

EYFS 'Development Matters Statements' linked to 'What to Expect When' statements

This document brings together the EYFS Development Matters 2012 document and the 'What to Expect When: A Parents' Guide to the EYFS' 2015 document. It maps both sets of statements against each other in order to support practitioners with observation, assessment and planning.

Salford Starting Life
Well Service

Birth to 11 months – Personal, Social and Emotional Development

Development Matters Document	What to Expect When Document
<p><u>Making Relationships:</u></p> <ul style="list-style-type: none"> Enjoys the company of others and seeks contact with others from birth. 	<p><u>Making relationships:</u></p> <ul style="list-style-type: none"> I like to be with other babies and grown ups. I look at faces and move my arms and legs to show that I like to be with them.
<ul style="list-style-type: none"> Gazes at faces and copies facial movements. e.g. sticking out tongue, opening mouth and widening eyes. 	<ul style="list-style-type: none"> I look at faces and can copy movements you make with your face, like sticking out my tongue, opening and closing my mouth or making my eyes bigger.
<ul style="list-style-type: none"> Responds when talked to, for example, moves arms and legs, changes facial expression, moves body and makes mouth movements. 	<ul style="list-style-type: none"> I can show you that I like you talking to me by moving my arms and legs, making my eyes bigger and opening and closing my mouth.
<ul style="list-style-type: none"> Recognises and is most responsive to main carer's voice: face brightens, activity increases when familiar carer appears. Responds to what carer is paying attention to, e.g. following their gaze. 	<ul style="list-style-type: none"> I can show you that I am interested in what you are doing by looking at and watching you.
<ul style="list-style-type: none"> Likes cuddles and being held: calms, snuggles in, smiles, gazes at carer's face or strokes carer's skin. 	<ul style="list-style-type: none"> I can show that I like you to hold me or cuddle me by snuggling up to you, smiling, looking at your face or stroking you.
<p><u>Self confidence and self-awareness:</u></p> <ul style="list-style-type: none"> Laughs and gurgles, e.g. shows pleasure at being tickled and other physical interactions. 	<p><u>Self confidence and self awareness:</u></p> <ul style="list-style-type: none"> I laugh and gurgle to tell you that I like being tickled or lifted up.
<ul style="list-style-type: none"> Uses voice, gesture, eye contact and facial expression to make contact with people and keep their attention. 	<ul style="list-style-type: none"> I can use my voice or look at you to get your attention and tell you that I want you to be with me.
<p><u>Managing feelings and behaviour:</u></p> <ul style="list-style-type: none"> Is comforted by touch and people's faces and voices. 	<p><u>Managing feelings and behaviour:</u></p> <ul style="list-style-type: none"> I like to see grown ups' faces and hear their voices when I am feeling upset, worried, tired or hungry.
<ul style="list-style-type: none"> Seeks physical and emotional comfort by snuggling in to trusted adults. 	<ul style="list-style-type: none"> I snuggle into grown ups that I know when I am feeling upset, worried or tired.
<ul style="list-style-type: none"> Calms from being upset when held, rocked, spoken or sung to with soothing voice. 	<ul style="list-style-type: none"> When I am feeling upset, I like you to hold me, rock me, speak to me or sing to me quietly and calmly.
<ul style="list-style-type: none"> Shows a range of emotions such as pleasure, fear and excitement. 	<ul style="list-style-type: none"> I can show you that I am happy, worried or excited by the noises that I make, by opening and closing my eyes or the way I move my arms and legs.
<ul style="list-style-type: none"> Reacts emotionally to other people's emotions, e.g. smiles when smiled at and becomes distressed if hears another child crying. 	<ul style="list-style-type: none"> I can show you that I know how other people are feeling by smiling back at a grown up when they smile at me and becoming upset when I hear another child crying.

Birth to 11 months – Communication and Language Development

Development Matters Document	What to Expect When Document
<p><u>Listening and Attention:</u></p> <ul style="list-style-type: none"> • Turns toward a familiar sound then locates range of sounds with accuracy. 	<p><u>Listening and Attention</u></p> <ul style="list-style-type: none"> • I move my head or body to find sounds that I know when I hear them.
<ul style="list-style-type: none"> • Listens to, distinguishes and responds to intonations and sounds of voices. 	<ul style="list-style-type: none"> • I listen to different sounds grown ups make with their voices and can move my arms, legs or body or make noises when I hear them
<ul style="list-style-type: none"> • Reacts in interaction with others by smiling, looking and moving. 	<ul style="list-style-type: none"> • I will show you that I like you talking to me by smiling at you, looking at you or moving my arms, legs or body.
<ul style="list-style-type: none"> • Quietens or alerts to the sound of speech. 	<ul style="list-style-type: none"> • Sometimes when you talk to me I will become quieter or make noises and move my arms, legs or body.
<ul style="list-style-type: none"> • Looks intently at a person talking, but stops responding if speaker turns away. 	<ul style="list-style-type: none"> • When you talk to me, I look at you, but I will turn my head or body when you stop. • I like listening to sounds that things I know and grown ups make.
<ul style="list-style-type: none"> • Listens to familiar sounds, words, or finger plays 	<ul style="list-style-type: none"> • I listen when you sing songs and rhymes as you tickle my tummy or play with my fingers and toes.
<ul style="list-style-type: none"> • Fleeting Attention – not under child’s control, new stimuli takes whole attention 	<ul style="list-style-type: none"> • I stop what I am doing and listen to a new voice or sound when I hear it.
<p><u>Understanding:</u></p> <ul style="list-style-type: none"> • Stops and looks when hears own name. 	<p><u>Understanding</u></p> <ul style="list-style-type: none"> • When you say my name I stop what I am doing and look at you
<ul style="list-style-type: none"> • Starts to understand contextual clues, e.g. familiar gestures, words and sounds. 	<ul style="list-style-type: none"> • I understand what you mean when you use words and actions together. For example, as you wave and say “bye bye” or use actions as you sing rhymes like “Wind the bobbin up”.
<p><u>Speaking:</u></p> <ul style="list-style-type: none"> • Communicates needs and feelings in a variety of ways including crying, gurgling, babbling and squealing. 	<p><u>Speaking</u></p> <ul style="list-style-type: none"> • I can let you know what I want or how I am feeling by making different noises such as crying, gurgling, babbling and squealing.
<ul style="list-style-type: none"> • Makes own sounds in response when talked to by familiar adults. 	<ul style="list-style-type: none"> • When a grown up that I know talks to me I make sounds and noises that are special to me.
<ul style="list-style-type: none"> • Lifts arms in anticipation of being picked up. 	<ul style="list-style-type: none"> • I can lift up my arms when I think you are going to pick me up
<ul style="list-style-type: none"> • Practises and gradually develops speech sounds (babbling) to communicate with adults; says sounds like ‘<i>baba, nono, gogo</i>’. 	<ul style="list-style-type: none"> • I like to make different sounds and noises, such as “baba”, “nono” and “gogo” when a grown up talks to me.

Birth to 11 months – Physical Development

Development Matters Document	What to Expect When Document
<p><u>Moving and handling:</u></p> <ul style="list-style-type: none"> • Turns head in response to sounds and sights. 	<p><u>Moving and Handling</u></p> <ul style="list-style-type: none"> • I move my head or body when I hear noises and see things or people.
<ul style="list-style-type: none"> • Gradually develops ability to hold up own head. 	<ul style="list-style-type: none"> • I can hold my head up.
<ul style="list-style-type: none"> • Makes movements with arms and legs which gradually become more controlled. 	<ul style="list-style-type: none"> • I can move my arms and legs in different ways such as waving and kicking.
<ul style="list-style-type: none"> • Rolls over from front to back, from back to front. 	<ul style="list-style-type: none"> • I can roll over from my back on to my tummy and from my tummy on to my back
<ul style="list-style-type: none"> • When lying on tummy becomes able to lift first head and then chest, supporting self with forearms and then straight arms. 	<ul style="list-style-type: none"> • When I am lying on my tummy I can use my arms to help me lift my head and then my chest.
<ul style="list-style-type: none"> • Watches and explores hands and feet, e.g. when lying on back lifts legs into vertical position and grasps feet. 	<ul style="list-style-type: none"> • I like to look at and play with my hands and feet.
<ul style="list-style-type: none"> • Reaches out for, touches and begins to hold objects. 	<ul style="list-style-type: none"> • I can reach out and touch things that are near to me. • I can hold things in my hand that are near to me.
<ul style="list-style-type: none"> • Explores objects with mouth, often picking up an object and holding it to the mouth. 	<ul style="list-style-type: none"> • I like to explore things by putting them in my mouth.
<p><u>Health and self-care:</u></p> <ul style="list-style-type: none"> • Responds to and thrives on warm, sensitive physical contact and care. 	<p><u>Health and self care:</u></p> <ul style="list-style-type: none"> • I like it when you cuddle me, stroke my cheeks or pat my back.
<ul style="list-style-type: none"> • Expresses discomfort, hunger or thirst. • 	<ul style="list-style-type: none"> • I will show you that I am upset, tired or hungry by making noises such as crying or by moving my arms, legs or body.
<ul style="list-style-type: none"> • Anticipates food routines with interest. 	<ul style="list-style-type: none"> • I will show you that I know when it is meal time by looking at you, my food or drink or by making noises or moving my arms and legs to tell you that I am excited or ready

Birth to 11 months - Literacy

Development Matters Document	What to Expect When Document
<p><u>Reading:</u></p> <ul style="list-style-type: none"> • Enjoys looking at books and other printed material with familiar people. 	<p><u>Reading:</u></p> <ul style="list-style-type: none"> • I like you to sing songs and rhymes and read stories to me.
<p><u>Writing:</u></p> <p><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></p> <p><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></p>	<p><u>Writing:</u></p> <ul style="list-style-type: none"> • Babies need to hear words and learn to use these. • Babies need to explore what happens when they use their hands and feet.

Birth to 11 months - Mathematics

Development Matters Document	What to Expect When Document
<p><u>Numbers:</u></p> <ul style="list-style-type: none"> Notices changes in number of objects/images or sounds in groups of up to 3. 	<p><u>Numbers:</u></p> <ul style="list-style-type: none"> I notice when there is one thing or when there are lots of things (up to 3 things) in a bowl or basket.
<p><u>Shape, space and measure:</u> <i>Babies' early awareness of shape, space and measure grows from their sensory awareness and opportunities to observe objects and their movements, and to play and explore.</i></p>	<p><u>Shape, space and measure:</u></p> <ul style="list-style-type: none"> Babies need to play with things and find out what they can do with their hands, feet and body.

Birth to 11 months – Understanding the World

Development Matters Document	What to Expect When Document
<p><u>People and Communities:</u> <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></p>	<p><u>People and Communities:</u></p> <ul style="list-style-type: none"> Babies need to develop relationships with grown ups.
<p><u>The world:</u></p> <ul style="list-style-type: none"> Moves eyes, then head, to follow moving objects. Reacts with abrupt change when a face or object suddenly disappears from view. 	<p><u>The world:</u></p> <ul style="list-style-type: none"> I move my eyes and then my head when I want to look at things
<ul style="list-style-type: none"> Looks around a room with interest; visually scans environment for novel, interesting objects and events. 	<ul style="list-style-type: none"> I like to look around where I am for things that I would like to play with.
<ul style="list-style-type: none"> Smiles with pleasure at recognisable playthings. 	<ul style="list-style-type: none"> I smile at things that I like to play with.
<ul style="list-style-type: none"> Repeats actions that have an effect, e.g. kicking or hitting a mobile or shaking a rattle. <p><i>See also Characteristics of Effective Learning – Playing and Exploring, and Physical Development</i></p>	<ul style="list-style-type: none"> I like to kick or shake things that make a noise, like a mobile or rattle, over and over again.
<p><u>Technology:</u> <i>The beginnings of understanding technology lie in babies exploring and making sense of objects and how they behave.</i></p>	<p><u>Technology:</u></p> <ul style="list-style-type: none"> Babies need to explore lots of different things to find out what they can do with them.

Birth to 11 months – Expressive Arts and Design

Development Matters Document	What to Expect When Document
<p><u>Exploring and using media and materials:</u> <i>Babies explore media and materials as part of their exploration of the world around them.</i></p>	<p><u>Exploring and using media and materials:</u></p> <ul style="list-style-type: none"> Babies need to explore lots of different things to find out what they can do with them.
<p><u>Being imaginative:</u> <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></p>	<p><u>Being imaginative:</u></p> <ul style="list-style-type: none"> Babies need to play with lots of different things to find out what they can do with them. Babies need to develop relationships with grown ups. Babies need to hear words and learn to use them.

8-20 months – Personal, Social and Emotional Development

Development Matters Document	What to Expect When Document
<p><u>Making relationships:</u></p> <ul style="list-style-type: none"> • Seeks to gain attention in a variety of ways, drawing others into social interaction. • Builds relationships with special people. • Is wary of unfamiliar people. • Interacts with others and explores new situations when supported by familiar person. • Shows interest in the activities of others and responds 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. 	<p><u>Making relationships:</u></p> <ul style="list-style-type: none"> • I can use noises, words, pointing or touch to start a conversation with you. • I am beginning to make friends with special grown ups. • I am quiet or can get worried when I meet new grown ups for the first time. • I need help from a grown up that I know when I am playing with children or visiting a new place for the first time. • I like to watch what my friends are doing.
<p><u>Self confidence and self awareness:</u></p> <ul style="list-style-type: none"> • Enjoys finding own nose, eyes or tummy as part of naming games. • Learns that own voice and actions have effects on others. • Uses pointing with eye gaze to make requests, and to share an interest. • Engages other person to help achieve a goal, e.g. to get an object out of reach. 	<p><u>Self confidence and self awareness:</u></p> <ul style="list-style-type: none"> • I like to find my nose, eyes or tummy when you play games or sing songs like “Round and round the garden”. • I know that when I make different noises and sounds with my voice you will help me or play with me. • I can use pointing or looking to tell you what I want or need.
<p><u>Managing feelings and behaviour:</u></p> <ul style="list-style-type: none"> • 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 like to use a comfort object. • Cooperates with caregiving experiences, e.g. dressing. • Beginning to understand ‘yes’, ‘no’ and some boundaries. 	<p><u>Managing feelings and behaviour:</u></p> <ul style="list-style-type: none"> • I will go to a grown up that I know when I am feeling excited, happy, tired or cross. • I may have a special comforter and will use it when I am feeling tired or upset. • I will let a grown up that I know wash me, change my nappy or get me dressed. • I am beginning to understand that when you say “yes” I can do or have something and when you say “no” I have to stop doing something or can’t have something.

8 - 20 months – Communication and Language Development

Development Matters Document	What to Expect When Document
<p><u>Listening and attention:</u></p> <ul style="list-style-type: none"> • Moves whole bodies to sounds they enjoy, such as music or a regular beat. 	<p><u>Listening and attention:</u></p> <ul style="list-style-type: none"> • I like to move my head, body, arms and legs when I hear music.
<ul style="list-style-type: none"> • Has a strong exploratory impulse. • Concentrates intently on an object or activity of own choosing for short periods 	<ul style="list-style-type: none"> • I like to explore toys and other things that look interesting to me.
<ul style="list-style-type: none"> • Pays attention to dominant stimulus – easily distracted by noises or other people talking. 	<ul style="list-style-type: none"> • I will stop what I am doing or playing with if I hear a noise or a grown up talking.
<p><u>Understanding:</u></p> <ul style="list-style-type: none"> • Developing the ability to follow others’ body language, including pointing and gesture. 	<p><u>Understanding:</u></p> <ul style="list-style-type: none"> • I will watch as you point to things or hold them out to me.
<ul style="list-style-type: none"> • Responds to the different things said when in a familiar context with a special person (e.g. ‘Where’s Mummy?’, ‘Where’s your nose?’). 	<ul style="list-style-type: none"> • When a grown up that I know asks me “Where’s mummy?” or “Where’s your nose?” I can point or find the thing.
<ul style="list-style-type: none"> • Understanding of single words in context is developing, e.g. ‘cup’, ‘milk’, ‘daddy’. 	<ul style="list-style-type: none"> • I am beginning to understand words that are important to me like “cup” or “teddy” by pointing or finding the thing.
<p><u>Speaking:</u></p> <ul style="list-style-type: none"> • Uses sounds in play, e.g. ‘brrrrm’ for toy car. 	<p><u>Speaking:</u></p> <ul style="list-style-type: none"> • I can make sounds that match what I am playing with, like “brmmm” for a car.
<ul style="list-style-type: none"> • Uses single words. 	<ul style="list-style-type: none"> • I can use single words, like “cup” or “daddy” that are important to me.
<ul style="list-style-type: none"> • Frequently imitates words and sounds. 	<ul style="list-style-type: none"> • I will copy new sounds and words that I hear you using as you play with me.
<ul style="list-style-type: none"> • Enjoys babbling and increasingly experiments with using sounds and words to communicate for a range of purposes (e.g. <i>teddy, more, no, bye-bye.</i>) 	<ul style="list-style-type: none"> • I like to use new words, like “more” to tell you that I want “more milk”.
<ul style="list-style-type: none"> • Uses pointing with eye gaze to make requests, and to share an interest. 	<ul style="list-style-type: none"> • I will look at things to let you know what I want.
<ul style="list-style-type: none"> • Creates personal words as they begin to develop language. 	<ul style="list-style-type: none"> • I will make up and use my own words, like as “baba” for baby.

8 - 20 months – Physical Development

Development Matters Document	What to Expect When Document
<p><u>Moving and handling:</u></p> <ul style="list-style-type: none"> Sits unsupported on the floor. 	<p><u>Moving and handling:</u></p> <ul style="list-style-type: none"> I can sit up on the floor.
<ul style="list-style-type: none"> When sitting, can lean forward to pick up small toys. 	<ul style="list-style-type: none"> When I am sitting, I can lean forward to pick up a small toy with my hand.
<ul style="list-style-type: none"> Pulls to standing, holding on to furniture or person for support. 	<ul style="list-style-type: none"> I hold on to furniture, like a sofa, or a grown up, to help me pull myself up so that I am standing.
<ul style="list-style-type: none"> Crawls, bottom shuffles or rolls continuously to move around. 	<ul style="list-style-type: none"> I can move around the floor by crawling, bottom shuffling or rolling over and over.
<ul style="list-style-type: none"> Walks around furniture lifting one foot and stepping sideways (cruising), and walks with one or both hands held by adult. 	<ul style="list-style-type: none"> I can hold onto a grown up or furniture, like a sofa, to help me lift one foot up at a time, step sideways and walk by myself. I can walk when a grown up holds one or both of my hands.
<ul style="list-style-type: none"> Takes first few steps independently. 	<ul style="list-style-type: none"> I can walk by myself.
<ul style="list-style-type: none"> Passes toys from one hand to the other. Holds an object in each hand and brings them together in the middle, e.g. holds two blocks and bangs them together. 	<ul style="list-style-type: none"> I can hold a toy, like a brick, in each hand and bang them together.
<ul style="list-style-type: none"> Picks up small objects between thumb and fingers. 	<ul style="list-style-type: none"> I can pick up something small, like a brick or grape, between my thumb and fingers.
<ul style="list-style-type: none"> Enjoys the sensory experience of making marks in damp sand, paste or paint. Holds pen or crayon using a whole hand (palmar) grasp and makes random marks with different strokes. 	<ul style="list-style-type: none"> I can hold a chunky pen or crayon in my whole hand or in a fist grasp and explore the marks I can make.
<p><u>Health and self care:</u></p> <ul style="list-style-type: none"> Opens mouth for spoon. 	<p><u>Health and self care:</u></p> <ul style="list-style-type: none"> I open my mouth when I see the spoon you are going to feed me with.
<ul style="list-style-type: none"> Holds own bottle or cup. 	<ul style="list-style-type: none"> I can hold my own bottle or lidded cup.
<ul style="list-style-type: none"> Grasps finger foods and brings them to mouth. 	<ul style="list-style-type: none"> I can pick up food between my thumb and fingers, hold it in a fist grasp and lift my hand up to my mouth.
<ul style="list-style-type: none"> Attempts to use spoon: can guide towards mouth but food often falls off. 	<ul style="list-style-type: none"> I am beginning to use a spoon. I can lift the spoon up to my mouth, but sometimes the food falls off before I put the spoon in my mouth.
<ul style="list-style-type: none"> Can actively cooperate with nappy changing (lies still, helps hold legs up). 	<ul style="list-style-type: none"> When you change my nappy I will help you by lying still or lifting my legs up into the air.
<ul style="list-style-type: none"> Starts to communicate urination, bowel movement. 	<ul style="list-style-type: none"> I am beginning to tell you, by pointing or making a face, that I have filled my nappy.

8 - 20 months – Literacy

Development Matters Document	What to Expect When Document
<p>Reading:</p> <ul style="list-style-type: none"> Handles books and printed material with interest. 	<p>Reading:</p> <ul style="list-style-type: none"> I like to hold books and look at the pictures in them.
<p>Writing:</p> <p><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. 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></p>	<p>Writing:</p> <ul style="list-style-type: none"> Babies need to hear words and learn to use these. Babies need to explore what happens when they use their hands and feet. I can hold a chunky pen or crayon in my whole hand or in a fist grasp and explore the marks I can make.

8 - 20 months – Mathematics

Development Matters Document	What to Expect When Document
<p>Numbers:</p> <ul style="list-style-type: none"> Develops an awareness of number names through their enjoyment of action rhymes and songs that relate to their experience of numbers. Has some understanding that things exist, even when out of sight. 	<p>Numbers:</p> <ul style="list-style-type: none"> I like to join in with saying number names as you sing rhymes and songs with me. I will watch you hide a toy under a blanket and then look for it.
<p>Shape, space and measure:</p> <ul style="list-style-type: none"> Recognises big things and small things in meaningful contexts. 	<p>Shape, space and measure:</p> <ul style="list-style-type: none"> I can point to a picture in a book or a toy when you ask me “Where’s the big teddy?” and “Where’s the little teddy?”.
<ul style="list-style-type: none"> Gets to know and enjoy daily routines, such as getting-up time, mealtimes, nappy time, and bedtime. 	<ul style="list-style-type: none"> I can recognise things that I use at mealtimes, bed time or when I have my nappy changed.

8 - 20 months – Understanding the World

Development Matters Document	What to Expect When Document
<p>People and communities:</p> <p><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></p>	<p>People and communities:</p> <ul style="list-style-type: none"> Babies need to develop relationships with grown ups.
<p>The world:</p> <ul style="list-style-type: none"> Closely observes what animals, people and vehicles do. 	<p>The world:</p> <ul style="list-style-type: none"> I will watch what you do as you play with me using toy cars, toy animals and toy people.
<ul style="list-style-type: none"> Watches toy being hidden and tries to find it. 	<ul style="list-style-type: none"> I will watch you hide a toy under a blanket and then look for it.
<ul style="list-style-type: none"> Looks for dropped objects. 	<ul style="list-style-type: none"> I can find things after you have dropped them into a bowl or basket.
<ul style="list-style-type: none"> Becomes absorbed in combining objects, e.g. banging two objects or placing objects into containers. 	<ul style="list-style-type: none"> I like banging things, like bricks, together and filling up boxes and baskets with things.
<ul style="list-style-type: none"> Knows things are used in different ways, e.g. a ball for rolling or throwing, a toy car for pushing. 	<ul style="list-style-type: none"> When you play with me I am finding out that things can be used in different ways, like a ball can be rolled or kicked or that a toy car can be pushed.

Technology:

The beginnings of understanding technology lie in babies exploring and making sense of objects and how they behave.

Technology:

- Babies need to explore lots of different things to find out what they can do with them.

8 - 20 months – Expressive Arts and Design

Development Matters Document	What to Expect When Document
<p><u>Exploring and using media and materials:</u></p> <ul style="list-style-type: none"> • Explores and experiments with a range of media through sensory exploration, and using whole body. 	<p><u>Exploring and using media and materials:</u></p> <ul style="list-style-type: none"> • I can copy actions, like clapping or waving, that I see a grown up doing.
<ul style="list-style-type: none"> • Move their whole bodies to sounds they enjoy, such as music or a regular beat. • Imitates and improvises actions they have observed, e.g. clapping or waving. • Begins to move to music, listen to or join in rhymes or songs. 	<ul style="list-style-type: none"> • I can show you that I like music and songs by patting the floor with my hands, opening and closing my hands or wriggling my body and legs.
<ul style="list-style-type: none"> • Notices and is interested in the effects of making movements which leave marks. 	<ul style="list-style-type: none"> • I can explore the marks I make as I use a chunky pen or crayons or use my hands in bubbles, mud or paint. • I can explore what happens when I use my hands to pull, squash and squeeze dough.
<p><u>Being imaginative:</u> <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.</i></p>	<p><u>Being imaginative:</u></p> <ul style="list-style-type: none"> • Babies need to play with lots of different things to find out what they can do with them. • Babies need to develop relationships with grown ups. • Babies need to hear words and learn to use them.

16 - 26 months – Personal, Social and Emotional Development

Development Matters Document	What to Expect When Document
<p><u>Making relationships:</u></p> <ul style="list-style-type: none"> 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. 	<p><u>Making relationships:</u></p> <ul style="list-style-type: none"> I like to play next to other children. I can go and play by myself or with other children but when I am feeling tired, worried or upset I will find a grown up that I know. I can play turn taking games, like rolling a ball back and forth, with a grown up.
<p><u>Self confidence and self awareness:</u></p> <ul style="list-style-type: none"> 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. 	<p><u>Self confidence and self awareness:</u></p> <ul style="list-style-type: none"> I can go and play with new toys by myself but like to find a grown up that I know when I need them. I am beginning to use my toys to pretend they are something else, such as pretending my teddy is a baby. I try to do things for myself, such as putting my boots on, and will tell you “no” if you try to help me.
<p><u>Managing feelings and behaviour:</u></p> <ul style="list-style-type: none"> 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. 	<p><u>Managing feelings and behaviour:</u></p> <ul style="list-style-type: none"> I will look worried if I hear someone I know crying or happy and excited if I hear a grown up that I know. Sometimes I will get cross when I want to do things for myself and I can’t do them. Sometimes, when you tell me what to do, rather than “no” I am able to do it. I know which toys are mine, which toys are my friends and that sometimes I have to share toys with my friends.

16-26 months – Communication and Language Development

Development Matters Document	What to Expect When Document
<p><u>Listening and attention:</u></p> <ul style="list-style-type: none"> Listens to and enjoys rhythmic patterns in rhymes and stories. 	<p><u>Listening and attention:</u></p> <ul style="list-style-type: none"> When you read me a story I like to join in with the sounds that different characters and things make.
<ul style="list-style-type: none"> Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations. 	<ul style="list-style-type: none"> When you sing rhymes I join in with the actions and sounds that different characters and things make.
<ul style="list-style-type: none"> Rigid attention – may appear not to hear. 	<ul style="list-style-type: none"> When I play with my favourite toys I am enjoying myself so much I don't always hear you when you talk to me.
<p><u>Understanding:</u></p> <ul style="list-style-type: none"> Selects familiar objects by name and will go and find objects when asked, or identify objects from a group. 	<p><u>Understanding:</u></p> <ul style="list-style-type: none"> I can tell you the names of toys or things that I want.
<ul style="list-style-type: none"> Understands simple sentences (e.g. <i>'Throw the ball.'</i>) 	<ul style="list-style-type: none"> If you tell me to find a toy or thing from a basket or box I can find the right thing. I can understand what to do when you tell me do one thing, such as "Throw the ball" or "Put the baby in the bed".
<p><u>Speaking:</u></p> <ul style="list-style-type: none"> Copies familiar expressions, e.g. 'Oh dear', 'All gone'. 	<p><u>Speaking:</u></p> <ul style="list-style-type: none"> I use words that I have heard you say, such as "Oh dear" or "All gone".
<ul style="list-style-type: none"> Beginning to put two words together (e.g. <i>'want ball', 'more juice'</i>). 	<ul style="list-style-type: none"> I am starting to say two word phrases such as "want ball" or "more juice" to tell you what I want or need.
<ul style="list-style-type: none"> Uses different types of everyday words (nouns, verbs and adjectives, e.g. <i>banana, go, sleep, hot</i>). 	<ul style="list-style-type: none"> I use lots of everyday words that are important to me, such as "banana", "go", "sleep" or "hot" to tell you things.
<ul style="list-style-type: none"> Beginning to ask simple questions. 	<ul style="list-style-type: none"> I am beginning to ask you questions, like "What's that?" and "Why?".
<ul style="list-style-type: none"> Beginning to talk about people and things that are not present. 	<ul style="list-style-type: none"> Sometimes when I am playing with toys or sharing a story with you, I will talk to you about things that the toys and pictures remind me about.

16 -26 months – Physical Development

Development Matters Document	What to Expect When Document
<p><u>Moving and handling:</u></p> <ul style="list-style-type: none"> • 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. 	<p><u>Moving and handling:</u></p> <ul style="list-style-type: none"> • I can walk upstairs when a grown up holds my hand. • I come downstairs backwards on my knees, holding on to the steps and come down one step at a time. • I know that when I move a chunky crayon or pen round, up and down and across, the marks I make on the paper look the same as the way I moved my hand.
<p><u>Health and self care:</u></p> <ul style="list-style-type: none"> • 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. 	<p><u>Health and self care:</u></p> <ul style="list-style-type: none"> • I can tell you what I like and don't like to eat and drink. • I like to try new things to eat. • I can hold a lidded cup in both hands and not spill too much drink as I put the cup to my mouth. • I can tell you when I need my nappy or pants changed. • I can tell you when I need to sit on the potty or go to the toilet. • I like to help you when you get me dressed and undressed by finding my clothes and trying to put them on. • When you change me I can find my wipes and new nappy and give them to you.

16 - 26 months – Literacy

Development Matters Document	What to Expect When Document
<p><u>Reading:</u></p> <ul style="list-style-type: none"> • Interested in books and rhymes and may have favourites. 	<p><u>Reading:</u></p> <ul style="list-style-type: none"> • I like to share stories with you and can find my favourite stories for you to read to me. <p>I have favourite rhymes and songs and join in with the actions and songs.</p>
<p><u>Writing:</u> <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></p>	<p><u>Writing:</u></p> <ul style="list-style-type: none"> • Toddlers need to hear words and learn to use these. • Toddlers need to explore what happens when they use their hands and feet. • I know that when I move a chunky crayon or pen round, up and down and across, the marks I make on the paper look the same as the way I moved my hand.

16 - 26 months – Mathematics

Development Matters Document	What to Expect When Document
<p><u>Numbers:</u></p> <ul style="list-style-type: none"> • Knows that things exist, even when out of sight. 	<p><u>Numbers:</u></p> <ul style="list-style-type: none"> • I know that when you hide a toy under a blanket I will find it under the blanket.
<ul style="list-style-type: none"> • Beginning to organise and categorise objects, e.g. putting all the teddy bears together or teddies and cars in separate piles. 	<ul style="list-style-type: none"> • I can sort out my toys and things so that all the same ones are together.
<ul style="list-style-type: none"> • Says some counting words randomly. 	<ul style="list-style-type: none"> • When I am playing with my toys or singing songs I will say number names in a mixed up order.
<p><u>Shape, space and measure:</u></p> <ul style="list-style-type: none"> • Attempts, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles. 	<p><u>Shape, space and measure:</u></p> <ul style="list-style-type: none"> • I try to put the shape pieces into a jigsaw board and sometimes match the right piece into the right hole.
<ul style="list-style-type: none"> • Uses blocks to create their own simple structures and arrangements. • Enjoys filling and emptying containers. 	<ul style="list-style-type: none"> • I can build towers and long lines across the floor with bricks.
<ul style="list-style-type: none"> • Associates a sequence of actions with daily routines. 	<ul style="list-style-type: none"> • I know the order I need to use things to help me get ready at bedtime or to get dressed.
<ul style="list-style-type: none"> • Beginning to understand that things might happen 'now'. 	<ul style="list-style-type: none"> • I know that when I see you with your coat we are going outside or when I see my cup and bowl on the table it is time to have a drink and something to eat.

16 - 26 months – Understanding the World

Development Matters Document	What to Expect When Document
<p><u>People and communities:</u></p> <ul style="list-style-type: none"> • Is curious about people and shows interest in stories about themselves and their family. 	<p><u>People and communities:</u></p> <ul style="list-style-type: none"> • I like to look at and talk to you about photos of those who are special to me, such as family members, brothers and sisters, friends and pets.
<ul style="list-style-type: none"> • Enjoys pictures and stories about themselves, their families and other people. 	<ul style="list-style-type: none"> • I like to listen to stories about children and families.
<p><u>The world:</u></p> <ul style="list-style-type: none"> • Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking. 	<p><u>The world:</u></p> <ul style="list-style-type: none"> • I like to explore things to see what I can do with them. I might shake them, hit things with them, look at them, touch them, put them in my mouth or pull them to find out what happens.
<ul style="list-style-type: none"> • Remembers where objects belong. • Matches parts of objects that fit together, e.g. puts lid on teapot. 	<ul style="list-style-type: none"> • I can put things together that belong together, such as a lid on the teapot or a lid on a box.
<p><u>Technology:</u></p> <ul style="list-style-type: none"> • Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times. 	<p><u>Technology:</u></p> <ul style="list-style-type: none"> • I know that when you press the button on the remote control the television comes on or the button on the car key the car makes a noise and a light comes on.
<ul style="list-style-type: none"> • Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them. 	<ul style="list-style-type: none"> • I can press buttons on my toys to make a noise or get something to pop up.

16 - 26 months – Expressive Arts and Design

Development Matters Document	What to Expect When Document
<p><u>Exploring and using media and materials:</u></p> <ul style="list-style-type: none"> • Explores and experiments with a range of media through sensory exploration, and using whole body. • Move their whole bodies to sounds they enjoy, such as music or a regular beat. • Imitates and improvises actions they have observed, e.g. clapping or waving. • • Begins to move to music, listen to or join in rhymes or songs. • • Notices and is interested in the effects of making movements which leave marks. • 	<p><u>Exploring and using media and materials:</u></p> <ul style="list-style-type: none"> • Toddlers need to explore lots of different things to find out what they can do with them. • I will jump, bounce or swing my arms when I hear music or songs that I like. • I will join in with some of the words and actions I know when you sing my favourite songs. • I am starting to make different sounds, like fast and loud, when I am playing musical instruments or everyday things like spoons, pots or plastic bowls. • I can use chunky pens or crayons to make lines that go up and down and round and round.
<p><u>Being imaginative:</u></p> <ul style="list-style-type: none"> • Expresses self through physical action and sound. 	<p><u>Being imaginative:</u></p> <ul style="list-style-type: none"> • I can use my hands to make marks in paint or mud. As I make the marks with my hands • I make different sounds like “weeee”.
<ul style="list-style-type: none"> • Pretends that one object represents another, especially when objects have characteristics in common. 	<ul style="list-style-type: none"> • I can pretend that a toy or thing is something else, such as pretending that my teddy is a baby.

22 - 36 months – Personal, Social and Emotional Development

Development Matters Document	What to Expect When Document
<p><u>Making relationships:</u></p> <ul style="list-style-type: none"> Interested in others' play and starting to join in. 	<p><u>Making relationships:</u></p> <ul style="list-style-type: none"> I watch what other children are doing before I join in with them.
<ul style="list-style-type: none"> Seeks out others to share experiences. Shows affection and concern for people who are special to them. 	<ul style="list-style-type: none"> I will go to grown ups I know when I want a cuddle, when I am upset and /or when I am excited.
<ul style="list-style-type: none"> May form a special friendship with another child. 	<ul style="list-style-type: none"> I am beginning to make friends.
<p><u>Self confidence and self awareness:</u></p> <ul style="list-style-type: none"> Separates from main carer with support and encouragement from a familiar adult. Expresses own preferences and interests. 	<p><u>Self confidence and self awareness:</u></p> <ul style="list-style-type: none"> I can say "goodbye" to you when I have a grown up I know to help me. I can show you what I want to play with, eat and/or wear.
<p><u>Managing feelings and behaviour:</u></p> <ul style="list-style-type: none"> Seeks comfort from familiar adults when needed. 	<p><u>Managing feelings and behaviour:</u></p> <ul style="list-style-type: none"> I will go to a grown up I know when I'm feeling sad, scared or worried.
<ul style="list-style-type: none"> Can express their own feelings such as sad, happy, cross, scared, worried. 	<ul style="list-style-type: none"> I will do or say something when someone I know looks sad, cross, scared or worried. I know that if I take my friend's toy or shout at them they might get upset or cross.
<ul style="list-style-type: none"> Responds to the feelings and wishes of others. Aware that some actions can hurt or harm others. 	<ul style="list-style-type: none"> I will give my friend a hug if they are upset.
<ul style="list-style-type: none"> Tries to help or give comfort when others are distressed. Shows understanding and cooperates with some boundaries and routines. 	<ul style="list-style-type: none"> If you tell me what to do, rather than "no" I am able to do it. I can follow simple routines to help me do things by myself.
<ul style="list-style-type: none"> Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do. 	<ul style="list-style-type: none"> I can sometimes stop myself from doing something that I know I shouldn't do.
<ul style="list-style-type: none"> Growing ability to distract self when upset, e.g. by engaging in a new play activity. 	<ul style="list-style-type: none"> Sometimes I choose to play with toys I like to stop me from feeling upset.

22 - 36 months – Communication and Language Development

Development Matters Document	What to Expect When Document
<p><u>Listening and attention:</u></p> <ul style="list-style-type: none"> • Listens with interest to the noises adults make when they read stories. • 	<p><u>Listening and attention:</u></p> <ul style="list-style-type: none"> • I listen to stories when you make different noises or use different voices as you read to me.
<ul style="list-style-type: none"> • Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door. 	<ul style="list-style-type: none"> • I can recognise sounds by finding or going to the thing or place.
<ul style="list-style-type: none"> • Shows interest in play with sounds, songs and rhymes. 	<ul style="list-style-type: none"> • I join in with singing songs and rhymes.
<ul style="list-style-type: none"> • Single channelled attention. Can shift to a different task if attention fully obtained – using child’s name helps focus. 	<ul style="list-style-type: none"> • I stop what I am doing, look at you and listen to you when you say my name. •
<p><u>Understanding:</u></p> <ul style="list-style-type: none"> • Identifies action words by pointing to the right picture, e.g., “<i>Who’s jumping?</i>” • 	<p><u>Understanding:</u></p> <ul style="list-style-type: none"> • When you ask questions like “Who’s jumping?” or “Who’s sleeping?” I can point to the right picture to show you that I understand action or “doing” words.
<ul style="list-style-type: none"> • Understands more complex sentences, e.g. ‘<i>Put your toys away and then we’ll read a book.</i>’ 	<ul style="list-style-type: none"> • I understand longer instructions or questions such as “Put the bricks away and then we’ll read a book”.
<ul style="list-style-type: none"> • Understands ‘who’, ‘what’, ‘where’ in simple questions (e.g. <i>Who’s that/can? What’s that? Where is.?</i>). • 	<ul style="list-style-type: none"> • I can show you that I understand “who”, “what” and “where” when you use short questions such as “Who’s that?”, “What’s that?” or “Where is?” as we look at pictures in a book or play with toys.
<ul style="list-style-type: none"> • Developing understanding of simple concepts (e.g. <i>big/little</i>). • 	<ul style="list-style-type: none"> • I can point to the right picture or object to show that I understand describing words such as “big” or “small”.
<p><u>Speaking:</u></p> <ul style="list-style-type: none"> • Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. 	<p><u>Speaking:</u></p> <ul style="list-style-type: none"> • I can use simple sentences with 3-4 words to talk about what I am doing or what is happening.
<ul style="list-style-type: none"> • Holds a conversation, jumping from topic to topic. • 	<ul style="list-style-type: none"> • When I am talking with you, I talk about lots of different things – what I am doing, what I like or what I have done.
<ul style="list-style-type: none"> • 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>I have it.</i>’ 	<ul style="list-style-type: none"> • I use objects and gestures to help me explain what I mean when I am talking.
<ul style="list-style-type: none"> • Uses a variety of questions (e.g. <i>what, where, who</i>). • 	<ul style="list-style-type: none"> • I can ask questions such as “what”, “where” and “who” when I am sharing a book or playing with toys.
<ul style="list-style-type: none"> • Uses simple sentences (e.g. ‘<i>Mummy gonna work.</i>’) • Beginning to use word endings (e.g. <i>going, cats</i>). 	<ul style="list-style-type: none"> • I am beginning to use word endings, such as “I am going” instead of “I go” and plurals, such as “babies” when talking about more than one object or person.

22 - 36 months – Physical Development

Development Matters Document	What to Expect When Document
<p><u>Moving and handling:</u></p> <ul style="list-style-type: none"> • Runs safely on whole foot. 	<p><u>Moving and handling:</u></p> <ul style="list-style-type: none"> • I can run without bumping into things or tripping up.
<ul style="list-style-type: none"> • Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. 	<ul style="list-style-type: none"> • I can squat down on my knees to play and can get up without using my hands.
<ul style="list-style-type: none"> • Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. 	<ul style="list-style-type: none"> • I can climb up a ladder on a small slide or climbing frame or onto a sofa or armchair.
<ul style="list-style-type: none"> • Can kick a large ball. 	<ul style="list-style-type: none"> • I can kick a large ball.
<ul style="list-style-type: none"> • Turns pages in a book, sometimes several at once. 	<ul style="list-style-type: none"> • I can turn the pages in a book. Sometimes I might turn over more than one page at a time.
<ul style="list-style-type: none"> • Shows control in holding and using jugs to pour, hammers, books and mark-making tools. 	<ul style="list-style-type: none"> • I can hold a small jug and pour my own drink.
<ul style="list-style-type: none"> • Beginning to use three fingers (tripod grip) to hold writing tools • Imitates drawing simple shapes such as circles and lines. • May be beginning to show preference for dominant hand. 	<ul style="list-style-type: none"> • I can hold a chunky crayon, pencil, pen or paint brush and makes lines that go across, up and down or round and round.
<ul style="list-style-type: none"> • Walks upstairs or downstairs holding onto a rail two feet to a step. 	<ul style="list-style-type: none"> • When I walk up and down stairs or steps I hold onto the hand rail and move one foot at a time on to the next step until both my feet are on. Then I do the same to get to the next step.
<p><u>Health and self care:</u></p> <ul style="list-style-type: none"> • Feeds self competently with spoon. 	<p><u>Health and self care:</u></p> <ul style="list-style-type: none"> • I am beginning to choose to hold objects in one hand more than in the other. • I can hold a spoon to pick up my food and put it into my mouth to feed myself.
<ul style="list-style-type: none"> • Drinks well without spilling. 	<ul style="list-style-type: none"> • I can drink from a cup with no lid and not spill my drink as I put the cup to my mouth.
<ul style="list-style-type: none"> • Clearly communicates their need for potty or toilet. 	<ul style="list-style-type: none"> • I can tell you when I need to use the potty or toilet.
<ul style="list-style-type: none"> • Beginning to recognise danger and seeks support of significant adults for help. • 	<ul style="list-style-type: none"> • I know how far I can climb up the stairs, the slide or the climbing frame on my own before I need to ask you for help.
<ul style="list-style-type: none"> • Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt. 	<ul style="list-style-type: none"> • I can put on my hat, unzip my coat and take off my unfastened shoes/boots and cardigan/shirt by myself.
<ul style="list-style-type: none"> • Beginning to be independent in self-care, but still often needs adult support. 	<ul style="list-style-type: none"> • I am beginning to be able to wash and dry my hands by myself. • I am beginning to be able to sit on a potty or toilet by myself. • I can use a set of steps to help me reach the sink or toilet by myself.

22 - 36 months – Literacy

Development Matters Document	What to Expect When Document
<p>Reading:</p> <ul style="list-style-type: none"> Has some favourite stories, rhymes, songs, poems or jingles. 	<p>Reading:</p> <ul style="list-style-type: none"> I have some favourite rhymes and songs.
<ul style="list-style-type: none"> Repeats words or phrases from familiar stories. 	<ul style="list-style-type: none"> When you read my favourite stories I can join in with words and phrases that appear over and over again.
<ul style="list-style-type: none"> Fills in the missing word or phrase in a known rhyme, story or game, e.g. ‘Humpty Dumpty sat on a ...’. 	<ul style="list-style-type: none"> I can tell you the missing word or phrase in stories and rhymes that I know really well, such as “Humpty Dumpty sat on a
<p>Writing:</p> <ul style="list-style-type: none"> Distinguishes between the different marks they make. 	<p>Writing:</p> <ul style="list-style-type: none"> I can tell you about the different marks I make in my writing and drawing. I can hold a chunky crayon, pencil, pen or paint brush and makes lines that go across, up and down or round and round. I can draw lines that go across, up and down, round and round and pictures to show numbers and amounts.

22 - 36 months – Mathematics

Development Matters Document	What to Expect When Document
<p>Numbers:</p> <ul style="list-style-type: none"> Selects a small number of objects from a group when asked, for example, ‘<i>please give me one</i>’, ‘<i>please give me two</i>’. 	<p>Numbers:</p> <ul style="list-style-type: none"> I can give you the right number of objects from a collection when you say “please give me one”, “please give me two”.
<ul style="list-style-type: none"> Recites some number names in sequence. 	<ul style="list-style-type: none"> I can say some number names in order.
<ul style="list-style-type: none"> Creates and experiments with symbols and marks representing ideas of number. 	<ul style="list-style-type: none"> I can draw lines that go across, up and down, round and round and pictures to show numbers and amounts.
<ul style="list-style-type: none"> Begins to make comparisons between quantities. Uses some language of quantities, such as ‘<i>more</i>’ and ‘<i>a lot</i>’. 	<ul style="list-style-type: none"> I can show you which group of toys or plate of food has “more”. I can use words like “more” and “a lot” to describe amounts of objects.
<ul style="list-style-type: none"> Knows that a group of things changes in quantity when something is added or taken away. 	<ul style="list-style-type: none"> I know that if I add a toy to a collection or some food to my plate I have more and if I take something away I don’t have as much.
<p>Shape, space and measure:</p> <ul style="list-style-type: none"> Notices simple shapes and patterns in pictures. 	<p>Shape, space and measure:</p> <ul style="list-style-type: none"> I can point to shapes and patterns in pictures and clothes.
<ul style="list-style-type: none"> Beginning to categorise objects according to properties such as shape or size. 	<ul style="list-style-type: none"> I can sort a collection of objects so that ones that are the same shape or size are altogether.
<ul style="list-style-type: none"> Begins to use the language of size. 	<ul style="list-style-type: none"> I can use words such as “big” and “little” to describe toys, clothes and pictures in a book.
<ul style="list-style-type: none"> Understands some talk about immediate past and future, e.g. ‘<i>before</i>’, ‘<i>later</i>’ or ‘<i>soon</i>’. Anticipates specific time-based events such as mealtimes or home time. 	<ul style="list-style-type: none"> I know the order of things that happen every day (such as I get out of bed, I have my breakfast, I get dressed) and can tell you what happens next.

22 - 36 months – Understanding the World

Development Matters Document	What to Expect When Document
<p><u>People and communities:</u></p> <ul style="list-style-type: none"> • Has a sense of own immediate family and relations. 	<p><u>People and communities:</u></p> <ul style="list-style-type: none"> • I can recognise photos of my friends, family and other special people and tell you who they are.
<ul style="list-style-type: none"> • In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. 	<ul style="list-style-type: none"> • I can use my toys to pretend familiar, everyday routines, such as cooking or looking after a baby.
<ul style="list-style-type: none"> • Beginning to have their own friends. 	<ul style="list-style-type: none"> • I am beginning to make friends.
<ul style="list-style-type: none"> • Learns that they have similarities and differences that connect them to, and distinguish them from, others. 	<ul style="list-style-type: none"> • I can talk about how I am the same and different from other people based on my familiar experiences, such as what I like to eat or what clothes I wear.
<p><u>The world:</u></p> <ul style="list-style-type: none"> • Enjoys playing with small-world models such as a farm, a garage, or a train track. • 	<p><u>The world:</u></p> <ul style="list-style-type: none"> • I can play with toys such as toy cars, trains, animals and people and talk about what happens as I play with them.
<ul style="list-style-type: none"> • Notices detailed features of objects in their environment. 	<ul style="list-style-type: none"> • I can talk about what I see when I play outside, such as splashing in puddles or digging in the mud.
<p><u>Technology:</u></p> <ul style="list-style-type: none"> • Seeks to acquire basic skills in turning on and operating some ICT equipment. 	<p><u>Technology:</u></p> <ul style="list-style-type: none"> • I can switch electronic toys on, such as a torch or remote control car, and know how to press buttons or switches to make something happen.
<ul style="list-style-type: none"> • Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car. 	<ul style="list-style-type: none"> • I can make toys, such as a wind up toy, move.

22 - 36 months – Expressive Arts and Design

Development Matters Document	What to Expect When Document
<p><u>Exploring and using media and materials:</u></p> <ul style="list-style-type: none"> • Joins in singing favourite songs. 	<p><u>Exploring and using media and materials:</u></p> <ul style="list-style-type: none"> • I join in with singing my favourite songs and rhymes.
<ul style="list-style-type: none"> • Creates sounds by banging, shaking, tapping or blowing. • 	<ul style="list-style-type: none"> • I can explore the different sounds I can make using musical instruments or everyday objects such as spoons, pots and plastic bowls.
<ul style="list-style-type: none"> • Shows an interest in the way musical instruments sound. 	<ul style="list-style-type: none"> • I join in with dancing to songs and when I hear musical instruments being played.
<ul style="list-style-type: none"> • Experiments with blocks, colours and marks. • 	<ul style="list-style-type: none"> • I can explore what happens when I use different types of paint, pens, pencils, crayons, paper, glue and children's scissors.
<p><u>Being imaginative:</u></p> <ul style="list-style-type: none"> • Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.' 	<p><u>Being imaginative:</u></p> <ul style="list-style-type: none"> • I can tell you what the different marks I make in my drawings are.
<ul style="list-style-type: none"> • Beginning to make-believe by pretending. 	<ul style="list-style-type: none"> • I can use toys and clothes to pretend familiar, everyday routines, such as cooking or looking after a baby or play out pretend roles that I am interested in, such as being a fire fighter or a princess.

30 - 50 months – Personal, Social and Emotional Development

Development Matters Document	What to Expect When Document
<p><u>Making relationships:</u></p> <ul style="list-style-type: none"> • 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. 	<p><u>Making relationships:</u></p> <ul style="list-style-type: none"> • I can play in a group with my friends. I can make up ideas for things to do and games to play. • I will ask my friends to play with me. • I can watch what my friends are doing and join in with them. • I talk to and make friends with other children and grown ups I know. •
<p><u>Self confidence and self awareness:</u></p> <ul style="list-style-type: none"> • 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. 	<p><u>Self confidence and self awareness:</u></p> <ul style="list-style-type: none"> • I choose the toys I want to play with and what I want to do with them with help from a grown up. • I like it when you say things like “well done for eating all your dinner” or “thank you for putting the toys away” • I like helping you when you are busy, like putting some shopping away or matching my socks together. • I am beginning to talk to grown ups I don’t know when you are there. I will join in new things when you are with me. • When we are playing, I will chat to my friends about you and our family. • • I can ask grown ups for help when I need it.
<p><u>Managing feelings and behaviour:</u></p> <ul style="list-style-type: none"> • 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. 	<p><u>Managing feelings and behaviour</u></p> <ul style="list-style-type: none"> • I know when I am sad or cross and that if I shout or say unkind things I might make my friends sad or worried too. • I know that sometimes my friends will want to have the toys I am playing with and need help from a grown up to help me share these with them. • I am beginning to understand that when you are busy I can’t always have everything I want, when I want it. • I know that sometimes I can’t do things I want to do, like running around in the supermarket or jumping up and down on your friend’s sofa with my muddy boots on.

30 - 50 months – Communication and Language Development

Development Matters Document	What to Expect When Document
<p><u>Listening and attention:</u></p> <ul style="list-style-type: none"> • 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). 	<p><u>Listening and attention:</u></p> <ul style="list-style-type: none"> • When I like what they are talking about, I listen to my friends. • I listen to the stories you tell me and I talk about them later. • When you read me stories, I join in with my favourite bits, like “Who’s been sleeping in my bed?” when we are reading Goldilocks and the Three Bears. • I can join in with my favourite rhymes and stories with you and guess what will happen next. • I stop what I am doing and listen when I hear you talk to me, or I hear the door bell ring. • When you ask me to do something like “Come and put your coat on”, I will do it if I am not really busy playing.
<p><u>Understanding:</u></p> <ul style="list-style-type: none"> • Understands use of objects (e.g. “<i>What do we use to cut things?</i>”) • 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. 	<p><u>Understanding:</u></p> <ul style="list-style-type: none"> • When you ask me questions like “What do we need to cut the bread?” I know it’s a knife. • When we are playing and you ask me to “Put teddy under the blanket” or “Put the car on top of the garage” I know what you mean and I can do it by myself. • I can help you when you ask me to put something away or get something like “Put your shoes in the basket, please” • I am beginning to understand when you ask me questions like “How can we mop up the juice?” and “Why do you want to wear your boots today?”
<p><u>Speaking:</u></p> <ul style="list-style-type: none"> • Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>). • Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>). • 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. <i>who, what, when, how</i>. • Uses a range of tenses (e.g. <i>play, playing, will play, played</i>). • 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, ‘<i>This box is my castle.</i>’ 	<p><u>Speaking:</u></p> <ul style="list-style-type: none"> • I am beginning to use longer sentences with words like “because” and “and” like “I cried, I did, because I banged my foot” • I can tell you about something that happened yesterday, like “remember when we went to the park and had a green apple and came home”. • I can talk about what we are doing now, and what might happen later or tomorrow. • I ask lots of questions and answer your questions too. • When I talk to you, sometimes I talk like a grown up to make myself clear, like “I really, really need the toilet now”. • I can use lots of words about things that interest me, like “diplodocus” and “brontosaurus” and I like to learn lots of new words. • I pretend about things when I am playing, like using my coat on my head “this is my magic flying cape”.

30 - 50 months – Physical Development

Development Matters Document	What to Expect When Document
<p><u>Moving and handling:</u></p> <ul style="list-style-type: none"> • 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. 	<p><u>Moving and handling:</u></p> <ul style="list-style-type: none"> • I like running, walking, jumping, hopping, skipping and moving around in lots of different ways.
<ul style="list-style-type: none"> • Mounts stairs, steps or climbing equipment using alternate feet. 	<ul style="list-style-type: none"> • I can go up and down stairs and steps like a grown up, using one foot per step.
<ul style="list-style-type: none"> • Walks downstairs, two feet to each step while carrying a small object. • 	<ul style="list-style-type: none"> • I can carry something I like carefully downstairs, usually stopping with two feet on each step.
<ul style="list-style-type: none"> • Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. 	<ul style="list-style-type: none"> • I can run around, stopping, changing direction and slowing down so that I don't bump into things.
<ul style="list-style-type: none"> • Can stand momentarily on one foot when shown. • 	<ul style="list-style-type: none"> • When you show me how to stand on just one foot, I can copy you, just for a second without falling over.
<ul style="list-style-type: none"> • Can catch a large ball. 	<ul style="list-style-type: none"> • I can catch a large ball when you throw it to me.
<ul style="list-style-type: none"> • Draws lines and circles using gross motor movements. 	<ul style="list-style-type: none"> • I can wave my arms or ribbons to make up and down lines and circles in the air.
<ul style="list-style-type: none"> • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. 	<ul style="list-style-type: none"> • I can use child scissors to make snips in paper. •
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • I can hold my pencil near the top, like a grown up, using my thumb and two fingers, not my whole hand. • I can make the lines and marks that I want with a pencil.
<ul style="list-style-type: none"> • Can copy some letters, e.g. letters from their name. • 	<ul style="list-style-type: none"> • When you write my name, I can copy some of the letters by myself on my piece of paper.
<p><u>Health and self care:</u></p> <ul style="list-style-type: none"> • Can tell adults when hungry or tired or when they want to rest or play. • 	<p><u>Health and self care:</u></p> <ul style="list-style-type: none"> • I can tell you when I am hungry and want something to eat or when I am tired and want to have a sleep.
<ul style="list-style-type: none"> • 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 time themselves 	<ul style="list-style-type: none"> • I notice that when I am running, I get hot and I pant a bit. • I understand that I have to be careful when I am using children's scissors to snip or my knife to spread jam. • Most of the time, I remember to go to the toilet in time and I wipe myself.
<ul style="list-style-type: none"> • Can usually manage washing and drying hands. 	<ul style="list-style-type: none"> • I can wash and dry my own hands.
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • When you help me and hold out my coat, I can put it my arms in and I can do the zip up when you start it. I can pull my own trousers up too.

30 - 50 months – Literacy

Development Matters Document	What to Expect When Document
<p><u>Reading:</u></p> <ul style="list-style-type: none"> • Enjoys rhyming and rhythmic activities. 	<p><u>Reading:</u></p> <ul style="list-style-type: none"> • I like singing nursery rhymes and songs.
<ul style="list-style-type: none"> • Shows awareness of rhyme and alliteration. • 	<ul style="list-style-type: none"> • I can join in with rhymes and I recognise when words start the same, like ‘big boat’ and ‘tall tower’.
<ul style="list-style-type: none"> • Recognises rhythm in spoken words. 	<ul style="list-style-type: none"> • I can clap my hands to match the sounds in words, like 2 claps for “he-llo”.
<ul style="list-style-type: none"> • Listens to and joins in with stories and poems, one-to-one and also in small groups. 	<ul style="list-style-type: none"> • I can listen and join in when we read books and sing rhymes.
<ul style="list-style-type: none"> • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. 	<ul style="list-style-type: none"> • I can join in with my favourite stories and guess what will happen next.
<ul style="list-style-type: none"> • Beginning to be aware of the way stories are structured. • Suggests how the story might end. 	<ul style="list-style-type: none"> • I know that stories have beginnings and endings and sometimes I guess how the story will end.
<ul style="list-style-type: none"> • Listens to stories with increasing attention and recall. 	<ul style="list-style-type: none"> • I can listen to longer stories and talk about them.
<ul style="list-style-type: none"> • Describes main story settings, events and principal characters. 	<ul style="list-style-type: none"> • I can talk about the places and people in stories and the important things that are happening.
<ul style="list-style-type: none"> • Shows interest in illustrations and print in books and print in the environment. • 	<ul style="list-style-type: none"> • I like to look at the pictures and words in books. I can show you words when we are outdoors.
<ul style="list-style-type: none"> • Recognises familiar words and signs such as own name and advertising logos. 	<ul style="list-style-type: none"> • I can recognise my own name and words that are special to me, like “mummy” and my favourite shops and foods.
<ul style="list-style-type: none"> • Looks at books independently. • Handles books carefully. • Holds books the correct way up and turns pages. 	<ul style="list-style-type: none"> • I hold the book the right way up and turn the pages carefully when I look at it on my own.
<ul style="list-style-type: none"> • Knows information can be relayed in the form of print. 	<ul style="list-style-type: none"> • I know that books can tell me things like the names of cars I am interested in.
<ul style="list-style-type: none"> • Knows that print carries meaning and, in English, is read from left to right and top to bottom. 	<ul style="list-style-type: none"> • I know that the words in the book tell me things and where the words start on the page.
<p><u>Writing:</u></p> <ul style="list-style-type: none"> • Sometimes gives meaning to marks as they draw and paint. 	<p><u>Writing:</u></p> <ul style="list-style-type: none"> • Sometimes I can tell you about my drawings and paintings and what my writing means. • I can make the lines and marks that I want with a pencil. • When you write my name, I can copy some of the letters by myself on my piece of paper.
<ul style="list-style-type: none"> • Ascribes meanings to marks that they see in different places. 	<ul style="list-style-type: none"> • When I see your writing, I tell you what I think it means, like the shopping list says “beans and chips and ice cream”.

30 - 50 months – Mathematics

Development Matters Document	What to Expect When Document
<p>Numbers:</p> <ul style="list-style-type: none"> • Uses some number names and number language spontaneously. • Uses some number names accurately in play. 	<p>Numbers:</p> <ul style="list-style-type: none"> • I can use some number names and words like “more than” and “fewer than”, when I am playing.
<ul style="list-style-type: none"> • Recites numbers in order to 10. 	<ul style="list-style-type: none"> • I can say numbers in order from 1 to 10.
<ul style="list-style-type: none"> • Knows that numbers identify how many objects are in a set. 	<ul style="list-style-type: none"> • I know that numbers tell me how many things there are altogether, like 8 biscuits on a plate.
<ul style="list-style-type: none"> • Beginning to represent numbers using fingers, marks on paper or pictures. 	<ul style="list-style-type: none"> • I use my fingers, pictures or marks to show you how many things there are.
<ul style="list-style-type: none"> • Sometimes matches numeral and quantity correctly 	<ul style="list-style-type: none"> • Sometimes I can match a numeral to the right number of things, like “3” to three balls.
<ul style="list-style-type: none"> • Shows curiosity about numbers by offering comments or asking questions. 	<ul style="list-style-type: none"> • I am interested in numbers and I talk about them and ask you questions.
<ul style="list-style-type: none"> • Compares two groups of objects, saying when they have the same number. 	<ul style="list-style-type: none"> • I know when there are the same number of things, like 2 cakes, one for you and one for me.
<ul style="list-style-type: none"> • Shows an interest in number problems. • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. 	<ul style="list-style-type: none"> • I show I am interested in playing with numbers when I share things out in different ways, like putting my 10 farm animals in 2 fields and then in 3 fields and I am beginning to know there are still 10 animals.
<ul style="list-style-type: none"> • Shows an interest in numerals in the environment. 	<ul style="list-style-type: none"> • I talk about the numbers I see when we are outdoors.
<ul style="list-style-type: none"> • Shows an interest in representing numbers. 	<ul style="list-style-type: none"> • I am interested in making marks and calling them numbers.
<ul style="list-style-type: none"> • Realises not only objects, but anything can be counted, including steps, claps or jumps. 	<ul style="list-style-type: none"> • I know that I can count claps and jumps as well as things like apples and buses and dinosaurs.
<p>Shape, space and measure:</p> <ul style="list-style-type: none"> • Shows an interest in shape and space by playing with shapes or making arrangements with objects. 	<p>Shape, space and measure:</p> <ul style="list-style-type: none"> • I like lining up shapes and fitting shapes and different things into boxes.
<ul style="list-style-type: none"> • Shows awareness of similarities of shapes in the environment. • Shows interest in shapes in the environment. 	<ul style="list-style-type: none"> • I see shapes when we are outdoors, like square windows and triangle and circle shapes in road signs.
<ul style="list-style-type: none"> • Uses positional language. 	<ul style="list-style-type: none"> • I can use words like “under”, and “next to” to describe where things are.
<ul style="list-style-type: none"> • Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. 	<ul style="list-style-type: none"> • I choose to play with different sorts of building sets and talk about what I am making.
<ul style="list-style-type: none"> • Uses shapes appropriately for tasks. 	<ul style="list-style-type: none"> • When I am doing puzzles, I look at the missing shapes to see what could fit.
<ul style="list-style-type: none"> • Beginning to talk about the shapes of everyday objects, e.g. ‘round’ and ‘tall’. 	<ul style="list-style-type: none"> • I am beginning to use words like “round” and “straight” when I talk about the shapes I see.

30 - 50 months – Understanding the World

Development Matters Document	What to Expect When Document
<p><u>People and communities:</u></p> <ul style="list-style-type: none"> Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. 	<p><u>People and communities:</u></p> <ul style="list-style-type: none"> I am interested in the grown ups I know and talk about where they live and what they do. I can remember times that are special to me and talk about them, like the first day I got my scooter. I can talk about people and times that are special to me and my family and friends, like “remember the party when we had fireworks and big bangs”. I am interested in the different jobs that grown ups do, like fire fighters and doctors. I know that I am special and some things that I do are the same as my friends and some things are different. I might say things like “I don’t eat meat” and “I go to the same swimming pool as my friends”.
<p><u>The world:</u></p> <ul style="list-style-type: none"> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment. 	<p><u>The world:</u></p> <ul style="list-style-type: none"> I can talk about my home and the places that I know like the park, the shops and the library. Sometimes I ask questions about the animals and trees I see. I can talk about plants and animals that interest me, like next door’s dog that barks and the really tall tree in the park. I talk about why things happen and how things work, like “where does all the bathwater go when it goes down the plughole?” I am beginning to notice changes in things, when bananas turn black when they stay in the bowl for too long or the flowers in the park getting bigger. I know that we have to be careful with animals and plants and remember not to pick the flowers or to stroke the cat gently.
<p><u>Technology:</u></p> <ul style="list-style-type: none"> Knows how to operate simple equipment e.g. turns on CD player and uses remote control. Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. Knows that information can be retrieved from computers 	<p><u>Technology:</u></p> <ul style="list-style-type: none"> I know how to operate simple equipment. I can turn on the DVD player and use remote controls. I like toys with knobs and touch screens and real objects like cameras or mobile phones. I can make toys move or the sound or picture images on toys work by pressing switches or touching the screen. I know that I can find out things that interest me from the computer, mobile phone or tablet.

30 - 50 months – Expressive Arts and Design

Development Matters Document	What to Expect When Document
<p><u>Exploring and using media and materials:</u></p> <ul style="list-style-type: none"> • Enjoys joining in with dancing and ring games. • Sing a few familiar songs. • Beginning to move rhythmically. • Imitates movement in response to music. • Taps out simple repeated rhythms. • Explores and learns how sounds can be changed. • Explores colour and how colours can be changed. • Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. • Beginning to be interested in and describe the texture of things. • Uses various construction materials. • Joins construction pieces together to build and balance. • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Realises tools can be used for a purpose. 	<p><u>Exploring and using media and materials:</u></p> <ul style="list-style-type: none"> • I like joining in with dancing and ring games. • I can sing some familiar songs. • I am beginning to move with rhythm, especially when I hear music I like. • I can tap out simple repeated rhythms, especially to songs and rhymes I like. • I can make lots of noises with different things, like banging a spoon on my plate or popping bubble wrap. • I can mix paints together to make new colours. • I know that I can join up lines on paper to make different shapes and I use these shapes to make things I know, like a face or a door. • I like to find out more and talk about things that feel different, like the soft duvet cover or the shiny saucepan. • I can use all sorts of building toys and empty cardboard boxes to make things. • I make lines and piles of blocks, joining the pieces together to make things like houses and car parks. • I know that I can use tools like scissors, spoons and hammers to do different things.
<p><u>Being imaginative:</u></p> <ul style="list-style-type: none"> • Developing preferences for forms of expression. • Uses movement to express feelings. • Creates movement in response to music. • Sing to self and makes up simple songs. • Makes up rhythms. • Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. • Engages in imaginative role-play based on own first-hand experiences. • Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. • Uses available resources to create props to support role-play. • Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. 	<p><u>Being imaginative:</u></p> <ul style="list-style-type: none"> • I am beginning to like some things more than others and sometimes I might like painting and drawing more than dancing or singing. • I move around in different ways when I am happy or excited, sometimes I dance and jump up and down when I hear music. • I sing to myself and I change songs I know to make up my own songs and rhythms. • I notice the things that you do, like cooking and cleaning and I pretend to do the same. • When something special has happened to me, I pretend play it happening, like feeding the new baby or my first swimming lesson. • When I am playing with my toys, I make up stories like superheroes rescuing people from a building or animals eating grass. • I use ordinary things and pretend they are something else, like a spoon is a fire hose and my bricks are fish fingers and chips. • When we have done something exciting, I like to draw or paint a picture or make up a dance or song/rhyme.

40 – 60+ months – Personal, Social and Emotional Development

Development Matters Document	What to Expect When Document
<p><u>Making relationships:</u></p> <ul style="list-style-type: none"> Initiates conversations, attends to and takes account of what others say. 	<p><u>Making relationships:</u></p> <ul style="list-style-type: none"> I like to talk with my friends and grown ups and tell them what I know about the things they talk about.
<ul style="list-style-type: none"> Explains own knowledge and understanding, and asks appropriate questions of others. 	<ul style="list-style-type: none"> I can tell you what I know about things I like to play with or things that I like to do. I ask grown ups and my friends questions to find out more about the things I like.
<ul style="list-style-type: none"> Takes steps to resolve conflicts with other children, e.g. finding a compromise. 	<ul style="list-style-type: none"> I can help my friends to be friends again when they fall out or are cross with each other.
<p>Early Learning Goal Children 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, and form positive relationships with adults and other children.</p>	
<p><u>Self confidence and self awareness:</u></p> <ul style="list-style-type: none"> Confident to speak to others about own needs, wants, interests and opinions. 	<p><u>Self confidence and self awareness:</u></p> <ul style="list-style-type: none"> I can tell my friends and grown ups what I need, what I want, what I like to do and if I like or don't like something.
<ul style="list-style-type: none"> Can describe self in positive terms and talk about abilities. 	<ul style="list-style-type: none"> I can tell you what I like to do and what I am good at doing, like drawing or running.
<p>Early Learning Goal Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p>	
<p><u>Managing feelings and behaviour:</u></p> <ul style="list-style-type: none"> Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. 	<p><u>Managing feelings and behaviour:</u></p> <ul style="list-style-type: none"> I know that if I take my friend's toy or shout at them they might get upset or cross. When I make my friend upset or cross I might get upset too or I might try to give them a hug.
<ul style="list-style-type: none"> Aware of the boundaries set, and of behavioural expectations in the setting. 	<ul style="list-style-type: none"> I know what I should do to help me and my friends share things, keep safe and be happy.
<ul style="list-style-type: none"> Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. 	<ul style="list-style-type: none"> I am beginning to be able to tell my friends what they could do to help me if they take my toys or make me upset or cross.
<p>Early Learning Goal Children talk about how they and others show feelings, 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.</p>	

40 – 60+ months – Communication and Language Development

Development Matters Document	What to Expect When Document
<p><u>Listening and attention:</u></p> <ul style="list-style-type: none"> • Maintains attention, concentrates and sits quietly during appropriate activity. • • Two-channelled attention – can listen and do for short span. 	<p><u>Listening and attention:</u></p> <ul style="list-style-type: none"> • When I am singing rhymes or songs or sharing a story with a grown up, I am able to listen really carefully to what is happening. • I can listen to what you tell me you want me to do and then I can do it.
<p>Early Learning Goal Children 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.</p>	
<p><u>Understanding:</u></p> <ul style="list-style-type: none"> • Understands humour, e.g. nonsense rhymes, jokes. • Able to follow a story without pictures or props. • Responds to instructions involving a two-part sequence. • Listens and responds to ideas expressed by others in a conversation or discussion. 	<p><u>Understanding:</u></p> <ul style="list-style-type: none"> • When I am singing rhymes or songs or sharing a story with a grown up, I am able to listen really carefully to what is happening. • I can listen to what you tell me you want me to do and then I can do it.
<p>Early Learning Goal Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.</p>	
<p><u>Speaking:</u></p> <ul style="list-style-type: none"> • 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. 	<p><u>Speaking:</u></p> <ul style="list-style-type: none"> • I can use lots of words to tell you about something that I have made or something that I have done. • I like you to use new words to talk to me about what I am doing or what I am using. Then I like to try to use these new words as I am playing. • I can pretend to be different people and can pretend to do different things, like being a nurse and making sick patients better with bandages and care. • I can use words like “first”, “next” and “then” when I am telling you a story or telling you about something I have done. • When I am dressing up or playing with toy people I like to make up stories using what I know, what I have seen or what I have heard to help me.
<p>Early Learning Goal Children 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.</p>	

40 – 60+ months – Physical Development

Development Matters Document	What to Expect When Document
<p><u>Moving and handling:</u></p> <ul style="list-style-type: none"> 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. 	<p><u>Moving and handling:</u></p> <ul style="list-style-type: none"> I like to move in different ways like running, skipping, hopping, jumping or rolling. I can jump off a step and land on the floor on two feet. When I am playing chasing or racing games I can slow down or change the way I am going to stop myself from bumping into my friends or things. I can move on my feet, back and tummy to get over, under, along or through tunnels, climbing frames and steps. I can push, pat, throw, catch or kick things like a large ball, a balloon or piece of fabric. I can use scissors to cut paper or cutters to make shapes from dough. I can use different things like scissors, paintbrushes, pens, hammers or bricks to make the things I want. I choose to use either my left hand or my right hand more to hold things like a pen, pencil, paintbrush or scissors. When I use a pen, pencil or paintbrush I am beginning to be able to make anti clockwise circle marks and lines that go down and up and up and down. I write letters that you can begin to recognise. The letters I write are often a mixture of capital and lower case letters. I can hold a pen or pencil and use it to write letters that you can recognise. When I am writing letters I will usually start and finish in the right place.
<p><u>Early Learning Goal</u> Children 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.</p>	
<p><u>Health and self care:</u></p> <ul style="list-style-type: none"> 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. 	<p><u>Health and self care:</u></p> <ul style="list-style-type: none"> I like to eat different types of fruit and vegetables. I can go to the toilet by myself. I can tell you about different ways of keeping healthy, like washing my hands before I eat my food, having a drink of water when I am thirsty, eating fruit or vegetables and running or jumping. I can show you how I use things like scissors, hammers and saws safely so I don't hurt myself or my friends. I can tidy toys away so that I don't fall over them and hurt myself. I can use things like scissors, a hammer and a saw safely without help from a grown up.
<p><u>Early Learning Goal</u> 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.</p>	

40 – 60+ months – Literacy

Development Matters Document	What to Expect When Document
<p>Reading:</p> <ul style="list-style-type: none"> Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers. 	<p>Reading:</p> <ul style="list-style-type: none"> I can tell you lots of words that rhyme with a word like “hat”. I can hear and tell you the first sound in a word when you say the word. I can say each of the sounds in a short word like “cat”. When you say each of the sounds like “c-a-t” I can put the sounds together and tell you the word. I can write each of the letters I need to write the word. I can read short sentences which are made of up words like “the” or “and” and words that I can say each of the sounds in like “hat” or “dog”. I use my favourite stories to help me make up my own stories when I am dressing up or using toy people or animals. I like to share different books like comics, stories, rhymes, poems, facts books and magazines with you. When I am interested in things, I can look in books or on websites to find out more things.
<p>Early Learning Goal Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>	
<p>Writing:</p> <ul style="list-style-type: none"> Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words. Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts. 	<p>Writing:</p> <ul style="list-style-type: none"> I can tell you what the marks, shapes, letters and pictures that I make mean. I know that when I say a word you can write it down and that the letters you use make up the word I have said. I can hear and tell you the first sound in a word when you say the word. I can say each of the sounds in a short word like “dog”. When you say each of the sounds like “d-o-g” I can put the sounds together and tell you the word. I can tell you the names and sounds of each of the letters in the alphabet. I am beginning to use letters in my writing. Sometimes I write the right letter with the sound I make as I say the word. I can write my name. I can write labels for things to sell when I am playing “shops”. I can write a short caption, like “my big car” to tell you what I have made with boxes. I try to write short sentences like “I can jump” when I am making a book about me.
<p>Early Learning Goal Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	

40 – 60+ months – Mathematics

Development Matters Document	What to Expect When Document
<p>Numbers:</p> <ul style="list-style-type: none"> Recognise some numerals of personal significance. 	<p>Numbers:</p> <ul style="list-style-type: none"> I can recognise numbers that are important to me like my age, my flat number or the bus number that I go to nursery on.
<ul style="list-style-type: none"> Recognises numerals 1 to 5. 	<ul style="list-style-type: none"> I can recognise the numbers 1 to 5.
<ul style="list-style-type: none"> Counts up to three or four objects by saying one number name for each item. 	<ul style="list-style-type: none"> I can touch one thing and say the number name at the same time to help me count up to 3 or 4 things.
<ul style="list-style-type: none"> Counts actions or objects which cannot be moved. 	<ul style="list-style-type: none"> I can count the number of things on a page in a book or on a birthday card.
<ul style="list-style-type: none"> Counts objects to 10, and beginning to count beyond 10. Counts out up to six objects from a larger group. 	<ul style="list-style-type: none"> I can match the right number to a group of things from 1 to 5 to begin with, and then from 1 to 10.
<p>Early Learning Goal Children 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, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p>	<ul style="list-style-type: none"> I can guess how many things I can see in a bucket and then count them to see how close my guess was. I can tell you which basket or bucket has got “more” or “fewer” things in. I can put two baskets of things together and tell you how many things I have altogether. I can tell you what “one more” is when you say a number. I can tell you what “one more” or “one less” is when you give me a group of up to 5 things, then up to 10 things. I can use words like “more”, “add”, “less” and “take away” I can use marks and pictures to show you my counting. I can use counting to help me solve problems that are important to me, like splitting my sandwich in half to share with my friend.
<p>Shape, space and measure:</p> <ul style="list-style-type: none"> Beginning to use mathematical names for ‘solid’ 3D shapes and ‘flat’ 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. 	<p>Shape, space and measure:</p> <ul style="list-style-type: none"> I am beginning to use shape names like “circle”, “square”, “cube” and “cylinder”.
<ul style="list-style-type: none"> Can describe their relative position such as ‘<i>behind</i>’ or ‘<i>next to</i>’. 	<ul style="list-style-type: none"> When I am playing on an obstacle course I can use words like “under”, “behind”, “on” or “in” to tell you where I am.
<ul style="list-style-type: none"> Orders two or three items by length or height. Orders two items by weight or capacity. 	<ul style="list-style-type: none"> I can tell you which thing is “heavy” and which thing is “light” when you give me 2 things. I can tell you which thing is “full” and which thing is “empty” when I am filling and emptying bottles.
<ul style="list-style-type: none"> Uses familiar objects and common shapes to create and recreate patterns and build models. 	<ul style="list-style-type: none"> I can use things to make patterns, like buttons and bricks.
<ul style="list-style-type: none"> Beginning to use everyday language related to money. 	<ul style="list-style-type: none"> I am beginning to use words like “money”, “pound” and “pence” when playing “shop”.
<ul style="list-style-type: none"> Orders and sequences familiar events. 	<ul style="list-style-type: none"> I know the order I put my clothes on
<ul style="list-style-type: none"> Uses everyday language related to time. Measures short periods of time in simple ways. 	<ul style="list-style-type: none"> I can tell you what is happening tomorrow or what happened yesterday. I can tell you what day today is.
<p>Early Learning Goal Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>	

40 – 60+ months – Understanding the World

Development Matters Document	What to Expect When Document
<p><u>People and communities:</u></p> <ul style="list-style-type: none"> Enjoys joining in with family customs and routines. 	<p><u>People and communities:</u></p> <ul style="list-style-type: none"> I like to join in with routines, like going shopping, and times that are special to me and my family like birthdays. I know that my friends might do things differently to me, like eating different foods at home, or we might have different times that are special with our families such as Eid, Diwali, Easter, Passover, or Chinese New Year.
<p><u>Early Learning Goal</u> Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	
<p><u>The world:</u></p> <ul style="list-style-type: none"> Looks closely at similarities, differences, patterns and change. 	<p><u>The world:</u></p> <ul style="list-style-type: none"> I can talk about how things, like flowers or buildings look the same or look different. I can talk about the patterns in things I see around me, like bricks or leaves. I can talk about how things change, like the seeds growing into sunflowers or the block of ice melting into water.
<p><u>Early Learning Goal</u> Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	
<p><u>Technology:</u></p> <ul style="list-style-type: none"> Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software. 	<p><u>Technology:</u></p> <ul style="list-style-type: none"> I can use a painting program on the computer or tablet to draw a picture. I can use different things like a digital microscope, camera or microphone with a computer. I ask questions about how technology works. I know that a computer or remote control toy may need to be plugged in or have a battery in it to make it work.
<p><u>Early Learning Goal</u> Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>	

40 – 60+ months – Expressive Arts and Design

Development Matters Document	What to Expect When Document
<p><u>Exploring and using media and materials</u></p> <ul style="list-style-type: none"> • Begins to build a repertoire of songs and dances. • • Explores the different sounds of instruments. • • Explores what happens when they mix colours. • Experiments to create different textures. • • Understands that different media can be combined to create new effects. • • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. • Uses simple tools and techniques competently and appropriately. • • Selects appropriate resources and adapts work where necessary. • Selects tools and techniques needed to shape, assemble and join materials they are using. 	<p><u>Exploring and using media and materials</u></p> <ul style="list-style-type: none"> • I have favourite songs and dances and can tell you which one I want when you ask me. • I can tap, shake, scrape and hit musical instruments to find out the different sounds I can make. • I can mix my own paint using powder or ready mixed paints. • I can choose the things like paper, material or ribbon that I want to use to make a picture. • I like to use lots of different things like paint, paper, wool and material to make a picture. • I can cut, stick and fold the things I want to use in my picture. • I can use building toys, like bricks, and boxes to make the thing I want to make. • I can use different things like scissors, masking tape, sticky tape, hole punches and string to join and fix things together. • I can choose the things I want to use to make something. If my ideas don't work I can choose something else or change the way I do something.
<p><u>Early Learning Goal</u> Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	
<p><u>Being imaginative</u></p> <ul style="list-style-type: none"> • Create simple representations of events, people and objects. • • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. • Chooses particular colours to use for a purpose. • • Introduces a storyline or narrative into their play. • • Plays alongside other children who are engaged in the same theme. • • Plays cooperatively as part of a group to develop and act out a narrative. 	<p><u>Being imaginative</u></p> <ul style="list-style-type: none"> • I can dress up or use toy people or cars to pretend to be other people, places or things that have happened, like a party or a wedding. • I can use my arms, legs and body to move in different ways and pretend to be something else, like a monster or a bear. • I can choose the colour of paint, paper or material that I want to use to make something in my picture, like a piece of green paper for the grass. • When I am dressing up or using toy people I can tell you a story about what is happening as I am playing. • I can play next to my friends who are dressing up like me or using toy people or cars like me. • I can dress up and play a story with my friends.
<p><u>Early Learning Goal</u> Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	