|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Development Matters and ELG’s 2012** | | | | | | | | |
| **Prime Areas** | **Personal, Social and Emotional Development** | | | **Communication and Language** | | | **Physical development** | |
|  | Making Relationships | Self Confidence and Self awareness | Managing Feelings and Behaviour | Listening and attention | Understanding | Speaking | Moving and Handling | Health and self Care |
| 16 – 26 months  (1.3 - 2.2 years) | • Plays alongside others.  • Uses 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.  • Plays cooperatively with a familiar adult, e.g. rolling a ball back and forth. | \*Explores new toys and environments, but ‘checks in’ regularly with familiar adult as and when needed.  • Gradually able to engage in pretend play with toys (supports  child to understand their own thinking may be different from  others).  • Demonstrates sense of self as an individual, e.g. wants to do  things independently, says “No” to adult. | • Is aware of others’ feelings, for example, looks concerned if hears crying or looks excited if hears a familiar happy voice.  • Growing sense of will and determination may result in feelings of anger and frustration which are difficult to handle, e.g. may have tantrums.  • Responds to a few appropriate boundaries, with  encouragement and support.  • Begins to learn that some things are theirs, some things are shared, and some things belong to other people. | • Listens to and enjoys rhythmic patterns in rhymes and stories.  • Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations.  • Rigid attention – may appear not to hear. | • Selects familiar objects by name and will go and find objects when asked, or identify objects from a group.  • Understands simple sentences (e.g. *‘Throw the ball.*’) | • Copies familiar expressions, e.g. ‘Oh dear’, ‘All gone’.  • Beginning to put two words together (e.g. *‘want ball’, ‘more juice*’).  • Uses different types of everyday words (nouns, verbs and  adjectives, e.g. *banana, go, sleep, hot*).  • Beginning to ask simple questions.  • Beginning to talk about people and things that are not present. | • Walks upstairs holding hand of adult.  • Comes downstairs backwards on knees (crawling).  • Beginning to balance blocks to build a small tower.  • Makes connections between their movement and the marks they make. | • Develops own likes and dislikes in food and drink.  • Willing to try new food textures and tastes.  • Holds cup with both hands and drinks without much spilling.  • Clearly communicates wet or soiled nappy or pants.  • Shows some awareness of bladder and bowel urges.  • Shows awareness of what a potty or toilet is used for.  • Shows a desire to help with dressing/undressing and hygiene  routines. |
| 22-36 months  (1.8 – 3.0 years) | • Interested in others’ play and starting to join in.  • Seeks out others to share experiences.  • Shows affection and concern for people who are special to them.  • May form a special friendship with another child. | • Separates from main carer with support and encouragement  from a familiar adult.  • Expresses own preferences and interests. | • Seeks comfort from familiar adults when needed.  • Can express their own feelings such as sad, happy, cross,scared, worried.  • Responds to the feelings and wishes of others.  • Aware that some actions can hurt or harm others.  • Tries to help or give comfort when others are distressed.  • Shows understanding and cooperates with some boundaries and routines.  • Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn’t do.  • Growing ability to distract self when upset, e.g. by engaging in a new play activity. | • Listens with interest to the noises adults make when they read stories.  • Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door.  • Shows interest in play with sounds, songs and rhymes.  • Single channelled attention. Can shift to a different task if attention fully obtained – using child’s name helps focus. | • Identifies action words by pointing to the right picture, e.g., *“Who’s jumping?”*  • Understands more complex sentences, e.g. *‘Put your toys*  *away and then we’ll read a book.’*  • Understands ‘who’, ‘what’, ‘where’ in simple questions(e.g. *Who’s that/can? What’s that? Where is.?*).  • Developing understanding of simple concepts (e.g. *big/little*). | • Uses language as a powerful means of widening contacts,  sharing feelings, experiences and thoughts.  • Holds a conversation, jumping from topic to topic.  • Learns new words very rapidly and is able to use them in communicating.  • Uses gestures, sometimes with limited talk, e.g. reaches  toward toy, saying *‘I have it’.*  • Uses a variety of questions (e.g. *what, where, who*).  • Uses simple sentences (e.g.’ *Mummy gonna work.’*)  • Beginning to use word endings (e.g. *going, cats*). | • Runs safely on whole foot.  • Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.  • Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.  • Can kick a large ball.  • Turns pages in a book, sometimes several at once.  • Shows control in holding and using jugs to pour, hammers, books and mark-making tools.  • Beginning to use three fingers (tripod grip) to hold writing tools  • Imitates drawing simple shapes such as circles and lines.  • Walks upstairs or downstairs holding onto a rail two feet to a step.  • May be beginning to show preference for dominant hand. | • Feeds self competently with spoon.  • Drinks well without spilling.  • Clearly communicates their need for potty or toilet.  • Beginning to recognise danger and seeks support of significant adults for help.  • Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt.  • Beginning to be independent in self-care, but still often needs adult support. |
| 30-50 months  (2.5 - 4.2 years) | • Can play in a group, extending and elaborating play ideas,e.g. building up a role-play activity with other children.  • Initiates play, offering cues to peers to join them.  • Keeps play going by responding to what others are saying or doing.  • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. | \*Can select and use activities and resources with help.  • Welcomes and values praise for what they have done.  • Enjoys responsibility of carrying out small tasks.  • Is more outgoing towards unfamiliar people and more  confident in new social situations.  • Confident to talk to other children when playing, and will communicate freely about own home and community.  • Shows confidence in asking adults for help. | • Aware of own feelings, and knows that some actions and words can hurt others’ feelings.  • Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.  • Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.  • Can usually adapt behaviour to different events, social situations and changes in routine. | • Listens to others one to one or in small groups, when conversation interests them.  • Listens to stories with increasing attention and recall.  • Joins in with repeated refrains and anticipates key events and  phrases in rhymes and stories.  • Focusing attention – still listen or do, but can shift own attention.  • Is able to follow directions (if not intently focused on own  choice of activity). | • Understands use of objects (e.g. *“What do we use to cut things?’*)  • Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct  picture.  • Responds to simple instructions, e.g. to get or put away an object.  • Beginning to understand ‘why’ and ‘how’ questions. | • Beginning to use more complex sentences to link thoughts  (e.g. *using and, because*).  • Can retell a simple past event in correct order (e.g. *went down*  *slide, hurt finger*).  • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.  • Questions why things happen and gives explanations. Asks  e.g. *who, what, when, how.*  • Uses a range of tenses (e.g. *play, playing, will play, played*).  • Uses intonation, rhythm and phrasing to make the meaning  clear to others.  • Uses vocabulary focused on objects and people that are of  particular importance to them.  • Builds up vocabulary that reflects the breadth of their experiences.  • Uses talk in pretending that objects stand for something else  in play, e,g, *‘This box is my castle.’* | • Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.  • Mounts stairs, steps or climbing equipment using alternate feet.  • Walks downstairs, two feet to each step while carrying a small object.  • Runs skilfully and negotiates space successfully, adjusting speed or direction to  avoid obstacles.  • Can stand momentarily on one foot when shown.  • Can catch a large ball.  • Draws lines and circles using gross motor movements.  • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.  • Holds pencil between thumb and two fingers, no longer using whole-hand grasp.  • Holds pencil near point between first two fingers and thumb and uses it with good  control.  • Can copy some letters, e.g. letters from their name. | • Can tell adults when hungry or tired or when they want to rest  or play.  • Observes the effects of activity on their bodies.  • Understands that equipment and tools have to be used safely.  • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.  • Can usually manage washing and drying hands.  • Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper  once it is fastened at the bottom. |
| 40-60 months  (3.3 - 5.0 years) | • Initiates conversations, attends to and takes account of what others say.  • Explains own knowledge and understanding, and asks appropriate questions of others.  • Takes steps to resolve conflicts with other children, e.g. finding a compromise. | • Confident to speak to others about own needs, wants, interests and opinions.  • Can describe self in positive terms and talk about abilities. | • Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.  • Aware of the boundaries set, and of behavioural expectations in the setting.  • Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. | • Maintains attention, concentrates and sits quietly during appropriate activity.  • Two-channelled attention – can listen and do for short span. | • Responds to instructions involving a two-part sequence.  \*Understands humour, e.g. nonsense rhymes, jokes.  • Able to follow a story without pictures or props.  • Listens and responds to ideas expressed by others in conversation or discussion. | • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.  • Uses language to imagine and recreate roles and experiences  in play situations.  • Links statements and sticks to a main theme or intention.  • Uses talk to organise, sequence and clarify thinking, ideas,  feelings and events.  • Introduces a storyline or narrative into their play. | • Experiments with different ways of moving.  • Jumps off an object and lands appropriately.  • Negotiates space successfully when playing racing and chasing games with other  children, adjusting speed or changing direction to avoid obstacles.  • Travels with confidence and skill around, under, over and through balancing and  climbing equipment.  • Shows increasing control over an object in pushing, patting, throwing, catching or  kicking it.  • Uses simple tools to effect changes to materials.  • Handles tools, objects, construction and malleable materials safely and with  increasing control.  • Shows a preference for a dominant hand.  • Begins to use anticlockwise movement and retrace vertical lines.  • Begins to form recognisable letters.  • Uses a pencil and holds it effectively to form recognisable letters, most of which  are correctly formed. | • Eats a healthy range of foodstuffs and understands need for variety in food.  • Usually dry and clean during the day.  • Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to  good health.  • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.  • Shows understanding of how to transport and store equipment safely.  • Practices some appropriate safety measures without direct supervision. |
| Early Learning  Goal | \*They play co-operatively, taking turns with others.  \*They take account of one another’s ideas about how to organise their activity.  \*They show sensitivity to others’ needs and  feelings.  \*They form positive relationships with adults and other children. | \*They are confident to try new activities.  \*They say why they like some activities more than others  \*They are confident to speak in a familiar group and will talk about  their ideas.  \*They will choose the resources they need for their chosen activities. \*They say when they do or don’t  need help. | \*They talk about how they and others show feelings.  \*They talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable.  \*They work as part of a group or class, and understand and follow the rules.  \*They adjust their behaviour to different situations, and take changes of routine in their stride. | \*They listen attentively in a range of situations.  \*They listen to stories, accurately anticipating key events and  respond to what they hear with relevant comments, questions or actions.  \*They give their attention to what  others say and respond appropriately, while engaged in  another activity. | \*They follow instructions involving several ideas or actions.  \*They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events. | \*They express themselves effectively, showing  awareness of listeners’ needs.  \*They use past, present  and future forms accurately when talking about events  that have happened or are to happen in the future.  \*They develop their own narratives and explanations by  connecting ideas or events. | \*They show good control and co-ordination in large and small movements.  \*They move confidently in a range of ways, safely negotiating space.  \*They handle equipment and tools effectively, including pencils for writing. | \*Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep  healthy and safe.  \*They manage their own basic hygiene  and personal needs successfully, including dressing and going to the toilet independently. |