



Chertsey and Dorking Nursery Schools

EYFS Curriculum Handbook 2023



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Ensuring the very best outcomes for all our children and families is embedded in our practice at Chertsey and Dorking Nursery Schools to empower each individual to reach their personal and learning potential. Everyone is valued as an individual, there is a continued focus on individual needs and personal and social development is at the heart of our practice. This fully supports the ethos of the Early Years Foundation Stage Statutory Framework to ensure children learn and develop. Our aim is to provide a foundation for future life chances and educational readiness.

This document is a guide to our curriculum intent, implementation and impact, as children do not develop in a linear or sequential pathway, therefore, our curriculum is constantly adapted to suit each child's needs.

Section 1 – Statutory documents

Educational programmes – are shaped by the seven areas of learning and must involve activities and experiences for children. The educational programmes will support staff to provide rich experiences.

Early Learning Goals – demonstrate the knowledge, skills and understanding that children should have at the end of the academic year in which they turn five.

Characteristics of Effective Learning – when planning and guiding what children learn, practitioners will reflect on the different rates at which children are developing. The characteristics of effective learning support practitioners to adjust their practice.

Section 2 – Curriculum intent and implementation

Our curriculum **intent** is based on appropriate learning needs of two, three and four year olds. Our aim is to provide a broad and balanced curriculum where the children can access learning opportunities which promote high expectations, risk taking and independence through a combination of adult-led and child-initiated activities. These equip the children with the motivation, skills and attitudes needed for life. The needs of each individual are carefully planned to ensure the best possible outcomes.

The environment is carefully planned to support the **implementation** of the curriculum and promote learning. This enables the children to be independent and autonomous in their learning both inside and outside. The children are taught to take responsibility for their own learning and practise the skills they have been taught through their own child initiated learning. Adults are deployed in the provision to 'tune in' to the children to support, intervene, extend play and ask inciteful questions. The role of the adults is key, as this will support further planning opportunities by adding resources and activities to extend their play and learning. In order to teach key skills, specific activities are planned and delivered using an adult (adult-led activities). Learning intentions for these are written onto the daily planning sheet and colour coded linked to the seven areas of learning. Specific skills and knowledge is also taught daily through 'group times'. Group times promote specific language and literacy skills and knowledge. There are also planned opportunities for specific interventions to be provided for children who may need additional support. These may be individual or small group and delivered either within and alongside a child's play, or in a more quiet, calm space.

Section 3 – Impact

The **impact** of our curriculum will be demonstrated by the milestones* that our children achieve. Daily observations of children will inform our daily practice and planning for each individual. At specific moments during each academic year, the children will be assessed against the milestone for their age. For those individual children who are not meeting their milestones, targeted plans will be implemented to support their progress. For those children who are not on a mainstream pathway, or have enhanced levels of Early Intervention (Funding), progress for these individuals will be tracked through their personal support plans and targets.

*Milestones adapted and support by the principles of OPAL Observing Play and Learning, developed by The Barnet Early Years Alliance.

Communication and language	Personal, social and emotional development	Physical development	
<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>	<p>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life</p>	<p>Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives⁷. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>	
Literacy	Mathematics	Understanding the world	Expressive arts and design
<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.</p>	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension</p>	<p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe</p>

Communication and language	Personal, social and emotional development	Physical development
<p>ELG: Listening, Attention and Understanding Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; • Make comments about what they have heard and ask questions to clarify their understanding • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>ELG: Speaking Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher 	<p>ELG: Self-Regulation Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>ELG: Managing Self Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; • Explain the reasons for rules, know right from wrong and try to behave accordingly; • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>ELG: Building Relationships Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others; • Form positive attachments to adults and friendships with peers; • Show sensitivity to their own and to others' needs. 	<p>ELG: Gross Motor Skills Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others; • Demonstrate strength, balance and coordination when playing; • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>ELG: Fine Motor Skills Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; • Use a range of small tools, including scissors, paint brushes and cutlery; • Begin to show accuracy and care when drawing.

Literacy	Mathematics	Understanding the world	Expressive arts and design
<p>ELG: Comprehension Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • Anticipate – where appropriate – key events in stories; • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>ELG: Word Reading Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs; • Read words consistent with their phonic knowledge by sound-blending; • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>ELG: Writing Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed; • Spell words by identifying sounds in them and representing the sounds with a letter or letters; • Write simple phrases and sentences that can be read by others. 	<p>ELG: Number Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number; • Subitise (recognise quantities without counting) up to 5; • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p>ELG: Numerical Patterns Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system; Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 	<p>ELG: Past and Present Children at the expected level of development will: -</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; • Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>ELG: People, Culture and Communities Children at the expected level of development will: -</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <p>ELG: The Natural World Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants; • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<p>ELG: Creating with Materials Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; • Share their creations, explaining the process they have used; • Make use of props and materials when role playing characters in narratives and stories. <p>ELG: Being Imaginative and Expressive Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher; • Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Playing and Exploring	Active Learning	Creating and Thinking Critically
<p><i>Engagement</i> Children investigate and experience things and 'have a go'</p>	<p><i>Motivation</i> Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements</p>	<p><i>Thinking</i> Children have and develop their own ideas, make links between ideas, and develop strategies for doing things</p>
<p>Finding out and exploring</p> <ul style="list-style-type: none"> • Showing curiosity about objects, events and people • Using senses to explore the world around them • Engaging in open-ended activity • Showing particular interests 	<p>Being involved and concentrating</p> <ul style="list-style-type: none"> • Maintaining focus on their activity for a period of time • Showing high levels of energy, fascination • Not easily distracted • Paying attention to details 	<p>Having their own ideas</p> <ul style="list-style-type: none"> • Thinking of ideas • Finding ways to solve problems • Finding new ways to do things
<p>Playing with what they know</p> <ul style="list-style-type: none"> • Pretending objects are things from their experience • Representing their experiences in play • Taking on a role in their play • Acting out experiences with other people 	<p>Keeping on trying</p> <ul style="list-style-type: none"> • Persisting with activity when challenges occur • Showing a belief that more effort or a different approach will pay off • Bouncing back after difficulties 	<p>Making links</p> <ul style="list-style-type: none"> • Making links and noticing patterns in their experience • Making predictions • Testing their ideas • Developing ideas of grouping, sequences, cause and effect
<p>Being willing to 'have a go'</p> <ul style="list-style-type: none"> • Initiating activities • Seeking challenge • Showing a 'can do' attitude • Taking a risk, engaging in new experiences, and learning by trial and error 	<p>Enjoying achieving what they set out to do</p> <ul style="list-style-type: none"> • Showing satisfaction in meeting their own goals • Being proud of how they accomplished something – not just the end result • Enjoying 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"> • Planning, making decisions about how to approach a task, solve a problem and reach a goal • Checking how well their activities are going • Changing strategy as needed • Reviewing how well the approach worked

SECTION 2 Curriculum intent and implementation

Our curriculum **intent** is based on appropriate learning needs of two, three and four year olds, following the Early Years Foundation Stage. Our aim is to provide a broad and balanced curriculum where the children can access learning opportunities which promote high expectations, risk taking and independence through a combination of adult-led and child-initiated activities. These equip the children with the motivation, skills and attitudes needed for life. The needs of each individual are carefully planned **for** to ensure the best possible outcomes. The areas of learning and Characteristics of effective learning underpin the curriculum on offer to ensure that outcomes are maximised.

Planning for learning implementation - The environment is carefully planned to support the **implementation** of the curriculum and promote learning. This enables the children to be independent and autonomous in their learning both inside and outside. The children are taught to take responsibility for their own learning and practise the skills they have been taught through their child-initiated explorations. The environment will capture the children's desire to investigate and question. Adults are deployed in the provision to 'tune in' to the children to support, intervene, extend play and ask inciteful questions. The role of the adults is key, as this will support further planning opportunities by adding resources and activities to extend play and learning. The individual needs, interests and next steps of each child will be considered when planning the environment and other specific learning opportunities, enabling personalised learning, differentiation and lines of enquiry to be followed.

In order to teach key skills, specific activities are planned and delivered using an adult (adult-led activities). Learning intentions for these are written onto the daily planning sheet and colour coded linked to the seven areas of learning. Specific skills are also taught daily through 'group times'. Group times promote skills and knowledge, for example, language, literacy, listening and attention, mathematics. The session is focussed and carefully planned to meet the needs of the individuals in the group.

There are also planned opportunities for specific interventions to be provided for children who may need additional support. These may be individual or small group and delivered either within and alongside a child's play, or in a more quiet, calm space.

Observing learning implementation – Children are observed in their play and specific milestones and moments in their learning will be captured through written observations and photographs. These inform individual developmental records that are kept by each child's key person and help to inform next steps, planning and impact of learning. Writing observations and the taking of photographs will not be a barrier to learning and are used to enhance it.

Working closely with parents is vital to support the development and progress of the children. An online system called Tapestry supports this and enables parents to see snapshots of the children's learning each half term and biannual meetings with parents enhance this and provide opportunities to support learning at home.

Sharing learning implementation – Tapestry			
	Autumn term	Spring term	Summer term
Children in mainstream	<p>Post 1 - by the end of September (or the first month of attendance) – ‘First days at Nursery’ to be shared with parents to highlight to parents how the child has settled, is approaching their new environment, relationships and attitude to learning.</p> <p>Post 2 – by October half term</p> <p>Post 3 – November</p> <p>Post 4 – by end of the autumn term</p>	<p>Post 5 - January</p> <p>Post 6 – mid term – either week before or after Feb ½ term</p> <p>Post 7 – March (by end of spring term)</p>	<p>Post 8 – April</p> <p>Post 9 – either week before or after May ½ term</p> <p>Post 10 – June</p> <p>Post 11 – July (by end of summer term)</p>
Children in SEND provision	<p>Post 1 - by the end of September (or the first month of attendance) – ‘First days at Nursery’ to be shared with parents to highlight to parents how the child has settled, is approaching their new environment, relationships and attitude to learning.</p> <p>Post 2 – by October half term</p> <p>Post 3 and 4 – November</p> <p>Post 5 – by end of the autumn term</p>	<p>Post 6 - January</p> <p>Post 7 – mid term – either week before or after Feb ½ term</p> <p>Post 8 – March (by end of spring term)</p>	<p>Post 9 – April</p> <p>Post 10 – either week before or after May ½ term</p> <p>Post 11 – June</p> <p>Post 12 – July (by end of summer term)</p>
All children	<p>All posts must contain quality photograph(s) demonstrating CEL and strengths in the prime aspects, from either adult-led or child-initiated learning. Each post will contain no more than 3 quality photographs. These may be from specific activities, or interventions such as Forest School, Woodland, Celebrations.</p>		
	<p>Annotation will be short and concise and be of quality and value the learning that is being highlighted and support parents to understand learning through play. Language of learning will be clear link specifically to the images. Language to be written in past tense as it is referring to what the child has done. Language needs to highlight CEL and strengths in the prime aspects of learning. Posts will be approximately a summary of 6 lines (on computer view on Tapestry.)</p>		
	<p>Parents will be invited to communicate and share images from home, as well as comment on observations posted. Any comment or post from parents must be published and needs acknowledgement with a ‘like/thumbs’ up and/or comment.</p>		

Sharing learning implementation – parent meetings		
Autumn term	Spring term	Summer term
<p>Parent meetings to take place for each child both in mainstream and SEND</p> <p>Written report (mainstream/universal children) – one side of A4 to focus on aspects/issues raised in the meeting, strengths linked to CEL (max 5 bullet points), next steps (including strategies for home and school)</p> <p>SEND review meetings for identified children and updated targets/Surrey Support Plans (SSPs).</p> <p>Share Tapestry uploads at meetings</p>	<p>Parent meetings to take place for each child both in mainstream and SEND</p> <p>3-5s Summary report (mainstream/universal) – one side of A4 to focus on progress from previous meeting, aspects/issues raised in the meeting, strengths linked to CEL (max 5 bullet points), next steps (including strategies for home and school)</p> <p>2-3s Progress Check at Two for all children in cohort</p> <p>SEND review meetings for identified children and updated targets/SSPs.</p> <p>Share Tapestry uploads at meetings</p>	<p>2-3s/Rising 3-5s Parent meeting offered (conversation)</p> <p>SEND review meetings / transition meetings for identified children and updated targets/SSPs.</p> <p>All school leavers – Leavers Report – one side A4 to focus on CEL and next steps for school Share Tapestry uploads at meetings</p>

SECTION 3 Impact

The **impact of learning** will be assessed termly (on the half term) using the process detailed below.

- Practitioners will use knowledge of children, observations and other evidence (including Surrey Support Plans and other targets) gathered to assess if each child is on track or not.
- Practitioners will look at the statements and targets holistically for each child to make their judgements.
- Moderation will take place to ensure judgements are sound and to support professional and pedagogical discussions to take place about learners.
- For those children not working at expected levels, specific and targeted intervention will be planned to support the children to make progress.

Impact of learning for universal and targeted learners	Impact of learning for learners who have enhanced levels of support
<p>When looking at milestones:-</p> <ul style="list-style-type: none"> • Note the child's age in months, ie, 38 months • Look at the milestone that the child has just passed, ie if the child is 38 months, use the 36 month milestone • Use the statements for each area of learning, alongside your professional knowledge and evidence to make a judgment if the child is 'on track' for their age or 'not on track'. Ask yourself, is this child developing appropriately for their age? • Log their chronological age in months and use the drop down arrows on the spreadsheet to show if they are working at the expected milestone or not. • This will be logged on the data tracking spreadsheet – this will be shared with key staff using o365 accounts 	<p>It is likely that children who have been awarded enhanced support (Early Intervention Funding) from the local authority are not on the same trajectory and/or developmental pathway as their peers (who are universal/targeted support), therefore, impact of learning for these children will be made against their individual targets (Surrey Support Plans – SSPs).</p> <p>On the half term, relevant key people will write a short case study based on a chosen child to demonstrate the impact of learning and progress against specific targets.</p> <p>In the SEND class, two children will be selected. In mainstream, the team will collectively write one case study.</p>

DEVELOPMENTAL MILESTONES 0- 36 months

Typical development	DEVELOPMENTAL MILESTONES 0- 36 months		
	Personal, social and emotional development	Communication and language	Physical development
6 months	<ul style="list-style-type: none"> Smiles back at an adult or cries if they hear another child cry. Takes everything to mouth. Watches faces intently 	<ul style="list-style-type: none"> Laughs and squeals out loud when playing. Responds to interactions with familiar adults. Moves head to find familiar sounds. 	<ul style="list-style-type: none"> When offered a toy, will reach for it. Kicks strongly with alternate legs. Sits well with support, holding head up.
9 months	<ul style="list-style-type: none"> Enjoys peek-a-boo games. Has favourite toys that they reach for often Show a preference towards a familiar adult Explores confidently when they feel secure in the presence of a familiar adult 	<ul style="list-style-type: none"> Pointing at things with their fingers Starting to make different sounds Starting to copy sounds they hear and movements of the mouth e.g. poking tongue out Enjoys finger and toe rhymes and games 	<ul style="list-style-type: none"> Can sit without support Starting to crawl Rolls from front to back or back to front When sitting can lean forward to pick up small toys Passes toys from one hand to the other
12 months	<ul style="list-style-type: none"> Likes to be in sight and hearing of a familiar adult. Responds to facial expressions and tone of voice Drinks from a cup with a lid and feeds themselves finger foods. 	<ul style="list-style-type: none"> Turns to own name. Understands simple instructions (clap hands). Babbles and makes different noises. 	<ul style="list-style-type: none"> Pulls up to standing position. Can move from lying down to sitting.
15 months	<ul style="list-style-type: none"> Likes to play by handing things to people Uses familiar adult to share feelings such as excitement or pleasure, and for 'emotional refuelling' when feeling tired, stressed or frustrated Growing ability to soothe themselves, and may lie to use a comfort object 	<ul style="list-style-type: none"> Understanding of simple words in context is developing e.g. cup, milk, daddy Uses sounds in play e.g. 'brmmm' for a toy car Moves whole bodies to sounds they enjoy such as music or a regular beat Concentrates intently on an object or activity of own choosing for short periods 	<ul style="list-style-type: none"> Begins to walk independently choosing appropriate props to support at first Enjoys the sensory experiences of making marks in damp sand, paste or paint. Pushes, pulls, lifts and carries objects moving them around and placing with intent.

18 months	<ul style="list-style-type: none"> • Seeks physical contact from others. • Watches what friends are doing. • Can use pointing to let an adult know what they want. • Plays alongside others • Demonstrates a sense of self as an individual, eg wants to do things independently, says 'no' to an adult 	<ul style="list-style-type: none"> • Jabbers to themselves when playing. • Points to own nose, hair, feet etc. • Starting to use single words • Enjoys rhythmic patterns in rhymes and stories 	<ul style="list-style-type: none"> • Walks independently. • Will squat to pick up objects. • Walks upstairs with a helping hand.
21 months	<ul style="list-style-type: none"> • Plays cooperatively with a familiar adult e.g. rolling a ball back and forth • Shows growing self-confidence through playing freely and with involvement • Cooperates with caregiving experiences e.g. dressing • Holds cup with both hands and drinks without much spilling • Willing to try new food textures and tastes • Starting to use a spoon: can guide towards mouth but food may fall off 	<ul style="list-style-type: none"> • Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations • Understands simple sentences (e.g. throw the ball) • Listens with interest to the noise adults make when they read stories • Uses words to communicate for a range of purposes e.g. teddy, more, no and bye bye 	<ul style="list-style-type: none"> • Able to run short distances • Walks upstairs with support from an adult • Comes downstairs backwards (kneeling)
24 months	<ul style="list-style-type: none"> • Enjoys simple make-believe play e.g. having a cup of tea. • Likes to do things for themselves, without help. • Displays a range of big emotions, eg. May jump up and down when excited. • Uses a spoon or fork to feed themselves. 	<ul style="list-style-type: none"> • Puts two or more words together. • Repeats words and finds objects when asked e.g. ball, shoes. • Responds to familiar music, songs or rhymes 	<ul style="list-style-type: none"> • Climbs over obstacles. • Climbs stairs independently. • Beginning to balance blocks to make a small tower
27 months	<ul style="list-style-type: none"> • Plays with increasing confidence on their own and with others because they know their key person is nearby and available • Expresses own preferences and interests • Shows understanding and cooperates with some boundaries and routines • Helps with clothing e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt • Awareness of what a potty or toilet is used for 	<ul style="list-style-type: none"> • Developing understanding of simple concepts e.g. big/little • Responds to simple questions when in a familiar context with a special person • Beginning to ask simple questions 	<ul style="list-style-type: none"> • Hands start to operate independently during a task that uses both with each hand doing something different at the same time • Makes connections between their movements and the marks they make

30 months	<ul style="list-style-type: none"> • Watches what friends are doing and joins in with play. • Likes to help you when you are busy, e.g. putting shopping away. • Begins to assert independence and challenge boundaries • Feeds self without spilling • Uses a spoon or fork independently 	<ul style="list-style-type: none"> • Is interested in books and stories. • Can stop what they are doing and can listen to you. • Uses lots of new words. • Beginning to use words like, me, I and you. 	<ul style="list-style-type: none"> • Can run around, change direction and slow down so they don't bump into things. • Can make lines and marks. • Builds a tower.
33 months	<ul style="list-style-type: none"> • Welcomes and values praise for what they have done • Growing ability to distract self when upset, e.g. by engaging in a new play activity • Become more outgoing with unfamiliar people in the safe context of their setting • Show an increasing desire to be independent such as wanting to feed themselves and dress or undress 	<ul style="list-style-type: none"> • Listen to simple stories and understand what is happening with the help of pictures • Understands more complex sentences such as 'put your toys away and then we'll read a book' • Beginning to talk about people and things are not present. 	<ul style="list-style-type: none"> • Enjoys starting to kick, throw and catch balls • Imitates drawing simple shapes such as circles and lines • May show preference for dominant hand

DEVELOPMENTAL MILESTONES

36 - 66 months

Typical development	DEVELOPMENTAL MILESTONES				
	36 - 66 months				
	Personal, social and emotional development	Communication and language	Physical development	Literacy	Mathematics
36 months	<ul style="list-style-type: none"> Shows an interest in others and makes new relationships. Explores new environments. Uses the toilet with some support. Can select and use resources with help Confident to ask for help Aware of own feelings and knows that some actions and words can hurt others' feelings 	<ul style="list-style-type: none"> Responds to questions and instructions. Asks for help if they need it. Speaks in simple sentences. Listens to others one to one or in small groups if the conversation interests then 	<ul style="list-style-type: none"> Moves around their environment with awareness and control. Manages a range of equipment purposefully e.g. can use a spade to fill a bucket. Begins to use three finger tripod grip to hold writing tools 	<ul style="list-style-type: none"> Enjoys sharing books with adults. Uses simple marks including lines, curves and circular movements Holds books the right way up Enjoys rhyming and rhythmic activities Shows awareness of rhyme and alliteration Shows interest in illustrations, print and books in the environment Handles books carefully Holds books the right way up and turns pages correctly 	<ul style="list-style-type: none"> Shows an awareness of number. Uses mathematical language in their play e.g. big, small, heavy, light

39 months	<ul style="list-style-type: none"> • Can play in a group, extending and elaborating ideas, ie role play with other children • Initiates play • Demonstrates friendly behaviour to both adults and peers • Can tell adults when hungry or tired • Gains more bladder or bowel control and can attend to toileting independently most of the time 	<ul style="list-style-type: none"> • Listens to stories with increasing interest and recall • Is able to follow simple instructions with one part • Shows understanding of simple prepositions 'over', 'under', 	<ul style="list-style-type: none"> • Move freely and with independence and confidence • Mounts stairs using alternate feet • Runs skilfully and negotiates space 	<ul style="list-style-type: none"> • Sometimes gives meanings to marks they make on paper • Joins in with repeated refrains in stories and rhymes • Looks at books independently • Beginning to be aware of how stories are structured 	<ul style="list-style-type: none"> • Uses number names and number language spontaneously • Uses some number names accurately in play • Recites numbers to 10 • Knows how many numbers are in a set
42 months	<ul style="list-style-type: none"> • Shows awareness of the feelings of others. • Knows what they want to play with and where to find it. • Plays with others. • Begins to accept the needs of others and can take turns and share resources, sometimes with support from others • Uses the toilet independently – usually dry and clean during the day 	<ul style="list-style-type: none"> • Sings songs and rhymes. • Talks with other children. • Listens and responds to things said by others. • Able to follow an instruction with two parts e.g. Get your coat and open the door. 	<ul style="list-style-type: none"> • Climbs, runs and jumps with confidence. • Uses toys and tools safely. • Uses one handed tools and equipment • Holds pencil between thumb and two fingers • Can copy some letters, eg from name 	<ul style="list-style-type: none"> • Enjoys listening to stories and making up play scenarios. • Makes many different marks, including closed shapes, e.g. circles • Knows that print is read left to right and top to bottom 	<ul style="list-style-type: none"> • Knows how to solve everyday problems in their play e.g. how to get water from one place to another. • Recognises some numbers and shows an interest in counting.

45 months	<ul style="list-style-type: none"> • Initiates conversations, attends to and take account of what others say • Confident to speak to others about own needs, wants, interests and opinions • Can tolerate delay when needs are not met 	<ul style="list-style-type: none"> • Maintain attention, concentrates and sits quietly during appropriate activity • Beginning to understand 'how' and 'why' questions • Uses talk to connect ideas 	<ul style="list-style-type: none"> • Experiments with different ways of moving • Jumps off an objects and lands appropriately • Negotiates space a 	<ul style="list-style-type: none"> • Gives meanings to marks they make on paper • Suggests how the story might end • Listens to stories with increasing detail • Describes main story settings, events, characters • Knows information can be relayed in the form of print 	<ul style="list-style-type: none"> • Beginning to represent numbers with marks on paper and numerals • Compares two sets of objects • Shows an interest in representing numbers
48 months	<ul style="list-style-type: none"> • Can play with others, sharing what they are using with help. • Plays imaginatively with other children. • Confident to have a go and try new things • Can dress themselves with some support 	<ul style="list-style-type: none"> • Talks about what they are doing and things they remember. • Starts conversations with familiar people and asks questions. • Listens when they are in a group with other children. 	<ul style="list-style-type: none"> • Gives new challenges a go and is aware of their own safety. • Uses resources with some control, e.g. can pour from a jug into a cup. 	<ul style="list-style-type: none"> • Looks at books and has some favourites. • Makes marks to represent their name and talks about their drawings. • Knows the difference between pictures and words 	<ul style="list-style-type: none"> • Beginning to count objects in their play. • Understands how different shapes fit together e.g. in their art work or block play. • Will notice who has more or less e.g. who has more trains or pieces of fruit
51 months	<ul style="list-style-type: none"> • Explains own knowledge and understanding, asks appropriate questions of others • Can describe self in positive terms and talks about own abilities 	<ul style="list-style-type: none"> • Beginning to have two channelled attention – can listen and do for an appropriate time • Able to follow a story with pictures or props • Uses vocabulary focussed on objects and people that are important to them 	<ul style="list-style-type: none"> • Travels with confidence and skill in a variety of ways • Shows increasing control with objects 	<ul style="list-style-type: none"> • Continues a rhyming string • Hears and says the initial sound in letters 	<ul style="list-style-type: none"> • Recognises numbers of personal significance • Recognises numbers 1-5 • Counts objects to 5 accurately

54 months	<ul style="list-style-type: none"> • Stays at activities that they really like without being distracted by other things or people. • Understands and follows some rules. • Is able to make friends. • Independently uses the toilet and keeps themselves clean and dry. 	<ul style="list-style-type: none"> • Listens attentively in a range of situations. • Asks and answers questions to find out more. • Talks in clear sentences about people they know, what they see and how they are feeling 	<ul style="list-style-type: none"> • Uses a variety of tools with accuracy, e.g. pencils, paint brushes and scissors. • Can move around spaces with control and co-ordination. 	<ul style="list-style-type: none"> • Begins to recognise familiar letters or words e.g. letters in their name, familiar names and shop signs. and sometimes writes them. • Can form shapes that are starting to look like letters. • Will talk about stories as they are read to them 	<ul style="list-style-type: none"> • Counts to find out how many things they have. • Recognises numbers in their environment. • Knows the names of some shapes. • Notices and compares size, weight and capacity in their play
57 months	<ul style="list-style-type: none"> • Takes steps to resolve conflicts with other children, eg finding a compromise • Can usually adapt behaviour to different events, social situations and changes in routine 	<ul style="list-style-type: none"> • Listens and responds to ideas expressed by others in conversation or discussion • Builds up vocabulary that reflects their breadth of experiences 	<ul style="list-style-type: none"> • Shows a preference for dominant hand • Begins to use anti-clockwise movements and retrace vertical lines • Begins to form recognisable letters 	<ul style="list-style-type: none"> • Can segment the sounds in simple words and blend them together and knows the sound that some letters make • Uses clearly identifiable letters to communicate 	<ul style="list-style-type: none"> • Counts objects to 10 and beginning to count beyond 10

60 months	<ul style="list-style-type: none"> • Can take turns when playing with others and listens to their ideas. • Understands the feelings of others and responds thoughtfully. • Can talk about some things they like or don't like and say why. • Plans and carries out their own ideas. • Copes with new routines or when plans change. • Knows it is important to keep their bodies healthy with exercise and eating well. • Can dress and undress independently 	<ul style="list-style-type: none"> • Asks and answers questions about stories and events. • Uses language to express their imaginative ideas. • Remember and recall detailed information e.g. the process of making a cake. • Can talk about things that have happened, are happening or are going to happen using the correct tense 	<ul style="list-style-type: none"> • Is adventurous and confident in their physical play. 	<ul style="list-style-type: none"> • Can recall what happened in a story. • Uses letters or symbols to convey meaning. • Recognises similarities in words e.g. words that rhyme or start with the same letter. 	<ul style="list-style-type: none"> • Can accurately count to find out how many things they have, up to and beyond 10. • Beginning to recognise different numbers and put them in order. • Knows a number can show how many things there are. • Shows an interest in adding and taking away. • Finds ways to measure in their play e.g. how many children will fit in a cardboard box
66 months	<ul style="list-style-type: none"> • Perseveres when things are hard. • Cares about the feelings of others and knows when to help them. • Knows that rules are important when playing in a group. • Demonstrates patience in different situations Manages zips and buttons on their clothes 	<ul style="list-style-type: none"> • Listens in a group and talks about what they have heard. • Begins to use humour and simple jokes. • Shares their ideas with others expressing themselves clearly. 	<ul style="list-style-type: none"> • Balances well e.g. hops forward on one leg. • Throws at a target and catches. • 	<ul style="list-style-type: none"> • Attempts to write letters or words. • Uses writing and drawing in their play. • Reads words and simple sentences. • Discusses the content and message of different text 	<ul style="list-style-type: none"> • Counts accurately and recognises numbers to 20. • Recognises small quantities without counting. • Adds and subtracts objects to find the total. • Uses the language of measurement to order and compare e.g. tall, taller, tallest.