

PRIME AREA END POINTS DOCUMENT 0-3 YEARS OLD

**DEVELOPMENT MATTERS 2021
Early Years Foundation Stage (EYFS)**



Development Matters 2021 – End Points Summary Communication and Language

0-3 years old

The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Understanding

Sequential learning						
						End point
1 U	Show an interest in story books by touching or looking.	Show an interest in story books by turning pages, sometimes one at a time.	Can independently explore stories and recognize pictures/characters by pointing to objects in the book.	Use simple vocabulary to discuss pictures in stories.	Start to talk about the story Comment on pictures e.g. “It looks like the boy is a bit worried” and ask them about the pictures e.g. “I wonder what the caterpillar is doing now”.	Listen to simple stories and understand what is happening, with the help of pictures.
4 U	Reach or point to something they want while making sounds	Understand frequently used words such as ‘all gone’, ‘no’ and ‘bye-bye’.	Can understand single words and some two-word phrases such as “shoe on”.	Recognise and point to objects if asked about them.	Understand simple instructions such as “tidy up”, “wash hands” with adult support. Supporting routines of the day.	Understand simple instructions, such as “stop” or “give to nanny” (independently).

5 U	Reach or point to something they want while making sounds	To copy adults gestures and words.	Identify body parts when named by an adult.	Recognise and point to objects if asked about them and their properties in a two-part description e.g. “blue car”.	Understand action words by pointing to the right picture in a book or visual clues, such as “who’s jumping?”.	Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’).
10 U	Respond to familiar voices, turning head to own name and ‘take turns’ in conversations (through babbling and activities).	Choose between two objects e.g. “Do you want the ball or the car?”.	Begin to understand many more words than they can say – between 200-500 words.	Understand simple questions and instructions such as “where’s your hat?” or “what’s the boy in the picture doing?”.	Using descriptive language to communicate and form a simple sentence e.g. “home later”.	Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’.
12 L&A, U, S	Copy what adults do, taking ‘turns’ in conversation (babbling) and activities.	Use single words in ‘context’ – ‘cup’, ‘milk’, ‘daddy’.	Engages in conversation initiated by an adult for a short period of time.	Share needs/wants and interests with an adult.	Respond to a peer in conversation for a short period of time.	Start to develop conversation, often jumping from topic to topic.
13 U	Reach or point to something they want while making sounds	Uses objects which represent pretend play such as picking up play phone and placing to ear to ring family members.	Engage in play with small world objects to support imagination and role-play such as small world animals or tea/picnic set.	Recognise and point to objects if asked about them. Use role play scenarios to act out simple experiences or thoughts such as dressing up clothes.	Show an interest and join in with adult-led play of everyday life experiences and routines such as setting up tables. Be interested in make-believe games such as cooking an imaginary meal or ‘going to work’.	Develop pretend play, ‘putting the baby to sleep’ or ‘driving the car to the shops’.

Listening and Attention

2 L&A	Watch someone's face as they talk.	Show an interest in what adults are doing and sometimes join in. Begin to join in with words and gestures to support attention and listening.	Initiate play with an adult e.g. taking their hand to what they want.	Show an interest in what other children are playing with and sometimes join in.	Begin to shift from one task to another when adult engages attention. E.g. "Child, please can you tidy up? We will be going in the garden soon". Using the child's name can help	Generally focus on an activity of their own choice and find it difficult to be directed by an adult.
6 L&A	Show an interest to games such as "peepo".	Use objects to make sounds, such as banging two objects together.	To join in with actions songs using actions/words, such as "head, shoulders, knees and toes". Notice and be interested in the effects of making movements which leave marks.	Fill in missing words from familiar nursery rhymes.	Begin to sing some familiar songs independently.	Enjoys singing, music and toys that make sounds.
12 L&A, U, S	Copy what adults do, taking 'turns' in conversation (babbling) and activities.	Use single words in 'context' – 'cup', 'milk', 'daddy'.	Engages in conversation initiated by an adult for a short period of time.	Share needs/wants and interests with an adult.	Respond to a peer in conversation for a short period of time.	Start to develop conversation, often jumping from topic to topic.

Speaking

3 S	Respond to familiar voices, turning head to own name and ‘take turns’ in conversations (through babbling and activities). Babble, using sounds like ‘baba’, ‘mamama’	Be able to constantly babble and use single words during play. Use single words in ‘context’ – ‘cup’, ‘milk’, ‘daddy’.	Use up to 20 clear words.	Uses up to 50 words and put two or three words together. Use new words linked with their experiences and widen length of description.	Uses around 300 words, including descriptive words and link up to 5 words together. Use new words linked with their experiences and widen length of description. Can use pronouns (‘me’, ‘him’, ‘she’) and prepositions (‘in’, ‘on’, ‘under’)	Use the speech sounds p,b,m,w.
7 S	Respond to familiar voices, turning head to own name and ‘take turns’ in conversations (through babbling and activities).	Be able to constantly babble and use single words during play.	Use words/sounds in play in context such as “meow” whilst holding a cat.	Show an interest in what other children are playing with and sometimes join in.	Initiate conversations with peers or adults during their play.	Start to develop conversations, often jumping from topic to topic.
8 S	Gazes at faces, copying facial expressions and movements. Makes sounds to get attention in different ways e.g. crying when hungry or unhappy.	Uses gestures like waving and pointing to communicate.	Can use facial expressions to explore a range of emotions.	Uses intonation, pitch and changing volume when ‘talking’.	Beginning to recognise their feelings with adult support, such as “I can see you’re sad, what has made you sad?”.	Start to say how they are feeling, using words as well as actions. Can be communicated using pictures and gestures to help support their choices.

9 S	Copy adults speech and lip movements, such as “mmm”.	Understand frequently used words such as ‘mummy’ or ‘car’.	Understand frequently asked questions such as the names of people and objects.	Beginning to pronounce single letters from the alphabet supported by phonics.	Be able to say multi-syllabic words such as ‘banana’ and ‘computer’. Can use pronouns (‘me’, ‘him’, ‘she’) and prepositions (‘in’, ‘on’, ‘under’)	Use the speech sounds p,b,m,w.
11 S	Copy what adults do, taking ‘turns’ in conversation (babbling) and activities.	Can participate in turn taking games with adults such as rolling a ball back and forth.	Beginning to share objects with adult support. Start to have an understanding of turn taking.	Understands that some objects belong to others and some are shared.	Beginning to recognise their feelings with adult support, such as “I can see you’re sad, what has made you sad?”.	Make themselves understood and can become frustrated when they cannot.
12 L&A, U, S	Copy what adults do, taking ‘turns’ in conversation (babbling) and activities.	Use single words in ‘context’ – ‘cup’, ‘milk’, ‘daddy’.	Engages in conversation initiated by an adult for a short period of time.	Share needs/wants and interests with an adult.	Respond to a peer in conversation for a short period of time.	Start to develop conversation, often jumping from topic to topic.

Observation checkpoint

Around 6 months, does the baby respond to familiar voices, turn to their own name and ‘take turns’ in conversations with babbling?

Around 12 months, can the baby choose between 2 objects: “Do you want the ball or the car?”

Around 18 months, is the toddler using a range of adult like speech patterns (jargon) and at least 20 clear words?

Around 18 months, does the toddler understand lots of different single words and some two-word phrases, such as “give me” or “shoes on”?

Around 18 months, is the toddler listening and responding to a simple instruction like: “Adam, put on your shoes?”

Around the age of 2, can the child understand many more words than they can say – between 200–500 words?

Around the age of 2, can the child understand simple questions and instructions like: “Where’s your hat?” or “What’s the boy in the picture doing?”

By around 2 years old, is the child showing an interest in what other children are playing and sometimes joins in?

Towards their second birthday, can the child use up to 50 words?

Is the child beginning to put two or three words together: “more milk”?

Towards their third birthday, can the child use around 300 words? These words include descriptive language.

Is the child linking up to 5 words together?

Is the child using pronouns (‘me’, ‘him’, ‘she’), and using plurals and prepositions (‘in’, ‘on’, ‘under’) – these may not always be used correctly to start with.

Around the age of 3, can the child show that they understand action words by pointing to the right picture in a book. For example: “Who’s jumping?”

Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of the child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Gross Motor Skills

Sequential learning						
						End point
1 GM	Enjoy moving when outdoors and indoors – explore tummy time and back-time.	Can begin to crawl in different ways and directions. Begin to walk independently.	Independently climb up steps to slide and be able to sit down and go down slide successfully. To show an interest in resources that can be used for throwing, kicking and catching. Begin to walk independently.	Explore push-along wheeled toys, scooters or tricycle throughout garden time. May need adult support to sit on or move. Use feet and hands to climb up climbing frame. May need help to get back down.	Understand the movement needed to use push-along wheeled toys, scooters or tricycle successfully. Identify different parts of the equipment. Be able to get down from climbing frame sometimes independently.	Sit on a push-along wheeled toy, use a scooter or ride a tricycle.

2 GM	Make movements with arms and legs which gradually become more controlled.	Walks around furniture lifting one foot and stepping sideways (cruising), and walks with one or both hands held by adult.	Come downstairs backwards on knees (crawling).	Walks upstairs holding hand of adult.	Walks upstairs or downstairs holding onto a rail two feet to a step.	Walk, run, jump and climb – and start to use the stairs independently.
3 GM	Roll over: from front to back, then back to front.	To pull to stand from a sitting position and sit down from standing position.	To squat with steadiness to rest or play with object on the ground, and rises to feet without using hands.	To explore new ways of moving, such as squirming, slithering and twisting along the ground like a snake, and moving quickly, slowly or on tiptoe.	Join in with games that involve whole body movement, such as musical bumps, sleeping bunnies.	Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.
4 GM	Pass things from one hand to the other. Let go of things and hand them to another person, or drop them.	Can participate in turn taking games with adults such as rolling a ball back and forth.	To show an interest in resources that can be used for throwing, kicking and catching.	Can participate in turn taking games with another child such as rolling/kicking a ball back and forth.	Show control in being able to sometimes catch a ball successfully.	Enjoy kicking, throwing and catching balls.
5 GM FM	Exploring a range of foods to support weening.	Begin to make personal decisions at meal times such as choosing between milk or water. Beginning to use a spoon to feed themselves independently.	Can identify objects of clothing when asked by an adult and begin to attempt to put objects of clothing on/take them off such as socks. To try a range of foods and self-serve own portions at meal times. To hold a fork at meal times, prompted by an adult	Begin to become more independent at dressing/undressing. May be able to take clothes off more than put back on. To hold a knife, prompted by an adult and use fork successfully at meal times.	To complete simple tasks that support every-day routine such as sweeping up after meal times. To be able to undress and dress themselves majority of the time. May need help with buttons/zips.	Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.

6 GM	Reach out for objects as co-ordination develops.	Can hold an object in each hand and bring them together in the middle e.g. holds two blocks and bangs them together. Can join in with tapping and clapping along to simple rhythms.	To move their whole bodies to sounds they enjoy, such as music. Can create sounds by banging, shaking, tapping or blowing.	Listen to a variety of sounds, talking about favourite sounds, songs and music.	Children to use some language to describe sounds and rhythms e.g. loud and soft, fast and slow.	Clap and stamp to music. Begin to do this alongside a beat/rhythm.
7 GM	Push their chest up with straight arms	Crawls, bottom shuffles or rolls continuously to move around	To enjoy moving in a variety of ways when outdoors and inside such as slides, steps, inclined slopes.	To understand positional language such as under, through and sometimes achieve this in play.	To experiment with equipment and to practise movements they choose with independence and be able to risk-take safely.	Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.
8 GM	Pass things from one hand to the other. Let go of things and hand them to another person, or drop them.	Can hold an object in each hand and bring them together in the middle e.g. holds two blocks and bangs them together.	Use blocks to balance and build a small tower.	To use a range of resources to create simple structures such as pen for the animals.	Build independently with a range of appropriate resources with adult support Self-selected resources	Build independently with a range of appropriate resources Self-selected resources
9 GM	Explore a range of surfaces and materials, stimulating touch and all the senses.	Can sit on you, climb over you, and rock, bounce or sway with you.	Explore particular patterns of movement, sometimes referred to as schemas such as spinning or trajectory.	To move in different ways and at different speeds, balancing, target throwing, rolling, kicking and catching	For children to move by themselves, making their own decisions about direction and speed.	Spin, roll and independently use ropes and swings (for example, tyre swings).

14	Pass things from one hand to the other. Let go of things and hand them to another person, or drop them.	To pick up something small with their first finger and thumb (such as a piece of string)	Explore empty and filling buckets/jugs to support pouring. To help take off items of clothing e.g. un-do zips on jackets.	To put on own coat with support from an adult. Explore empty and filling buckets/jugs to support pouring.	To help with tasks such as carrying, pouring drinks, cleaning and sorting to develop independence in every-day routines. To put on own coat independently and begin to attempt to do up/down own buttons/zips.	Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.
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Fine Motor Skills

5	Exploring a range of foods to support weening.	Begin to make personal decisions at meal times such as choosing between milk or water. Beginning to use a spoon to feed themselves independently.	Can identify objects of clothing when asked by an adult and begin to attempt to put objects of clothing on/take them off such as socks. To try a range of foods and self-serve own portions at meal times. To hold a fork at meal times, prompted by an adult	Begin to become more independent at dressing/undressing. May be able to take clothes off more than put back on. To hold a knife, prompted by an adult and use fork successfully at meal times.	To complete simple tasks that support every-day routine such as sweeping up after meal times. To be able to undress and dress themselves majority of the time. May need help with buttons/zips.	Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.
10	To explore open-ended materials to support co-ordination and to squeeze and feel media such as paint, gloop (cornflour and water), dough and bubbles.	To pick up something small with their first finger and thumb (such as a piece of string)	Explore and enjoy experimenting with a range of media through sensory exploration	To explore colour, texture and space using a wide range of materials and resources.	Show control in holding and using jugs to pour, hammers, books and mark-making tools.	Develop manipulation and control
11	Reach out for objects as co-ordination develops.	To handle and manipulate things, e.g. toys with buttons to press or books with flaps to open. Explore and experiment with a range of media through sensory exploration.	Notice and be interested in the effects of making movements which leave marks.	To be able to self-select appropriate resources for an activity e.g. scissors for cutting, gluing and sticking.	Begin to use three fingers (tripod grip) to hold writing tools.	Explore different materials and tools.

12 FM	Exploring a range of foods to support weening.	Begin to make personal decisions at meal times such as choosing between milk or water. Beginning to use a spoon to feed themselves independently.	To try a range of foods and self-serve own portions at meal times. To hold a fork at meal times, prompted by an adult.	To hold a knife, prompted by an adult and use fork successfully at meal times.	To help with tasks such as carrying, pouring drinks, cleaning and sorting to develop independence in every-day routines. Show an interest in wanting to help prevent food.	Start eating independently and learning how to use a knife and fork.
13 FM	Pass things from one hand to the other. Let go of things and hand them to another person, or drop them.	Can balance one block on top of the other to build a tower.	To paint using their whole arm to move the paintbrush. Hold mark making tools with whole hand grip (palmar).	To complete 2,3 and 4 piece inset puzzles. Can use building blocks to create structures based on topic play.	Begin to hold and use scissors, may snip and cut. To string large beads on to string. Begin to hold and use mark making tools with tripod grip.	Develop manipulation and control.
14 GM FM	Pass things from one hand to the other. Let go of things and hand them to another person, or drop them.	To pick up something small with their first finger and thumb (such as a piece of string)	Explore empty and filling buckets/jugs to support pouring. To help take off items of clothing e.g. un-do zips on jackets.	To put on own coat with support from an adult. Explore empty and filling buckets/jugs to support pouring.	To help with tasks such as carrying, pouring drinks, cleaning and sorting to develop independence in every-day routines. To put on own coat independently and begin to attempt to do up/down own buttons/zips.	Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.

Observation checkpoint

Can the baby pick up something small with their first finger and thumb (such as a piece of string)?

At around 12 months, can the baby pull to stand from a sitting position and sit down?

Around their second birthday, can the toddler run well, kick a ball, and jump with both feet off the ground at the same time?

Around their third birthday, can the child climb confidently, catch a large ball and pedal a tricycle?

Look out for children who find it difficult to sit comfortably on chairs. They may need help to develop their core-muscles. You can help them by encouraging them to scoot on sit-down trikes without pedals and jump on soft-play equipment.

Development Matters 2021 – End Points Summary Personal, Social and Emotional Development

0-3 years old

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Self-Regulation

Sequential learning						
						End point
6 SR	Finds ways to calm themselves, through being calmed and comforted by their key person.	Engage with others through gestures, gaze and talk.	Use facial expressions, body language and sounds to express how they are feeling such as smiling for happy and stomping feet for angry.	Use role play scenario's to act out simple experiences or thoughts such as dressing up clothes to be a shop keeper.	To use props such as puppets, story sticks to explore a range of emotions through story books.	Safely explore emotions beyond their normal range through play and stories.

7 SR MS	Make sounds to get attention in different ways e.g. crying when hungry or unhappy.	Use engagement to achieve a goal, for example gesture towards their cup to say they want a drink.	Understand 'yes' and 'no' boundaries.	To participate in routines throughout the day supported by now/next board throughout the day.	Able to try and problem solve with limited adult support.	Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.
8 SR	Can copy what adults do such as shaking a rattle.	Can participate in turn taking games with adults such as rolling a ball back and forth.	Beginning to share objects with adult support. Start to have an understanding of turn taking.	Understand that some objects belong to others and some are shared.	Use phrases such as "Can I have my turn?" or "My turn next" whilst playing a game.	Begin to show 'effortful control'. For example waiting for at turn and resisting the strong impulse to grab what they want or push their way to the front.
6 SR	Finds ways to calm themselves, through being calmed and comforted by their key person.	Engage with others through gestures, gaze and talk.	Use facial expressions, body language and sounds to express how they are feeling such as smiling for happy and stomping feet for angry.	Use role play scenario's to act out simple experiences or thoughts such as dressing up clothes to be a shop keeper.	To use props such as puppets, story sticks to explore a range of emotions through story books.	Safely explore emotions beyond their normal range through play and stories.
7 SR MS	Make sounds to get attention in different ways e.g. crying when hungry or unhappy.	Use engagement to achieve a goal, for example gesture towards their cup to say they want a drink.	Understand 'yes' and 'no' boundaries.	To participate in routines throughout the day supported by now/next board throughout the day.	Able to try and problem solve with limited adult support.	Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.

8 SR	Can copy what adults do such as shaking a rattle.	Can participate in turn taking games with adults such as rolling a ball back and forth.	Beginning to share objects with adult support. Start to have an understanding of turn taking.	Understand that some objects belong to others and some are shared.	Use phrases such as “Can I have my turn?” or “My turn next” whilst playing a game.	Begin to show ‘effortful control’. For example waiting for at turn and resisting the strong impulse to grab what they want or push their way to the front.
10 SR	Responds to own name and emotions in adults voice.	Uses mirrors to look at own face, sometimes able to show an emotion when asked by an adult, such as “can you show me your happy face?”	Beginning to show concern for others and sometimes can offer comfort.	Can express their feelings through words like ‘sad’, ‘upset’ or ‘angry’.	Beginning to recognise their feelings with adult support, such as “I can see you’re sad, what has made you sad?”	Talk about their feelings in more elaborated ways: “I’m sad because...” or “I love it when...”
11 SR	Can be calmed by rocking, singing or being spoken to.	Able to seek comfort and support from familiar adult, if needed. Can find adult from across the room.	Can use single words/visual clues to talk about how they are feeling such as ‘happy’ or ‘sad’.	Feel confident to express a range of emotions in the environment.	Can self-soothe without adult help. Beginning to recognise their feelings with adult support, such as “I can see you’re sad, what has made you sad?”.	Be increasingly able to talk about and manage their emotions.
12 SR	Can be calmed by a familiar adult in a range of ways.	Can share feelings, wants and needs with familiar adults.	To have strong relationships with familiar adult. Will seek comfort or reassurance if needed.	Able to share feelings and thoughts through making own choices, for example saying ‘no’ and wanting to carry out their own wishes straight away.	Can express more detailed emotions such as feeling poorly, tired and excited.	Feel strong enough to express a range of emotions.

Managing Self

1 MS	Show an interest in exploring treasure baskets to make a choice of what they want to play with.	To choose between two objects e.g. "Do you want the ball or the car?".	Use visual cards to support making choices such as choosing between 3 songs. Pointing to card or using verbal words. Identify body parts when asked by an adult.	To carry out an activity with simple choices, adult-led. Adult chooses activity, but children support such as choosing colour paint they think they may need.	To self-select an activity and carry out independently. Simple activity for short period of time.	Express preferences and decisions. They also try new things and start establishing their autonomy.
2 MS	Show an interest in exploring treasure baskets to make a choice of what they want to play with.	Be curious about their world, indoors and outdoors and want to explore.	Notice simple detailed features of their environment such as leaves, sand. Visual cards to match objects or verbal words to identify objects.	To share experiences from home/nursery life through pictures, verbal to peers or adult.	Begin to understand safety of being outside such as road safety.	Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person.
3 MS	Respond to own name when called.	Begin to be shy around strangers and show preferences for certain people. Be comfortable with familiar staff and unsure of new staff within building. To look at adult for guidance, reassurance and responses.	Play with increasing confidence with a familiar adult.	Play with increasing confidence on their own and with other children.	To understand and use now/next board confidently. Shows a good understanding of the routine.	Find ways of managing transitions, for example from their parent to their key person.

5 MS BR	Uses whole body to explore resources, such as treasure baskets. Using tummy time and moving from front to back and back to front.	Can explore indoor and outdoor environment with an adult.	Can explore independently for short periods of time but will seek reassurance if needed.	Can access resources with little support from an adult, such as finding the car box when asked where it is.	Have the confidence to share experiences with others. Nursery/home life.	Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.
7 SR MS	Make sounds to get attention in different ways e.g. crying when hungry or unhappy.	Use engagement to achieve a goal, for example gesture towards their cup to say they want a drink.	Understand 'yes' and 'no' boundaries.	To participate in routines throughout the day supported by now/next board throughout the day.	Able to try and problem solve with limited adult support.	Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.
9 MS	Shows pleasure when interacting with familiar adults, such as laughing when being tickled.	Can participate in people games such as peekaboo and hide and seek.	Can identify body parts when named by an adult.	Be able to make independent choices for example what to play with, what to eat or what to wear.	Uses their own ideas and thoughts throughout play such as role play teddy bear picnic.	Establish their sense of self.
13 MS	Children show interest in feeding themselves finger food	Tries different food and textures Help children to get dressed but they finish the last step, eg zip up	Helps with carrying, pouring the drink, cleaning and sorting. Get dressed with a reduced help.	Make decision about their choice by offering real choices- water or milk.	Begin to understand and comment on how to eat healthily, listen to others and develop conversation.	Develop understanding of good eating habits and behaviours. Get dressed and eat with reduced support.
14 MS	Express discomfort, hunger or thirst.	To cooperate well with nappy changes throughout the day.	Wash and dry hands with help from an adult.	To begin to express wet/soiled nappies to an adult. To be aware of what the toilet is used for. To try on the toilet at nappy changes and share what they have done in their nappy.	To try on the toilet at nappy changes and share what they have done in their nappy. To gain more control of their bowel and bladder and express when they need to use the toilet.	Learn to use the toilet with help, then independently.

					To be able to wash and dry hands independently with limited support. May need verbal or visual reminders of steps.	
15 MS	Explore a range of foods to support weening.	To try new foods at meal times. Begin to make personal choices at meal times such as choosing between two food objects or milk/water.	To be able to identify where their teeth/mouth are.	Have an awareness of what a toothbrush is used for and begin to show an interest in role play teeth and brush. Begin to explore activities that supports healthy choices such as moving in a range of ways.	To successfully use a toothbrush with role play teeth, practicing brushing motion. May talk about own dentist experiences. Can start to categorise food objects in healthy and unhealthy such as fruit/vegetables and cakes. May explore by saying “not good” or “good”	To be able to use a toothbrush independently and begin to talk about healthy foods
16 MS BR	Is comforted by familiar voices and peoples touch.	Show an interest in looking at family photos. Sometimes can name people in the photo.	Shows an interest to books that support differences between one another, looking at pictures. Diversity books always on offer throughout room. Visits to library.	Can identify own picture on self-registration board, may also be able to recognise others pictures.	Begin to notice similarities and differences such as gender and hair colour.	Notices and asks questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religions and so on.

Building Relationships

4 BR	To use eye contact to gain attention of adults and peers.	Observe others play and be able to play alongside others.	Begin to recognise and identify other peers by name. Singing 'hello' song.	Show an interest in what other children are playing with and sometimes join in.	Initiate play with a peer, developing conversation. Have a short conversations about related play.	Develop friendships with other children
5 MS BR	Uses whole body to explore resources, such as treasure baskets. Using tummy time and moving from front to back and back to front.	Can explore indoor and outdoor environment with an adult.	Can explore independently for short periods of time but will seek reassurance if needed.	Can access resources with little support from an adult, such as finding the car box when asked where it is.	Have the confidence to share experiences with others. Nursery/home life.	Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.
4 BR	To use eye contact to gain attention of adults and peers.	Observe others play and be able to play alongside others.	Begin to recognise and identify other peers by name. Singing 'hello' song.	Show an interest in what other children are playing with and sometimes join in.	Initiate play with a peer, developing conversation. Have a short conversations about related play.	Develop friendships with other children
5 MS BR	Uses whole body to explore resources, such as treasure baskets. Using tummy time and moving from front to back and back to front.	Can explore indoor and outdoor environment with an adult.	Can explore independently for short periods of time but will seek reassurance if needed.	Can access resources with little support from an adult, such as finding the car box when asked where it is.	Have the confidence to share experiences with others. Nursery/home life.	Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.

16 MS BR	Is comforted by familiar voices and peoples touch.	Show an interest in looking at family photos. Sometimes can name people in the photo.	Shows an interest to books that support differences between one another, looking at pictures. Diversity books always on offer throughout room. Visits to library.	Can identify own picture on self-registration board, may also be able to recognise others pictures.	Begin to notice similarities and differences such as gender and hair colour.	Notices and asks questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religions and so on.
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Observation check point

Around 7 months, does the baby respond to their name and respond to the emotions in your voice?

Around 12 months, does the baby start to be shy around strangers and show preference for certain people and toys?

Around 18 months, is the toddler increasingly curious about their world and wanting to explore it and be noticed by you?

Around the age of 2, does the child start to see themselves as a separate person? For example, do they decide what to play with, what to eat, what to wear?

Between the ages of 2 and 3, does the child start to enjoy the company of other children and want them to play with them?

Note: Watch out for children who seem worried, sad or angry for much of the time, children who seem to flit from one thing to the next or children who seem to stay for over-long periods doing the same thing, and become distressed if they are encouraged to do something different. You will need to work closely with parents and other agencies to find out more about these developmental difficulties.