



Early Years Outcomes in the EYFS

Child's name: _____

Name known by: _____

Date of Birth: _____

Date of Entry: _____

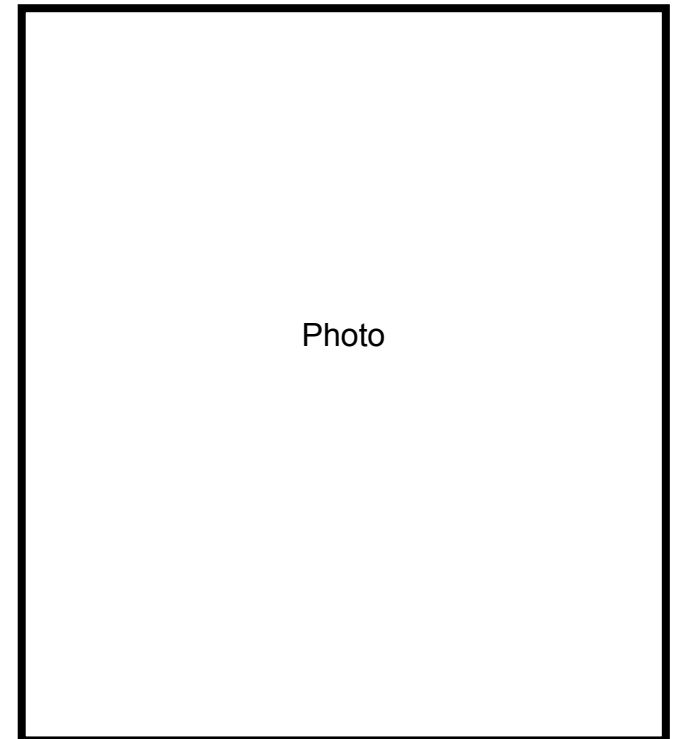
Home Language: _____

Ethnicity: _____

Religion: _____

Special Needs: _____

Key Person: _____



Photo

Children develop at their own rates, and in their own ways. The development statements and their order should not be taken as necessary steps for individual children. They should not be used as checklists. The age/stage bands overlap because these are not fixed age boundaries but suggest a typical stage of development.

Highlighting
On Entry - Pink
Autumn term – Orange
Spring term – Green
Summer term - Yellow

Playing and Exploring, Active Learning and creating and Thinking critically support children’s learning across all areas.

Early Years Foundation Stage - Development Matters
Characteristics of effective learning

| | Playing and Exploring <i>engagement</i> | Active Learning <i>motivation</i> | Creating and Thinking Critically <i>thinking</i> |
|--|--|---|---|
| | <p>Finding out and exploring</p> <ul style="list-style-type: none"> • Shows curiosity about objects, events and people • Uses senses to explore the world around me • Engages in open-ended activities • Shows particular interests | <p>Being involved and concentrating</p> <ul style="list-style-type: none"> • Maintains focus on my activity for a period of time • Shows high levels of energy, fascination • Not easily distracted • Pays attention to detail | <p>Having their own ideas</p> <ul style="list-style-type: none"> • Thinks of ideas • Finds ways to solve problems • Finds new ways to do things |
| | <p>Playing with what they know</p> <ul style="list-style-type: none"> • Pretends objects are things from their own experience • Represents their experiences in play • Takes on a role in their play • Acts out experiences with other people | <p>Keeping on trying</p> <ul style="list-style-type: none"> • Persists with activities when challenges occur • Shows a belief that more effort or a different approach will pay off • Bounces back after difficulties | <p>Making links</p> <ul style="list-style-type: none"> • Makes links and notices patterns in their experience • Makes predictions • Tests my ideas • Develops ideas of grouping, sequences, cause and effect |
| | <p>Being willing to ‘have a go’</p> <ul style="list-style-type: none"> • Initiates activities • Seeks challenge • Has a ‘can do’ attitude • Takes risks, engages in new experiences, and learns by trial and error | <p>Enjoying achieving what they set out to do</p> <ul style="list-style-type: none"> • Shows satisfaction in meeting my own goals • Shows they are proud of how they accomplished something – not just the end result • Enjoys meeting challenges for their own sake rather than external rewards or praise | <p>Choosing ways to do things</p> <ul style="list-style-type: none"> • Plans, makes decisions about how to approach a task, solve a problem and reach a goal • Checks how well my activities are going • Changes strategies as needed • Reviews how well approaches worked |

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Early Years Foundation Stage - Development Matters
Personal, Social and Emotional Development (Prime Area)

| | Making Relationships | Self confidence and Self awareness | Managing Feelings and Behaviour |
|-----------------------|---|--|--|
| 8- 20 months | I can seek to gain attention in a variety of ways, drawing others into social interaction. | I can enjoy finding own nose, eyes or tummy as part of naming games. | I can use familiar adult to share feelings such as excitement or pleasure, and for 'emotional refueling' when feeling tired, stressed or frustrated. |
| | I can build relationships with special people. | I can learn that own voice and actions have effects on others. | I have the growing ability to soothe myself, and may like to use a comfort object. |
| | I am wary of unfamiliar people. | I can use pointing with eye gaze to make requests, and to share an interest. | I can cooperate with care giving experiences, e.g. dressing. |
| | I can interact with others and explore new situations when supported by familiar person. | I can engage another person to help achieve a goal, e.g. to get an object out of reach. | I am beginning to understand 'yes', 'no' and some boundaries. |
| 16 – 26 months | I can show interest in the activities of others and respond differently to children and adults, e.g. may be more interested in watching children than adults or may pay more attention when children talk to them. | I can explore new toys and environments, but 'check in' regularly with familiar adult as and when needed. | I am aware of others' feelings, for example, looks concerned if hears crying or looks excited if hears a familiar happy voice. |
| | I can play alongside others. | I can gradually engage in pretend play with toys (supports child to understand their own thinking may be different from others). | I have a growing sense of will and determination that may result in feelings of anger and frustration, which is difficult to handle, e.g. may have tantrums. |
| | I can use a familiar adult as a secure base from which to explore independently in new environments, e.g. ventures away to play and interact with others, but returns for a cuddle or reassurance if becomes anxious. | I can demonstrate a sense of self as an individual, e.g. wants to do things independently, says "No" to adult. | I can respond to a few appropriate boundaries, with encouragement and support. |
| | I can play cooperatively with a familiar adult, e.g. rolling a ball back and forth. | | I can begin to learn that some things are mine, some things are shared, and some things belong to other people. |
| 22 – 36 months | I can be interested in others' play and start to join in. | I can separate from main carer with support and encouragement from a familiar adult. | I can seek comfort from familiar adults when needed. |
| | I can seek out others to share experiences. | I can express own preferences and interests. | I can express my own feelings such as sad, happy, cross, scared, and worried. |
| | I can show affection and concern for people who are special to me. | | I can respond to the feelings and wishes of others. |
| | I can form a special friendship with another child. | | I am aware that some actions can hurt or harm others. |
| | | | I can try to help or give comfort when others are distressed. |
| | | | I can show understanding and cooperate with some boundaries and routines. |
| | | | I can inhibit my own actions/behaviours, e.g. stop themselves from doing something they shouldn't do. |
| | | I have the growing ability to distract self when upset, e.g. by engaging in a new play activity. | |

Early Years Foundation Stage - Development Matters
Personal, Social and Emotional Development (Prime Area)

| | Making Relationships | Self confidence and Self awareness | Managing Feelings and Behaviour |
|-----------------------------|--|---|--|
| 30-50 months | I can play in a group extending and elaborating my ideas. (e.g. building up a role play activity with other children). | I can select and use activities and resources with help. | I am aware of my own feelings, and know that some actions and words can hurt others' feelings. |
| | I can keep play going by responding to what others are saying or doing. | I can welcome and value praise for what I have done. | I can begin to accept the needs of others and can take turns and share resources, sometimes with support from others. |
| | I can demonstrate friendly behaviour, initiate conversations and form good relationships with peers and familiar adults. | I can enjoy the responsibility of carrying out small tasks. | I can usually tolerate delay when needs are not immediately met, and understand wishes may not always be met. |
| | | I can show that I am more outgoing towards unfamiliar people and more confident in new social situations. | I can usually adapt behaviour to different events, social situations and changes in routine. |
| | | I can be confident to talk to other children when playing and can communicate freely about my own home and community. | |
| | | I can show confidence in asking adults for help. | |
| 40 – 60 months | I can initiate conversations, attend to and take account of what others say. | I can be confident to speak to others about my own needs, wants, interests and opinions. | I can understand that my own actions affect other people, for example, become upset or try to comfort another child when they realise they have upset me. |
| | I can explain my own knowledge and understanding, and ask appropriate questions of others. | I can describe myself in positive terms and talk about my abilities. | I am aware of the boundaries set, and of behavioural expectations in the setting. |
| | I can take steps to resolve conflicts with other children e.g. finding a compromise. | | I am beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken my toy. |
| Early Learning Goals | I can play co-operatively, and take turns with others. I can take account of one another's ideas about how to organise an activity. I can show sensitivity to others' needs and feelings. I can form positive relationships with adults and other children. | I am confident to try new activities, and say why I like some activities more than others. I am confident to speak in a familiar group, will talk about my ideas, and will choose the resources I need for my chosen activities. I can say when I do or don't need help. | I can talk about how others and I show feelings. I can talk about my own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. I can work as part of a group or class, understand and follow the rules. I can adjust my behaviour to different situations, and take changes of routine in my stride. |

Early Years Foundation Stage - Development Matters
Communication and Language - Prime Area

| | Listening and Attention | Understanding | Speaking |
|-----------------------|---|--|--|
| 8- 20 months | I can move my whole body to sounds I enjoy, such as music or a regular beat. | I have a developing ability to follow others' body language, including pointing and gesture. | I can use sounds in play, e.g. 'brrrrm' for toy car. |
| | I have a strong exploratory impulse. | I can respond to the different things said when in a familiar context with a special person (e.g. 'Where's Mummy?', 'Where's your nose?'). | I can use single words. |
| | I can concentrate intently on an object or activity of my own choosing for short periods. | My understanding of single words in context is developing, e.g. 'cup', 'milk', 'daddy'. | I can frequently imitate words and sounds. |
| | I can pay attention to dominant stimulus – easily distracted by noises or other people talking. | | I can enjoy babbling and increasingly experiment with using sounds and words to communicate for a range of purposes (e.g. <i>teddy, more, no, bye-bye.</i>) |
| | | | I can use pointing with eye gaze to make requests, and to share an interest. |
| | | | I can create personal words as I begin to develop language. |
| 16 – 26 months | I can listen to and enjoy rhythmic patterns in rhymes and stories. | I can select familiar objects by name and will go and find objects when asked, or identify objects from a group. | I can copy familiar expressions, e.g. 'Oh dear', 'All gone'. |
| | I can enjoy rhymes and demonstrate listening by trying to join in with actions or vocalisations. | I can understand simple sentences (e.g. 'Throw the ball'.) | I am beginning to put two words together (e.g. 'want ball', 'more juice'). |
| | I can have rigid attention – may appear not to hear. | | I can use different types of everyday words (nouns, verbs and adjectives, e.g. <i>banana, go, sleep, hot.</i>) |
| | | | I am beginning to ask simple questions. |
| | | | I am beginning to talk about people and things that are not present. |
| 22 – 36 months | I can listen with interest to the noises adults make when they read stories. | I can identify action words by pointing to the right picture, e.g., "Who's jumping?" | I can use language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. |
| | I can recognise and respond to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door. | I can understand more complex sentences, e.g. 'Put your toys away and then we'll read a book.' | I can hold a conversation, jumping from topic to topic. |
| | I can show interest in play with sounds, songs and rhymes. | I can understand 'who', 'what', 'where' in simple questions (e.g. <i>Who's that/can? What's that? Where is.?</i>). | I can learn new words very rapidly and able to use them in communicating. |
| | I can have single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus. | I have a developing understanding of simple concepts (e.g. <i>big/little</i>). | I can use gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it'. |
| | | | I can use a variety of questions (e.g. <i>what, where, who</i>). |
| | | | I can use simple sentences (e.g. 'Mummy gonna work'.) |
| | | I am beginning to use word endings (e.g. <i>going, cats</i>). | |

Early Years Foundation Stage - Development Matters
Communication and Language - Prime Area

| | Listening and Attention | Understanding | Speaking |
|-----------------------------|---|--|--|
| 30-50 months | I can listen to others in one to one or small groups, when conversation interests me. | I can understand the use of objects (e.g. <i>“What do we use to cut things?”</i>) | I am beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>). |
| | I can listen to stories with increasing attention and recall. | I can show understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture. | I can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>). |
| | I can join in with repeated refrains and anticipate key events and phrases in rhymes and stories. | I can respond to simple instructions, e.g. to get or put away an object. | I can use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. |
| | I can focus attention – still listen or do, but can shift my own attention. | I am beginning to understand ‘why’ and ‘how’ questions. | I can question why things happen and give explanations. I can ask e.g. <i>who, what, when, how</i> . |
| | I am able to follow directions (if not intently focused on own choice of activity). | | I can use a range of tenses (e.g. <i>play, playing, will play, played</i>). |
| | | | I can use intonation, rhythm and phrasing to make my meaning clear to others. |
| | | | I can use vocabulary focused on objects and people that are of particular importance to me. |
| 40 – 60 months | I can maintain attention, concentrate and sit quietly during appropriate activity. | I can respond to instructions involving a two-part sequence. | I can use talk in pretending that objects stand for something else in play, e.g., <i>‘This box is my castle.’</i> |
| | I have two-channelled attention – can listen and do for short span. | I can understand humour, e.g. nonsense rhymes, jokes. | I can extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. |
| | | I am able to follow a story without pictures or props. | I can use language to imagine and recreate roles and experiences in play situations. |
| | | I can listen and respond to ideas expressed by others in conversation or discussion. | I can link statements and stick to a main theme or intention. |
| | | | I can use talk to organise, sequence and clarify my thinking, ideas, feelings and events. |
| | | | I can introduce a storyline or narrative into my play. |
| Early Learning Goals | I can listen attentively in a range of situations. I can listen to stories, accurately anticipating key events and respond to what I hear with relevant comments, questions or actions. I can give my attention to what others say and respond appropriately, while engaged in another activity. | I can follow instructions involving several ideas or actions. I can answer ‘how’ and ‘why’ questions about my experiences and in response to stories or events. | I can express myself effectively, showing awareness of listeners’ needs. I can use past, present and future forms accurately when talking about events that have happened or are to happen in the future. I can develop my own narratives and explanations by connecting ideas or events. |

Early Years Foundation Stage - Development Matters
Physical Development - Prime Area

| | Moving and Handling | Health and Self Care |
|--|---|--|
| 8 - 20 months | I can sit unsupported on the floor. | I can open my mouth for spoon. |
| | I can when sitting, can lean forward to pick up small toys. | I can hold own bottle or cup. |
| | I can pull to standing, holding on to furniture or person for support. | I can grasp finger foods and brings them to mouth. |
| | I can crawl, bottom shuffle or roll continuously to move around. | I can attempt to use spoon: can guide towards mouth but food often falls off. |
| | I can walk around furniture lifting one foot and stepping sideways (cruising), and walk with one or both hands held by adult. | I can actively cooperate with nappy changing (lies still, helps hold legs up). |
| | I can take first few steps independently. | I can start to communicate urination, bowel movement. |
| | I can pass toys from one hand to the other. | |
| | I can hold an object in each hand and bring them together in the middle, e.g. holds two blocks and bangs them together. | |
| | I can pick up small objects between thumb and fingers. | |
| | I can enjoy the sensory experience of making marks in damp sand, paste or paint. | |
| I can hold a pen or crayon using a whole hand (palmar) grasp and make random marks with different strokes. | | |
| 16 - 26 months | I can walk upstairs holding the hand of adult. | I can develop own likes and dislikes in food and drink. |
| | I can come downstairs backwards on knees (crawling). | I am willing to try new food textures and tastes. |
| | I am beginning to balance blocks to build a small tower. | I can hold a cup with both hands and drink without much spilling. |
| | I can make connections between my movement and the marks I make. | I can clearly communicate wet or soiled nappy or pants. |
| | | I can show some awareness of bladder and bowel urges. |
| | | I can show awareness of what a potty or toilet is used for. |
| 22 - 36 months | I can run safely on whole foot. | I can show a desire to help with dressing/undressing and hygiene routines. |
| | I can squat with steadiness to rest or play with object on the ground, and rise to feet without using hands. | I can feed myself competently with spoon. |
| | I can climb confidently and begin to pull myself up on nursery play climbing equipment. | I can drink well without spilling. |
| | I can kick a large ball. | I can clearly communicate my need for potty or toilet. |
| | I can turn pages in a book, sometimes several at once. | I am beginning to recognise danger and seek support of significant adults for help. |
| | I can show control in holding and using jugs to pour, hammers, books and mark-making tools. | I can help with clothing, e.g. puts on hat, unzips zipper on jacket, and takes off unbuttoned shirt. |
| | I am beginning to use three fingers (tripod grip) to hold writing tools. | I am beginning to be independent in self-care, but still often needs adult support. |
| | I can imitate drawing simple shapes such as circles and lines. | |
| | I can walk upstairs or downstairs holding onto a rail two feet to a step. | |
| I may be beginning to show preference for dominant hand. | | |

Early Years Foundation Stage - Development Matters
Physical Development - Prime Area

| | Moving and Handling | Health and Self Care |
|--|--|---|
| 30 – 50 months | I can move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. | I can tell adults when I am hungry or tired or when I want to rest or play. |
| | I can mount stairs, steps or climbing equipment using alternate feet. | I can observe the effects of activity on my body. |
| | I can walk downstairs, two feet to each step while carrying a small object. | I can understand that equipment and tools have to be used safely. |
| | I can run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles. | I can gain more bowel and bladder control and can attend to my toileting needs most of the time. |
| | I can stand momentarily on one foot when shown. | I can usually manage washing and drying hands. |
| | I can catch a large ball. | I can dress with help, e.g. put arms into open-fronted coat or shirt when held up, pull up own trousers, and pull up zipper once it is fastened at the bottom. |
| | I can draw lines and circles using gross motor movements. | |
| | I can use one-handed tools and equipment, e.g. make snips in paper with child scissors. | |
| | I can hold a pencil between thumb and two fingers, no longer using whole-hand grasp. | |
| | I can hold a pencil near the point between first two fingers and thumb and use it with good control. | |
| I can copy some letters, e.g. letters from my name. | | |
| 40 – 60+ months | I can experiment with different ways of moving. | I can eat a healthy range of foodstuffs and understand need for variety in food. |
| | I can jump off an object and land appropriately. | I am usually dry and clean during the day. |
| | I can negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. | I can show some understanding of good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. |
| | I can travel with confidence and skill around, under, over and through balancing and climbing equipment. | I can show understanding of the need for safety when tackling new challenges, and consider and manage some risks. |
| | I can show increasing control over an object in pushing, patting, throwing, catching or kicking it. | I can show understanding of how to transport and store equipment safely. |
| | I can use simple tools to effect changes to materials. | I can practice some appropriate safety measures without direct supervision. |
| | I can handle tools, objects, construction and malleable materials safely and with increasing control. | |
| | I can show a preference for a dominant hand. | |
| | I am beginning to use anticlockwise movement and retrace vertical lines. | |
| | I am beginning to form recognisable letters. | |
| I can use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. | | |
| Early Learning Goals | I can show good control and co-ordination in large and small movements. I can move confidently in a range of ways, safely negotiating space. I can handle equipment and tools effectively, including pencils for writing. | I know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. I can manage my own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. |

Early Years Foundation Stage - Development Matters
Literacy - Specific Area

| | Reading | Writing |
|--|--|---|
| 8 - 20 months | I can handle books and printed material with interest. | <i>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).</i> <i>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).</i> |
| 16 - 26 months | I am interested in books and rhymes and may have favourites. | |
| 22 - 36 months | I have some favourite stories, rhymes, songs, poems or jingles. | I can distinguish between the different marks I make. |
| | I can repeat words or phrases from familiar stories. | |
| | I can fill in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'. | |
| 30-50 months | I enjoy rhyming and rhythmic activities. | I can sometimes give meaning to marks as I draw and paint. |
| | I can show awareness of rhyme and alliteration. | I can ascribe meanings to marks that I see in different places. |
| | I can recognise rhythm in spoken words. | |
| | I can listen to and join in with stories and poems, one-to-one and also in small groups. | |
| | I can join in with repeated refrains and anticipate key events and phrases in rhymes and stories. | |
| | I am beginning to be aware of the way stories are structured. | |
| | I can suggest how the story might end. | |
| | I can listen to stories with increasing attention and recall. | |
| | I can describe main story settings, events and principal characters. | |
| | I can show interest in illustrations and print in books and print in the environment | |
| | I can recognise familiar words and signs such as own name and advertising logos. | |
| | I can look at books independently. | |
| | I can handle books carefully. | |
| | I know information can be relayed in the form of print. | |
| I can hold books the correct way up and turns pages. | | |
| I know that print carries meaning and, in English, is read from left to right and top to bottom. | | |

Early Years Foundation Stage - Development Matters
Literacy - Specific Area

| | Reading | Writing |
|-----------------------------|---|---|
| 40 - 60 months | I can continue a rhyming string. | I can give meaning to marks I make as I draw, write and paint. |
| | I can hear and says the initial sound in words. | I am beginning to break the flow of speech into words. |
| | I can segment the sounds in simple words and blend them together and know which letters represent some of them. | I can continue a rhyming string. |
| | I can link sounds to letters, naming and sounding the letters of the alphabet. | I can hear and say the initial sound in words. |
| | I am beginning to read words and simple sentences. | I can segment the sounds in simple words and blend them together. |
| | I can use vocabulary and forms of speech that are increasingly influenced by my experiences of books. | I can link sounds to letters, naming and sounding the letters of the alphabet. |
| | I can enjoy an increasing range of books. | I can use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. |
| | I know that information can be retrieved from books and computers. | I can write my own name and other things such as labels, captions. |
| Early Learning Goals | I can attempt to write short sentences in meaningful contexts. | I can attempt to write short sentences in meaningful contexts. |
| | I can read and understand simple sentences. I can use phonic knowledge to decode regular words and read them aloud accurately. I can also read some common irregular words. I can demonstrate understanding when talking with others about what I have read. | I can use my phonic knowledge to write words in ways, which match their spoken sounds. I can write some irregular common words. I can write simple sentences which myself and others can read. Some words are spelt correctly and others are phonetically plausible. |

Early Years Foundation Stage - Development Matters
Mathematics – Specific Area

| | Numbers | Space, Shape and Measure |
|---|--|--|
| 8 - 20 months | I can develop an awareness of number names through enjoyment of action rhymes and songs that relate to my experience of numbers. | I can recognise big things and small things in meaningful contexts. |
| | I have some understanding that things exist, even when out of sight. | I can get to know and enjoy daily routines, such as getting-up time, mealtimes, nappy time, and bedtime. |
| 16 - 26 months | I know that things exist, even when out of sight. | I can attempt, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles. |
| | I am beginning to organise and categorise objects, e.g. putting all the teddy bears together or teddies and cars in separate piles. | I can use blocks to create my own simple structures and arrangements. |
| | I can say some counting words randomly. | I enjoy filling and emptying containers. |
| | | I can associate a sequence of actions with daily routines. |
| 22 - 36 months | I can select a small number of objects from a group when asked, for example, <i>'please give me one'</i> , <i>'please give me two'</i> . | I can notice simple shapes and patterns in pictures. |
| | I can recite some number names in sequence. | I am beginning to categorise objects according to properties such as shape or size. |
| | I can create and experiment with symbols and marks representing ideas of number. | I have begun to use the language of size. |
| | I can begin to make comparisons between quantities. | I can understand some talk about immediate past and future, e.g. <i>'before'</i> , <i>'later'</i> or <i>'soon'</i> . |
| | I can use some language of quantities, such as <i>'more'</i> and <i>'a lot'</i> . | I can anticipate specific time-based events such as mealtimes or home time. |
| | I know that a group of things changes in quantity when something is added or taken away. | |
| 30 - 36 months | I can use some number names and number language spontaneously. | I can show an interest in shape and space by playing with shapes or making arrangements with objects. |
| | I can use some number names accurately in play. | I can show awareness of similarities of shapes in the environment. |
| | I can recite numbers in order to 10. | I can use positional language. |
| | I know that numbers identify how many objects are in a set. | I can show an interest in shape by sustained construction activity or by talking about shapes or arrangements. |
| | I am beginning to represent numbers using fingers, marks on paper or pictures. | I can show interest in shapes in the environment. |
| | I can sometimes match numeral and quantity correctly. | I can use shapes appropriately for tasks. |
| | I can show curiosity about numbers by offering comments or asking questions. | I am beginning to talk about the shapes of everyday objects, e.g. <i>'round'</i> and <i>'tall'</i> . |
| | I can compare two groups of objects, saying when they have the same number. | |
| | I can show an interest in number problems. | |
| | I can separate a group of three or four objects in different ways, beginning to recognise that the total is still the same. | |
| | I can show an interest in numerals in the environment. | |
| I can show an interest in representing numbers. | | |
| I can realise not only objects, but anything can be counted, including steps, claps or jumps. | | |

Early Years Foundation Stage - Development Matters
Mathematics – Specific Area

| | Numbers | Space, Shape and Measure |
|-----------------------------|--|---|
| 40 - 60 months | I can recognise some numerals of personal significance. | I am beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. |
| | I can recognise numerals 1 to 5. | I can select a particular named shape. |
| | I can count up to three or four objects by saying one number name for each item. | I can describe their relative position such as ' <i>behind</i> ' or ' <i>next to</i> '. |
| | I can count actions or objects which cannot be moved. | I can order two or three items by length or height. |
| | I can count objects to 10, and begin to count beyond 10. | I can order two items by weight or capacity. |
| | I can count out up to six objects from a larger group. | I can use familiar objects and common shapes to create and recreate patterns and build models. |
| | I can select the correct numeral to represent 1 to 5, then 1 to 10 objects. | I can use everyday language related to time. |
| | I can count an irregular arrangement of up to ten objects. | I am beginning to use everyday language related to money. |
| | I can estimate how many objects I can see and check by counting them. | I can order and sequences familiar events. |
| | I can use the language of 'more' and 'fewer' to compare two sets of objects. | I can measure short periods of time in simple ways. |
| | I can find the total number of items in two groups by counting all of them. | |
| | I can say the number that is one more than a given number. | |
| | I can find one more or one less from a group of up to five objects, then ten objects. | |
| | In practical activities and discussion, I am beginning to use the vocabulary involved in adding and subtracting. | |
| | I can record, using marks that I can interpret and explain. | |
| | I am beginning to identify own mathematical problems based on own interests and fascinations. | |
| Early Learning Goals | I can 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, I can add and subtract two single-digit numbers and count on or back to find the answer. I can solve problems, including doubling, halving and sharing. | I can use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. I can recognise, create and describe patterns. I can explore characteristics of everyday objects and shapes, and use mathematical language to describe them. |

Early Years Foundation Stage - Development Matters
Understanding the World - Specific Area

| | People and Communities | The World | Technology |
|-----------------------|--|---|---|
| 8- 20 months | <i>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.</i> | I can closely observe what animals, people and vehicles do. | <i>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</i> |
| | | I can watch a toy being hidden and try to find it. | |
| | | I can look for dropped objects. | |
| | | I can become absorbed in combining objects, e.g. banging two objects or placing objects into containers. | |
| 16 – 26 months | I am curious about people and show interest in stories about myself and my family. | I can explore objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking. | I can anticipate repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times. |
| | I enjoy pictures and stories about myself, my families and other people. | I can remember where objects belong. | I can show interest in toys with buttons, flaps and simple mechanisms and I am beginning to learn to operate them. |
| | | I can match parts of objects that fit together, e.g. puts lid on teapot. | |
| 22 – 36 months | I can have a sense of own immediate family and relations. | I enjoy playing with small-world models such as a farm, a garage, or a train track. | I can seek to acquire basic skills in turning on and operating some ICT equipment. |
| | I can, in pretend play, imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea. | I can notice detailed features of objects in the environment. | I can operate mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car. |
| | I am beginning to have my own friends. | | |
| | I have learnt that I have similarities and differences that connect myself to, and distinguish myself from others. | | |

Early Years Foundation Stage - Development Matters
Understanding the World - Specific Area

| | People and Communities | The World | Technology |
|-----------------------------|--|--|---|
| 30 - 50 months | I can show interest in the lives of people who are familiar to me. | I can comment and asks questions about aspects of my familiar world such as the place where I live or the natural world. | I know how to operate simple equipment, e.g. turn on CD player and use a remote control. |
| | I can remember and talk about significant events in my own experience. | I can talk about some of the things I have observed such as plants, animals, natural and found objects. | I can show an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. |
| | I can recognise and describe special times or events for family or friends. | I can talk about why things happen and how things work. | I can show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. |
| | I can show interest in different occupations and ways of life. | I am developing an understanding of growth, decay and changes over time. | I know that information can be retrieved from computers |
| | I know some of the things that make me unique, and can talk about some of the similarities and differences in relation to friends or family. | I show care and concern for living things and the environment. | |
| 40 - 60 months | I enjoy joining in with family customs and routines. | I can look closely at similarities, differences, patterns and change. | I can complete a simple program on a computer. |
| | | | I can use ICT hardware to interact with age-appropriate computer software. |
| Early Learning Goals | I can talk about past and present events in my own life and in the lives of family members. I know that other children don't always enjoy the same things, and I am sensitive to this. I know about similarities and differences between myself and others, and among families, communities and traditions. | I know about similarities and differences in relation to places, objects, materials and living things. I can talk about the features of my own immediate environment and how environments might vary from one another. I can make observations of animals and plants and explain why some things occur, and talk about changes. | I can recognise that a range of technology is used in places such as homes and schools. I can select and use technology for particular purposes. |

Early Years Foundation Stage - Development Matters
Expressive Arts and Design – Specific Area

| | Exploring and using media and materials | Being imaginative |
|-----------------------|--|--|
| 8 - 20 months | I can explore and experiment with a range of media through sensory exploration, and use my whole body. | <i>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</i> |
| | I can move my whole body to sounds I enjoy, such as music or a regular beat. | |
| 16 - 26 months | I can imitate and improvise actions I have observed, e.g. clapping or waving. | I can express myself through physical action and sound. |
| | I have begun to move to music, listen to or join in rhymes or songs. | I can pretend that one object represents another, especially when objects have characteristics in common. |
| | I can notice and am interested in the effects of making movements, which leave marks. | |
| 22 - 36 months | I can join in singing favourite songs. | I am beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.' |
| | I can create sounds by banging, shaking, tapping or blowing. | I am beginning to make-believe by pretending. |
| | I can show an interest in the way musical instruments sound. | |
| | I can experiment with blocks, colours and marks. | |
| 30 - 36 months | I enjoy joining in with dancing and ring games. | I am developing preferences for forms of expression. |
| | I can sing a few familiar songs. | I can use movement to express feelings. |
| | I am beginning to move rhythmically. | I can create movement in response to music. |
| | I can imitate movement in response to music. | I can sing to self and make up simple songs. |
| | I can tap out simple repeated rhythms. | I can make up rhythms. |
| | I can explore and learn how sounds can be changed. | I can notice what adults do, imitating what is observed and then do it spontaneously when the adult is not there. |
| | I can explore colour and how colours can be changed. | I can engage in imaginative role-play based on own first-hand experiences. |
| | I understand that I can use lines to enclose a space, and then begin to use these shapes to represent objects. | I can build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. |
| | I am beginning to be interested in and describe the texture of things. | I can use available resources to create props to support role-play. |
| | I can use various construction materials. | I can capture experiences and responses with a range of media, such as music, dance and paint and other materials or words. |
| | I am beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. | |
| | I can join construction pieces together to build and balance. | |
| | I realise tools can be used for a purpose. | |

Early Years Foundation Stage - Development Matters
Expressive arts and design – Specific Area

| | Exploring and using media and materials | Being imaginative |
|--|---|--|
| 40 – 60 months | I am beginning to build a repertoire of songs and dances. | I can create simple representations of events, people and objects. |
| | I can explore the different sounds of instruments. | I can initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. |
| | I can explore what happens when I mix colours. | I can choose particular colours to use for a purpose. |
| | I can experiment to create different textures. | I can introduce a storyline or narrative into my play. |
| | I can understand that different media can be combined to create new effects. | I can play alongside other children who are engaged in the same theme. |
| | I can manipulate materials to achieve a planned effect. | I can play cooperatively as part of a group to develop and act out a narrative. |
| | I can construct with a purpose in mind, using a variety of resources. | |
| | I can use simple tools and techniques competently and appropriately. | |
| | I can select appropriate resources and adapt work where necessary. | |
| I can select tools and techniques needed to shape, assemble and join materials I am using. | | |
| Early Learning Goals | I can sing songs, make music and dance, and experiment with ways of changing them. I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | I can use what I have learnt about media and materials in original ways, thinking about uses and purposes. I can represent my own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories. |