

Communication and Language	Physical Development
<p>Listening and Attention:</p> <p>22-36 Months: Listens with interest to the noises adults make then they read stories. Recognises and responds to many familiar sounds, e.g. turning to a knock on the door. Shows interests in sounds, songs and rhymes. Single channeled attention. Can shift to a different task if attention fully obtained.</p> <p>30-50 Months: Join in with repeated refrains and anticipate key events and phrases in rhymes and stories. Listen or do but can shift attention. Listen to others in one-to-one or in small groups. Listen to stories with increasing attention and recall.</p> <p>Understanding:</p> <p>22-36 Months: Identifies action words by pointing to the right picture, e.g. 'Who's jumping?' Understands more complex sentences – 'Put your toys away and then we'll read a book.' Understands 'who', 'what', 'where' in simple sentences. Developing understanding of simple concepts (e.g. big/little).</p> <p>30-50 Months: Understand simple instructions – more than one action, e.g. 'Put the cars away please, Then come and wash your hands and get ready for snack.'</p> <p>40-60+ Months Use stories from books to focus children's attention on predictions and explanations, e.g. "Why did the boat tip over?"</p> <p>Speaking:</p> <p>22-36 Months: Holds a conversation, jumping from topic to topic. Uses gestures, sometimes with limited talk. Learns new words rapidly and uses them in communicating. Uses simple sentences. ('Mummy gonna work')</p> <p>30-50 Months: Can retell a simple past event in the correct order. Uses a range of tenses (play, playing, will pay, played) Begin to use more complex sentences (e.g. use and, because). Build up vocabulary that reflects their experiences.</p>	<p>Moving and Handling</p> <p>22-36 Months: Runs safely on whole foot. Squats with steadiness and rises to feet without using hands. Can kick a large ball. Shows control in handling jugs to pour, hammers, books and mark making tools. Walks upstairs or downstairs holding onto a rail two feet to a step. Climbs confidently, beginning to pull themselves up onto equipment. Imitates drawing simple shapes. May show preference for dominant hand.</p> <p>30-50 Months: Uses one handed tools and equipment, e.g. makes snips in paper. Can catch a large ball. Moves freely and with pleasure in a variety of ways – slithering, shuffling, rolling, crawling, running, jumping, skipping, hopping. Mount stairs, steps or climbing equipment using alternate feet. Runs skillfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</p> <p>40-60+ Months Uses simple tools to effect changes to materials. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>Health and Self-care</p> <p>22-36 Months: Communicates their need for potty or toilet. Beginning to recognize danger and seeks support of significant adults for help. Helps with clothing, e.g. puts on hat, unzips zipper on jacket etc. Beginning to independent in self-care, but still often needs adult support.</p> <p>30-50 Months: Can usually manage washing and drying hands. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers and pulls up zipper once it is fastened at the bottom. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</p>

Early Years Foundation Stage Areas of Learning and Development – Specific Areas

Literacy

Reading:**22-36 Months:**

Have some favourite stories, rhymes or jingles.

Fills in the missing words or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'

30-50 Months:

Shows awareness of rhyme and alliteration.

Enjoys rhyming and rhythmic activities.

Listens to and joins in with stories and poems one to one and in small groups.

Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.

Shows interest in illustrations and print in books and print in the environment.

Listens to stories with increasing attention and recall.

Looks at books independently and handles them carefully.

Holds books the correct way up and turns pages.

40-60+ Months

Enjoys an increasing range of books.

Writing:

22-36 Months: Distinguish between the different marks they make.

30-50 Months: Sometimes give meaning to marks as they draw and paint.

40-60+ Months

Gives meaning to marks they make as they draw, write and paint.

Mathematics

Numbers:**22-36 months**

Selects a small number of objects from a group when asked – 'please give me one', 'please give me two'.

Recite some number names in sequence.

Begins to make comparisons between quantities.

Uses some language of quantities – 'more' and 'a lot'.

30-50 Months

Uses some number names and number language spontaneously. Uses some number names accurately in play.

Recites numbers in order to 10.

Show curiosity about numbers by offering comments or asking questions.

Sometimes match numeral and quantity correctly.

Compares two groups of objects, saying when they have the same number.

40-60+ Months

Recognise some numbers of personal significance.

Recognise numerals 1 to 5.

Count up to three or four objects.

Count out up to six objects from a larger group.

Shape Space and Measure:**22-36 months**

Categorize objects according to properties such as shape or size. Begin to use the language of size.

30-50 Months:

Matching, sorting, using shapes in models. Playing with shapes, making arrangements.

Show awareness of similarities of shapes in the environment, show interest in shape through sustained construction, using shapes appropriately and talking about the shapes of everyday objects.

40-60+ Months

Begin to use mathematical names for 3D and 2D shapes and terms to describe shapes.

Understanding the World	Expressive Arts and Design
<p>People and Communities 30-50 Months: Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience.</p> <p>40-60+ Months Enjoys joining in with family customs and routines.</p> <p>The World 30-50 Months: Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. (Autumn walk – includes 'change' over time) Talks about why things happen and how things work (Learn about the characteristics of liquids and solids through cooking)</p> <p>40-60+ Months Looks closely at similarities, differences, patterns and change. (Places, people, objects, materials) Help children to find out about the environment by talking to people, looking at photos and simple maps and visiting local places.</p> <p>Technology 30-50 Months: Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. Knows how to operate simple equipment.</p> <p>40-60+ Months Completes a simple program on a computer.</p>	<p>Exploring and using media and materials 22-36 months: Joins in singing favourite songs. Creates sounds by banging, tapping, shaking or blowing. Experiments with blocks, colours or marks.</p> <p>30-50 Months: Enjoy joining in with dancing and ring games. Sings a few familiar songs. Beginning to move rhythmically. Imitates movement in response to music. Begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Uses various construction materials. Joins construction pieces together to build and balance.</p> <p>40-60+ Months Constructs with a purpose in mind, using a variety of resources.</p> <p>Being Imaginative 22-36 Months: Begin to make believe by pretending. Beginning to use representation to communicate, e.g. drawing a line and saying, 'That's me'.</p> <p>30-50 Months: Uses movement to express feelings. Creates movement in response to music. Notice what adults do, imitate what is observed, do this spontaneously. Engage in imaginative play and role play based on first-hand experience.</p> <p>40-60+ Months Plays alongside other children who are engaged in the same theme. Creates simple representations of events, people and objects.</p>