chopping own food		
	Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent actions or by giving a verbal warning to others		
	Observes the effect activity has on their body- for instance, they may notice being out of breath or chest beating faster after running around		
	Shows understanding of how to transport and store equipment safely		
	Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience		

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