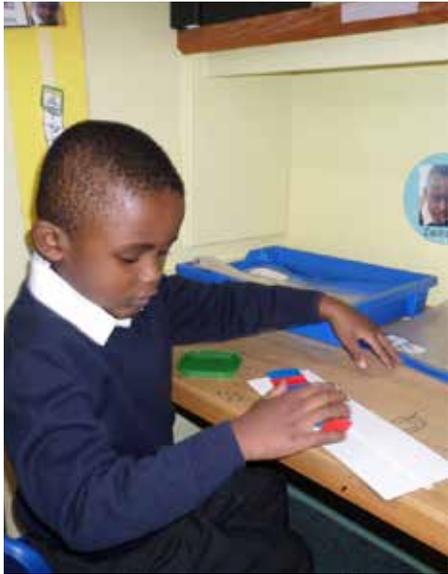




Differentiated Early Years Outcomes



'The Department for Education Early Years Outcomes differentiated to reflect the progress of all children in the Early Years'.



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Date of publication

Developed by: Representatives from Early Years Specialist Settings, and the Local Authority Early Years Team.





Introduction

Bristol's aim is that every child accesses a rich, relevant and well planned provision that enables every individual child to flourish.

Bristol Early Years assessment is inclusive and documents the learning of every child, making it visible for all to celebrate. It supports reflective practice and collaboration including the voice of the child, parent and other agencies.

This document has been developed to align with Bristol's Early Years Assessment Guidance. It follows the principles, values and practice of ethical assessment agreed within Bristol which...

- Is inclusive and celebrates the strengths of the unique child, including children with English as an additional language (EAL), Special Educational Needs and Disability (SEND), or disability.
- It is culturally and experientially relevant and includes all children regardless of gender, ethnicity, background and life experiences.
- Respects and includes the voice of the child, recognising them as mastery learners.
- Trusts parents, who have a unique insight into the needs and interests of their child.
- Is purposeful; It is at the heart of high quality teaching and learning.
- Is holistic and provides a full picture of every child's achievements.
- Is underpinned by a sound understanding of child development.



Bristol Differentiated Early Years Outcomes

What are the Differentiated Early Years Outcomes? DEYO

This document was developed in response to practitioners desire to show progress and reflect the achievements of children with additional needs and disabilities within the Early Years Foundation Stage.

The DEYO have been developed by representatives from Early Years Specialist Settings and the local authority Early Years Team.

Each age band within every area of learning has been carefully analysed. Where appropriate, additional statements have been inserted to ensure progress of all children can be recognised.

The statements in black are the original Early years Outcomes which will inform levels of achievement for data collection and moderation for statutory purposes.

The statements in red are the additional differentiated outcomes which will enable the tracking of the small steps of progress made by children with additional needs. The inclusion of the red statements can generate informal data.

This document is an optional tool to support summative assessment.

Why use the DEYO?

- To show what learning looks like for children with additional needs in Early Years settings
- To create an inclusive means of assessment based on relevant and achievable skills
- To be able to record and celebrate each child's development and achievements, however small
- To make the recording process a useful means of showing and tracking progress
- To facilitate a consistent approach to assessment within Early Years settings
- To acknowledge and suggest any specialised methods of support e.g. Makaton, visual aids
- To provide a document that is accessible for parents and practitioners to share

How can the DEYO be used?

The DEYO are designed to be used to track and assess progress for a child with additional needs in any Early Years setting.

This document could be used as...

- A means of completing ongoing records
- A basis for generating achievable learning objectives/targets
- A prompt when completing any additional assessment
- A tool for tracking progress
- A means to enhance parental involvement as co-educators

It is stated within the document that children will use their preferred method of communication. If this is not explicit please assume that any form of communication is valid.

As the DEYO's prime intention is to demonstrate children's progress we suggest a colour coded tracking system may be used. Highlighting in different colours will reflect progress at entry, midterm and end of year.

We have aimed to make this document as inclusive as possible within the existing framework. However we acknowledge the limitations with regard to specific needs in some areas of learning.

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Playing and Exploring, Active Learning, and Creating and Thinking Critically support children's learning in all areas.

Communication and Language

| Band | Listening and attention | Understanding | Speaking |
|------|---|--|---|
| 1 | <ul style="list-style-type: none"> • Turns toward a familiar sound then locates range of sounds with accuracy. • Encounters auditory stimuli. • Listens to, distinguishes and responds to intonations and sounds of voices. • Reacts in interaction with others by smiling, looking and moving. • Quietens or alerts to the sound of speech. • Looks intently at a person talking, but stops responding if speaker turns away. • Listens to familiar sounds, words, or finger plays. • Fleeting Attention – not under child's control, new stimuli takes whole attention. • Responds to familiar adult's voice through physical gesture. • Shows change in facial expressions in response to familiar songs. • Shows emerging awareness of environmental sounds. | <ul style="list-style-type: none"> • Shows a response to stimuli. • Responds to familiar people through consistent responses e.g. eye tracking. • Stops and looks when hears own name. • Shows a consistent response to stimuli. • Begins to imitate actions such as clapping hands. • Shows tolerance or intolerance to a range of sensory stimuli. • Starts to understand contextual clues, e.g. familiar gestures, words and sounds. | <ul style="list-style-type: none"> • Shows a reflex response e.g. blinks at a light, is startled by a sudden noise. • Communicates needs and feelings in a variety of ways including crying, gurgling, babbling and squealing. • Demonstrates a resistance to an unwanted activity or experience e.g. turns head away to indicate enough. • Makes own sounds (or shows a reaction) in response when talked to by familiar adults. • Lifts arms in anticipation of being picked up (or shows some form of bodily response). • Uses voice, gesture, eye contact and facial expression to make contact with people and keep their attention. • Vocalises or moves in response to attention. • Experiments and plays with making own sounds. • Begins to imitate actions by trial and improvement, such as clapping hands or banging on the table. • Practises and gradually develops speech sounds (babbling) to communicate with adults; says sounds like 'baba, nono, gogo'. • Consistently expresses a like or a dislike of the same stimulus e.g. eyes always flicker when smelling a strawberry. |



| Band | Listening and attention | Understanding | Speaking |
|------|--|--|--|
| 2 | <ul style="list-style-type: none"> • Moves whole bodies/or parts of body to sounds they enjoy, such as music or a regular beat. • Has a strong exploratory impulse. • Responds to environmental sounds. • Concentrates intently on an object or activity of own choosing for short periods. • Pays attention to dominant stimulus – easily distracted by noises or other people talking or visual stimuli. • Responds to stop and go. • Responds when own name is spoken or signed through action or vocalisation. | <ul style="list-style-type: none"> • Developing the ability to follow others' body language, including pointing and gesture. • Shows a learnt response to stimuli. • Imitates a functional action e.g. drink cup. • Begins to anticipate event from visual clues demonstrating emerging response to objects and songs of reference. • Responds to routines and structures consistently. • Responds to the different things said when in a familiar context with a special person (e.g. 'Where's Mummy?', 'Where's your nose?'). • Understanding of single words in context is developing, e.g. 'cup', 'milk', 'daddy'. • Demonstrates understanding of people, objects, signs and symbols in everyday context (10 objects). | <ul style="list-style-type: none"> • Vocalises or gestures to gain attention. • Uses voice or gesture to ask for things (e.g. reaching, opening and shutting hands). • Interacts in sound making e.g. repeats own sound when repeated by others. • Experiments with intonation patterns in sounds. • Uses sounds in play, e.g. 'brrrm' for toy car. • Vocalises or uses preferred mode of communication in response to music/ singing. • Uses (at least 10) single words through preferred mode of communication. • Frequently imitates words and sounds, signs or gestures. • Enjoys babbling and increasingly experiments with using sounds and words or preferred mode of communication to communicate for a range of purposes (e.g. teddy, more, no, bye-bye). • Uses pointing with eye gaze or eye points to make requests, and to share an interest. • Creates personal words/ signs as they begin to develop language. |

| Band | Listening and attention | Understanding | Speaking |
|------|--|---|--|
| 3 | <ul style="list-style-type: none"> Listens to and enjoys rhythmic patterns in rhymes and stories. Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations. E.g. says 'Beep, beep in the Wheels on the Bus.' Rigid attention – may appear not to hear. Shows high levels of participation to auditory stimuli (e.g. pressing a switch/VOCA to participate). | <ul style="list-style-type: none"> Selects familiar objects by name and will go and find objects when asked, or identify objects using signs/symbols/speech from a group (sign, symbol). Understands simple sentences (e.g. 'Throw the ball'). Responds to simple request. Understands from 10-50 words. Demonstrates spontaneous functional play relating to themselves. | <ul style="list-style-type: none"> Copies familiar expressions, e.g. 'Oh dear', 'All gone'. Responds to a given choice using preferred mode of communication. Beginning to put two words/ signs/ symbols together (e.g. 'want ball', 'more juice'). Uses different types of everyday words (10-50) (nouns, verbs and adjectives, e.g. banana, go, sleep, hot). Beginning to ask simple questions. Beginning to talk about people and things that are not present. |
| 4 | <ul style="list-style-type: none"> Listens with interest to the noises adults make when they read stories. Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door. Shows interest in play with sounds, songs and rhymes. (e.g. joins in rhythm making on the resonance board). Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus. Matches sounds, e.g. shaker, bells, sound lotto. | <ul style="list-style-type: none"> Demonstrates an appropriate response to intonation in voice. Identifies an action words by pointing to the right picture, e.g., "Who's jumping?" Responds to a two-step/key word instruction. Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.' Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is.?). Developing understanding of simple concepts (e.g. big/little). Understands simple two step sequences (first, now, next, Visual timetable). | <ul style="list-style-type: none"> Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. Holds a conversation, jumping from topic to topic. Initiates and maintains short conversations about familiar events using their preferred mode of communication. Learns new words very rapidly and is able to use them in communicating. Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it'. Uses a variety of questions (e.g. what, where, who). Infers a question by use of intonation. Uses simple sentences (e.g. 'Mummy gonna work.') Beginning to use word endings (e.g. going, cats). |

| Band | Listening and attention | Understanding | Speaking |
|------|---|--|--|
| 5 | <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). | <ul style="list-style-type: none"> • Understands use of objects (e.g. “What do we use to cut things?”). • Selects object by function. • 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. | <ul style="list-style-type: none"> • Beginning to use more complex sentences to link thoughts (e.g. using and, because). • Can retell a simple past event in correct order (e.g. went down slide, hurt finger). • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. • Questions why things happen and gives explanations. • Asks e.g. who, what, when, how. • Uses a range of tenses (e.g. play, playing, will play, played). • Uses intonation, rhythm and phrasing to make the meaning clear to others. • Uses vocabulary focused on objects and people that are of particular importance to them. • Builds up vocabulary that reflects the breadth of their experiences. • Uses talk in pretending that objects stand for something else in play, e.g., ‘This box is my castle.’ |
| 6 | <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. | <ul style="list-style-type: none"> • Responds to instructions involving a two-part sequence. • Understands humour, e.g. nonsense rhymes, jokes. • Able to follow a story without pictures or props. • Listens and responds to ideas expressed by others in conversation or discussion. | <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. |

| Band | Listening and attention | Understanding | Speaking |
|------|---|--|--|
| 7 | <p>Early Learning Goal</p> <p>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>Early Learning Goal</p> <p>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>Early Learning Goal</p> <p>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.</p> <p>They develop their own narratives and explanations by connecting ideas or events.</p> |

Playing and Exploring, Active Learning, and Creating and Thinking Critically support children's learning in all areas.

Physical Development

| Band | Moving and Handling | Health and self-care |
|------|---|---|
| 1 | <ul style="list-style-type: none"> • Demonstrates reflex action. • Demonstrates intentional movement/action. • Shows awareness of moving/not moving- rebound, swinging in hammock or rolling on mat. • Experiences directional movements- independent or in supportive equipment. • Turns head in response to sounds and sights. • Shows preference for certain assisted movements/physical activities. • Gradually develops ability to hold up own head. • Makes movements with arms and legs which gradually become more controlled. • Develops purposeful action e.g. Swipe. • Initiates 'roll' from front to back. • Rolls over from front to back, from back to front. • Raises head when lying on tummy- over wedge or roll if appropriate. • When lying on tummy becomes able to lift first head and then chest, supporting self with forearms and then straight arms. • Moves parts of body to gain sensory feedback. • Watches and/or explores hands and feet, e.g. when lying on back lifts legs into vertical position and grasps feet. • Accepts adult supported exploration of a range of large and small equipment and materials. • Develops control of body movements to interact with environment/materials. • Repeats action to create effect. • Reaches out for, touches and begins to hold objects. • Holds and explores large and small equipment with support. • Explores objects with mouth, often picking up an object and holding it to the mouth. • Sits independently for up to a minute. | <ul style="list-style-type: none"> • Responds to and thrives on warm, sensitive physical contact and care. • Expresses discomfort, hunger or thirst e.g. needs nappy changing. • Anticipates food/feeding routines with interest. • Tolerates nappy changing without protest. • Tolerates alternative feeding regime e.g. gastrostomy. |



| Band | Moving and Handling | Health and self-care |
|------|--|---|
| 2 | <ul style="list-style-type: none"> • Attempts to copy movements. • Sits unsupported on the floor for at least 2 minutes. • Moves from lying to sitting with support. • Tolerates variety of supportive equipment. • When sitting, can lean forward to pick up small toys. • Develops holding skills- grasping and releasing. • Tracks and receives ball. • Stands with maximum support. • Bounces up and down when in supported standing position. • Pulls to standing, holding on to furniture or person for support. • Bears weight on hands and knees. • Stands independently and maintains balance. • Crawls, bottom shuffles or rolls continuously to move around. • Moves independently in supportive equipment, with stepping action. • Walks around furniture lifting one foot and stepping sideways (cruising), and walks with one or both hands held by adult. • Steps with minimum support e.g. one hand/finger held. • Takes first few steps independently. • 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. • Picks up small objects between thumb and fingers. • Enjoys the sensory experience of making marks in damp sand, paste or paint. • Explores materials in different ways- squeeze, stretch, tear, with 1 hand or with 2 hands. • Holds pen or crayon using a whole hand (palmar) grasp and makes random marks with different strokes. | <ul style="list-style-type: none"> • Opens mouth for spoon. • Holds own bottle or cup or lidded beaker and brings to mouth. • Grasps finger foods and brings them to mouth. • Actively cooperates with alternative feeding regime. • Holds spoon and attemptst to move it. • Attempts to use spoon: can guide towards mouth with support but food often falls off. • Can actively cooperate with nappy changing (lies still, helps hold legs up). • Demonstrates awareness of urination or bowel movement e.g. writhing, fidgeting, not wanting to sit). • Starts to communicate urination, bowel movement. • Tolerates sitting on toilet chair, potty or toilet. |

| Band | Moving and Handling | Health and self-care |
|------|--|---|
| 3 | <ul style="list-style-type: none"> • Uses a combination of independent movements in play- grasp, release, throw, bang, drop, rolling ball- use 1 hand or use 2 hands. • Walks upstairs holding hand of adult. • Walks around obstacles with hands held by adult. • Comes downstairs backwards on knees (crawling). • Rises to stand from chair independently. • Attempts to use tools to interact with materials. • Attempts to copy actions e.g. pouring, stirring, kicking or tapping. • Beginning to balance blocks to build a small tower. • Makes connections between their movement and the marks they make. | <ul style="list-style-type: none"> • Develops own likes and dislikes in food and drink demonstrated in their own way. • 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 using words, symbols or signs. • Shows some awareness of bladder and bowel urges using consistent personal response e.g. seeking privacy or using words, symbols or signs. • Shows awareness of what a potty or toilet is used for. • Shows a desire to help with dressing/undressing and hygiene routines e.g. washing hands. • Responds to adult's warning of danger through physical action, expression, words, symbols or signs. |
| 4 | <ul style="list-style-type: none"> • Runs safely on whole foot or in other ways e.g. tiptoes. • Sits on chair independently from standing. • Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. • Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. • Can kick a large ball. • Turns pages in a book, sometimes several at once. • Shows control in holding and using jugs to pour, hammers, books and mark-making tools. • Beginning to use three fingers (tripod grip) to hold writing tools. • Imitates drawing simple shapes such as circles and lines. • Walks upstairs or downstairs holding onto a rail two feet to a step. • May be beginning to show preference for dominant hand. | <ul style="list-style-type: none"> • Feeds self competently with spoon. • Drinks well without spilling. • Clearly communicates their need for potty or toilet through preferred mode of communication. • Beginning to recognise danger and seeks support of significant adults for help. • Helps with clothing, e.g. puts on hat, unzips zipper on jacket, and takes off unbuttoned shirt, removes shoes, takes off socks. • Beginning to be independent in self-care, but still often needs adult support. • Follows visual hygiene routine with prompts. |

| Band | Moving and Handling | Health and self-care |
|------|---|---|
| 5 | <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. • Mounts stairs, steps or climbing equipment using alternate feet. • Walks downstairs, two feet to each step while carrying a small object. • Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. • Can stand momentarily on one foot when shown. • Can catch a large ball. • Draws lines and circles using gross motor movements. • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. • Holds pencil near point between first two fingers and thumb and uses it with good control. • Can copy some letters, e.g. letters from their name. | <ul style="list-style-type: none"> • Can tell adults when hungry or tired or when they want to rest or play through preferred mode of communication. • Observes/shows awareness of the effects of activity on their bodies. • Understands that equipment and tools have to be used safely. • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. • Can usually manage washing and drying hands. • Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. |
| 6 | <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. | <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. |

| Band | Moving and Handling | Health and self-care |
|------|--|---|
| 7 | <p>Early Learning Goal</p> <p>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>Early Learning Goal</p> <p>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> |

Playing and Exploring, Active Learning, and Creating and Thinking Critically support children's learning in all areas.

Personal, Social and Emotional Development

| Band | Making relationships | Self-confidence and self-awareness | Managing feelings and behaviour |
|------|---|---|--|
| 1 | <ul style="list-style-type: none"> • Tolerates the company of others. • Enjoys the company of others and seeks contact with others from birth, by showing physical response. • Gazes at faces and copies facial movements e.g. sticking out tongue, opening mouth and widening eyes. • Responds when talked to, for example, moves arms and legs, changes facial expression, moves body and makes mouth movements. • Recognises and is most responsive to main carer's voice: face brightens, activity increases when familiar carer appears. • Develops shared attention to activity. • Responds to what carer is paying attention to, e.g. following their gaze. • 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"> • Indicates, by whatever means possible, some response to external stimuli, e.g. smiles, reacts, holds breath in response to a learning experience. • Notices an external stimuli within their immediate environment. • Actively communicates a dislike of a stimuli, e.g. pulling their hand back from a sensory experience. • Laughs and gurgles, e.g. shows pleasure at being tickled and other physical interactions. • Uses voice, gesture, eye contact and facial expression to make contact with people and keep their attention. • Objects to an adult terminating an interaction, for example crying when the interaction stops. • Shows awareness of own body through cooperative or independent exploration. | <ul style="list-style-type: none"> • Is comforted by touch and people's faces and voices. • Seeks physical and emotional comfort by snuggling in to trusted adults. • Calms from being upset when held, rocked, spoken or sung to with soothing voice. • Shows a range of emotions such as pleasure, fear and excitement. • Displays reactive responses to familiar people and objects – shifting attention, reaching out, changes in facial expression. • Reacts emotionally to other people's emotions, e.g. smiles when smiled at and becomes distressed if hears another child crying. |



| Band | Making relationships | Self-confidence and self-awareness | Managing feelings and behaviour |
|------|---|--|---|
| 2 | <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. • Responds to a cheery greeting from a familiar person. • 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 attention when children talk to them. | <ul style="list-style-type: none"> • Anticipates an adult's touch following a verbal prompt, e.g. as part of rhyme game or massage. • Enjoys finding own nose, eyes or tummy as part of naming games. • Learns that own voice and actions have effect on others. • Uses pointing with eye gaze to make requests, and to share an interest seeking attention by whatever means. • Uses various means of interaction to sustain attention of another. • Engages other person to help achieve a goal, e.g. to get an object out of reach. • Shows motivation in a range of activities. | <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. • Is comforted when adult provides an object or change in environment. • Growing ability to soothe themselves, and may like to use a comfort object. • Tolerates care giving experiences, e.g. washing face, cleaning teeth, changing nappy, wiping nose. • Cooperates with care giving experiences, e.g. dressing. • Beginning to understand 'yes', 'no' and some boundaries and routines, e.g. sitting in a group. |
| 3 | <ul style="list-style-type: none"> • Plays alongside others. • Initiates greeting a familiar person, through preferred method of communication. • 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. | <ul style="list-style-type: none"> • Explores new toys and environments, but 'checks in' regularly with familiar adult as and when needed. • Shows a preference for using toys/resources in a particular way. • Imitates an adult's pretend play e.g. puppets, sensory stories, tea sets. • 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. by noticing/naming themselves in a mirror, by choosing a photo of themselves from a selection, e.g. wants to do things independently, says "No" to adult through voice, gesture, eye contact or facial expression. | <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 and routines with encouragement and support. • Shows some awareness of personal belongings. • Complies with adult-directed sharing/turn taking activities. • Begins to learn that some things are theirs, some things are shared, and some things belong to other people. • Begins to recognise feelings from visual or auditory cues. • Shows awareness that their actions can cause a response from others. |

| Band | Making relationships | Self-confidence and self-awareness | Managing feelings and behaviour |
|------|---|--|--|
| 4 | <ul style="list-style-type: none"> • Joins in play with others with adult support. • Takes part in a small group, with support. • Interested in others' play and starting to join in. • Seeks out others to share experiences through preferred mode of communication, e.g. eye gaze, taking by the hand to show something. • Shows affection and concern for people who are special to them. • May form a special friendship with another child. | <ul style="list-style-type: none"> • Separates from main carer with support and encouragement from a familiar adult. • Expresses own preferences and interests through preferred mode of communication. | <ul style="list-style-type: none"> • Seeks comfort from familiar adults when needed. • Can express their own feelings such as sad, happy, cross, scared, and worried using preferred mode of communication. • Responds to the feelings and wishes of others. • Aware that some actions can hurt or harm others. • Tries to help or give comfort when others are distressed. • Shows understanding and cooperates with some boundaries and routines. • Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do. • Growing ability to distract self when upset, e.g. by engaging in a new play activity. |
| 5 | <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. | <ul style="list-style-type: none"> • Can select and use activities and resources with help. • Welcomes and values praise for what they have done/shows a sense of achievement. • Enjoys responsibility of carrying out small tasks/shows pride through voice, gesture, eye contact of facial expression. • Is responsive to unfamiliar people. • Is more outgoing towards unfamiliar people and more confident in new social situation. • Confident to communicate/talk to other children when playing, and will communicate freely, using their preferred mode of communication, about own home and community. • Shows confidence in asking adults for help. | <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. |

| Band | Making relationships | Self-confidence and self-awareness | Managing feelings and behaviour |
|------|---|--|---|
| 6 | <ul style="list-style-type: none"> • Initiates conversations, attends to and takes account of what others say. • Explains own knowledge and understanding, and asks appropriate questions of others. • Take steps to resolve conflicts with children, e.g. finding a compromise. | <ul style="list-style-type: none"> • Confident to communicate/ speak to others about own needs, wants, interests and opinions using their preferred mode of communication. • Can describe self in positive terms and talk/ communicate about abilities. | <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. • Aware of the boundaries set, and of behavioural expectations in the setting. • Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. |
| 7 | <p>Early Learning Goal</p> <p>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>Early Learning Goal</p> <p>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>Early Learning Goal</p> <p>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> |

Playing and Exploring, Active Learning, and Creating and Thinking Critically support children's learning in all areas.

Literacy

| Band | Reading | Writing |
|------|--|---|
| 1 | <ul style="list-style-type: none"> • Focuses attention on visual stimuli such as objects of reference. • Shows interest in looking and reaching towards visual stimuli e.g. tactile books. • Enjoys looking at books and other printed materials e.g. photographs, symbols with familiar people. • Responds to rhymes e.g., smiling, stilling, making eye contact. | <p>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).</p> <p>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).</p> |
| 2 | <ul style="list-style-type: none"> • Tracks a visual stimulus. • Handles books and printed material with interest e.g. tactile books, symbols, pictures, photographs, electronic devices i.e. iPad. • Shows a response to rhythmic activities e.g. resonance board, in story telling. | |
| 3 | <ul style="list-style-type: none"> • Shows preferences for specific books. • Shows anticipation of repeated refrain or key moment in a familiar story or rhyme. • Interested in books and rhymes and may have favourites. • Decodes a single symbol. | |
| 4 | <ul style="list-style-type: none"> • Has some favourite stories, rhymes, songs, poems or jingles. • Repeats words or phrases from familiar stories. • Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...' using a preferred mode of communication i.e. Big Mac switch, symbols and signing. • Decodes a sequence of at least two symbols. | <ul style="list-style-type: none"> • Distinguishes between the different marks they make in different media e.g. sand, foam, paint, styling gel touchscreen, iPad. |



| Band | Reading | Writing |
|------|--|--|
| 5 | <ul style="list-style-type: none"> • Enjoys rhyming and rhythmic activities. • Shows awareness of rhyme and alliteration. • Recognises rhythm in spoken words. • Listens to and joins in with stories and poems, one-to-one and also in small groups 'using a preferred mode of communication i.e. Big Mac switch, symbols and signing. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Beginning to be aware of the way stories are structured. • Suggests how the story might end using words, photographs or picture symbols. • Listens to stories with increasing attention and recall using a preferred mode of communication. • Describes main story settings, events and principal characters using a preferred mode of communication. • Shows interest in illustrations and print in books and print in the environment. • Recognises familiar words and signs such as own name and advertising logos. • Looks at books independently. • Handles books carefully. • Knows information can be relayed in the form of print. • Holds books the correct way up and turns pages. • Knows that print carries meaning and, in English, is read from left to right and top to bottom. | <ul style="list-style-type: none"> • Sometimes gives meaning to marks as they draw and paint using their preferred mode of communication. • Ascribes meanings to marks that they see in different places. • Experiments with emergent writing. • Creates short sentence by sequencing photos, symbols or using programmes such as grid player (iPad) or other electronic devices. • Attempts to write initial letter of familiar word e.g.own name, mum, dad. |

| Band | Reading | Writing |
|------|--|---|
| 6 | <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. | <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 or captions using alternative electronic devices if appropriate. • Attempts to write short sentences in meaningful contexts using alternative electronic devices if appropriate. |
| 7 | <p>Early Learning Goal</p> <p>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>Early Learning Goal</p> <p>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> |

Playing and Exploring, Active Learning, and Creating and Thinking Critically support children's learning in all areas.

Mathematics

| Band | Numbers | Shape, space and measure |
|------|--|--|
| 1 | <ul style="list-style-type: none"> • Looks, feels, grasps, squeezes, reaches for, releases, casts a range of objects. • Shows awareness of the difference between one or lots from range of sensory stimuli. • Notices changes in number of objects/images or sounds in groups of up to 3. • Shows response to number rhymes and songs e.g. anticipation. • Shows response to changing rhythms such as starting and stopping. | <p>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.</p> <p>See Characteristics of Effective Learning- Playing and Exploring, and Physical Development.</p> |
| 2 | <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 e.g. play hide and seek. • Explores collections of objects. • Finds/matches (by eye pointing, gesture...) object 'the same' from a selection of 2 with communicated support. | <ul style="list-style-type: none"> • Shows response to objects of different size. • Reaches to touch and begins to explore big and small objects. • Recognises big things and small things in meaningful contexts. • Gets to know and enjoy daily routines, such as getting up time, mealtimes, nappy time and bedtime. • Anticipates meaningful events in response to object/song of reference. • Fills or empties containers with appropriate support. |



| Band | Numbers | Shape, space and measure |
|------|--|--|
| 3 | <ul style="list-style-type: none"> • Knows that things exist even when out of sight. • Creates collections of objects in play showing awareness of contrasting quantities. • Finds/matches (by eye pointing, gesture...) photo of object 'the same' from a selection of 2 with communicated support. • Beginning to organise and categorise objects, e.g. putting all the teddy bears together or teddies and cars in separate piles. • Says or indicates some counting words randomly. • Develops an awareness of 1:1 correspondence such as co-actively touching objects when counting. | <ul style="list-style-type: none"> • Explores the form of objects. • Eye/hand points to direct the actions of another to attempt to put shapes into matching space. • Attempts, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles. • Moves blocks/objects with purpose. • Uses blocks to create their own simple structures and arrangements. • Enjoys filling and emptying containers. • Identifies full or empty using preferred method of communication. • Associates a sequence of actions with daily routines. • Correctly identifies object/song of reference for part of school day. • Beginning to understand that things might happen 'now'. • Shows negative/positive response to unplanned event. • Uses VOCA purposefully to introduce session/direct action. • Recognises common 2D shapes. • Explores objects of different sizes, weights and lengths. • Copies a simple repeated pattern of objects or sounds. |
| 4 | <ul style="list-style-type: none"> • Joins in rote counting to 5. • Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'. • Begins to recognise numerals 1-5. • Recites or indicates some number names in sequence. • Finds/matches (by eye pointing, gesture...) picture symbol/photo 'the same' from a selection of 2 with communicated support. • Creates and experiments with symbols and marks representing ideas of number. • Begins to make comparisons between quantities. • Uses preferred mode of communication or some language of quantities, such as 'more' and 'a lot'. • Knows that a group of things changes in quantity when something is added or taken away. • Demonstrates an awareness of 1:1 correspondence such as touching/eye pointing to each object as an adult counts. | <ul style="list-style-type: none"> • Notices simple shapes and patterns in pictures. • Beginning to categorise objects according to properties such as shape or size. • Uses preferred mode of communication to indicate big or small. • Begins to use the language of size. • Responds to cues for now and next. • Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'. • Anticipates specific time-based events such as mealtimes or home time. • Shows a negative/positive response to finishing. • Responds to positional language, sometimes accurately. • Indicates full and empty using preferred mode of communication. • Begins to compare objects of different sizes, weights and lengths. |

| Band | Numbers | Shape, space and measure |
|------|---|--|
| 5 | <ul style="list-style-type: none"> • Uses some number names and number language spontaneously. • Uses some number names accurately in play. • Recites numbers in order to 10. • Knows that numbers identify how many objects are in a set. • Beginning to represent numbers using fingers, marks on paper or pictures. • Matches 1:1 for three or more objects. • Sometimes matches numeral and quantity correctly. • Shows curiosity about numbers by offering comments or asking questions. • Compares two groups of objects, saying when they have the same number. • 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. • Shows an interest in numerals in the environment. • Shows an interest in representing numbers. • Realises not only objects, but anything can be counted, including steps, claps or jumps. | <ul style="list-style-type: none"> • Shows an interest in shape and space by playing with shapes or making arrangements with objects. • Extends or creates a simple repeated pattern. • Shows awareness of similarities of shapes in the environment. • Uses positional language in preferred mode of communication. • Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. • Shows interest in shapes in the environment. • Uses shapes appropriately for tasks. • Beginning to talk/communicate about the shapes of everyday objects e.g. 'round' and 'tall'. • Begins to talk/communicate about the properties of object e.g. heavy, long. • Shows some familiarity with names of the days of the week. • Explores simple measures of time e.g. sand timers. |

| Band | Numbers | Shape, space and measure |
|------|---|--|
| 6 | <ul style="list-style-type: none"> • Recognise some numerals of personal significance. • Recognises numerals 1 to 5. • Counts up to three or four objects by saying one number name for each item. • Counts actions or objects which cannot be moved. • Counts objects to 10, and beginning to count beyond 10. • Counts out up to six objects from a larger group. • Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. • Counts an irregular arrangement of up to ten objects. • Estimates how many objects they can see and checks by counting them. • Uses the language of 'more' and 'fewer' to compare two sets of objects. • Finds the total number of items in two groups by counting all of them. • Says the number that is one more than a given number. • Finds one more or one less from a group of up to five objects, then ten objects. • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. • Records, using marks that they can interpret and explain. • Begins to identify own mathematical problems based on own interests and fascinations. | <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. • Can describe their relative position such as 'behind' or 'next to'. • Orders two or three items by length or height. • Orders two items by weight or capacity. • Uses familiar objects and common shapes to create and recreate patterns and build models. • Uses everyday language related to time. • Beginning to use everyday language related to money. • Orders and sequences familiar events. • Measures short periods of time in simple ways. |
| 7 | <p data-bbox="215 999 450 1027">Early Learning Goal</p> <p data-bbox="215 1043 1171 1171">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> | <p data-bbox="1193 999 1429 1027">Early Learning Goal</p> <p data-bbox="1193 1043 2007 1139">Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p> <p data-bbox="1193 1155 2007 1251">They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p> |

Playing and Exploring, Active Learning, and Creating and Thinking Critically support children's learning in all areas.

Understanding the World

| Band | People and communities | The world | Technology |
|------|--|---|--|
| 1 | <p>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.</p> | <ul style="list-style-type: none"> • Shows curiosity/interest in stimuli. • Explores, with appropriate support a range of objects and materials in different ways e.g. squeezing sponge or dough. • Moves eyes, then head, to follow moving objects, lights and sounds. • Reacts with abrupt change when a face or object suddenly appears or disappears from view. • Notices a visual/auditory change in their environment. • Begins to show curiosity in a wider range of resources and aspects of a room. • Looks around a room with interest; visually scans environment for novel, interesting objects and events. May focus attention on a particular area or resource. • Responds to environments outside home or familiar setting. • Smiles/responds with pleasure at recognisable playthings. • Repeats actions that have an effect, e.g. kicking or hitting a mobile or shaking a rattle. <p>See also Characteristics of Effective Learning – Playing and Exploring and Physical Development.</p> | <p>The beginnings of understanding technology lie in the babies exploring and making sense of objects and how they behave. See Characteristics of Effective Learning – Playing and Exploring and Creating and Thinking Critically.</p> <ul style="list-style-type: none"> • Shows emerging awareness of activities and experiences, may give intermittent reactions to bubble tube, musical toy or vibrating toy. • Accepts co-active exploration of toys e.g. encouraging children to handle fibre optic strands. |



| Band | People and communities | The world | Technology |
|------|---|---|---|
| 2 | <p>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.</p> | <ul style="list-style-type: none"> • Communicates awareness of changes in light, sound or movement, e.g. by showing preference. • Closely observes what animals, people and vehicles do. • Watches toy being hidden and tries to find it e.g. by eye pointing, gestures. • Looks for dropped objects. • Becomes absorbed in combining objects/ materials, e.g. banging two objects or placing objects into containers, mixing flour and water. • Knows things are used in different ways, e.g. a ball for rolling or throwing, a toy car for pushing. • Shows interest and enthusiasm for the environment outside the home and setting. • Begins, with appropriate support, to use or explore objects functionally. | <p>The beginnings of understanding technology lie in babies exploring and making sense of objects and how they behave. See Characteristics of Effective Learning – Playing and Exploring and Creating and Thinking Critically.</p> <ul style="list-style-type: none"> • Randomly explores cause and effect e.g. continually pressing a switch. • Engages in co-active exploration e.g. focuses attention on a technological resource for short time. |
| 3 | <ul style="list-style-type: none"> • Shows recognition of familiar people through sound, smells, personal objects or pictures. • Is curious about people and shows interest in stories about themselves and their family. • Shows a consistent positive interest or response to particular individuals in social environment. • Enjoys pictures, and stories about themselves, their families and other people. • Experiences pretend play activities. | <ul style="list-style-type: none"> • Explores objects/materials by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking. • Remembers where objects belong. • Matches parts of objects that fit/belong together, e.g. puts lid on teapot. • Notices prominent features of an environment. | <ul style="list-style-type: none"> • Shows awareness of cause and effect e.g. presses a switch and waits for response or creating an effect using a touchscreen. • Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times. • Shows interest in toys with buttons, flaps, switches and simple mechanisms and beginning to learn to operate them. • Remembers learned response over a short period of time. |

| Band | People and communities | The world | Technology |
|------|---|--|--|
| 4 | <ul style="list-style-type: none"> • Has a sense of own immediate family and relations. • Demonstrates a sense of belonging to a familiar group. • Is involved in pretend play, with appropriate support. • In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. • Beginning to have their own friends. • Learns that they have similarities and differences that connect them to, and distinguish them from, others. • Has a sense of significant personal events e.g. birthday, Christmas. | <ul style="list-style-type: none"> • Enjoys playing with small-world models such as a farm, a garage, or a train track. • Shows curiosity in how things work. • Notices detailed features of objects in their immediate or wider environment. • Indicates some understanding of aspects of their familiar world by answering simple questions through their preferred method of communication. • Developing an understanding that living things have needs e.g eat, drink or care. | <ul style="list-style-type: none"> • Seeks to acquire basic skills in turning on and operating some ICT equipment. • Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car. • Uses a switch with purpose e.g. a power link switch to turn a fan on or off. |
| 5 | <ul style="list-style-type: none"> • Shows interest in the lives of people who are familiar to them. • Remembers and talks/communicates about significant events in their own experience. • Recognises and describes special times in preferred mode of communication 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. | <ul style="list-style-type: none"> • Comments and asks through preferred method of communication questions about aspects of their familiar world such as the place where they live or the natural world. • Can talk/communicate about some of the things they have observed such as plants, animals, natural and found objects. • Talks/communicates about why things happen and how things work. • Develops an understanding of growth, decay and changes over time. • Shows care and concern for living things and the environment. | <ul style="list-style-type: none"> • Knows how to operate simple equipment e.g. turns on CD player, uses remote control or uses one switch rather than another to achieve desired effect. • 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. |

| Band | People and communities | The world | Technology |
|------|---|--|---|
| 6 | <ul style="list-style-type: none"> Enjoys joining in with family customs and routines. | <ul style="list-style-type: none"> Looks closely at similarities, differences, patterns and change. | <ul style="list-style-type: none"> Completes a simple program on a computer. Uses ICT hardware to interact with stage/age-appropriate computer software. |
| 7 | <p>Early Learning Goal</p> <p>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>Early Learning Goal</p> <p>Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p>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>Early Learning Goal</p> <p>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> |

Playing and Exploring, Active Learning, and Creating and Thinking Critically support children's learning in all areas.

Expressive Arts and Design

| Band | Exploring and using media and materials | Being imaginative |
|------|--|---|
| 1 | <p>Babies explore media and materials as part of their exploration of the world around them. See Characteristics of Effective Learning – Playing and Exploring, Physical Development, Understanding the World – The World.</p> <ul style="list-style-type: none"> • Experiences a range of media through sensory activity. • Responds to stimuli such as vibrations, sound activated, light up toys. • Shows an emerging awareness of music, rhymes, songs or beats e.g. resonance board. | <p>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.</p> |
| 2/3 | <ul style="list-style-type: none"> • Explores media and materials with appropriate adult support. • Explores and experiments with a range of media through sensory exploration e.g. scrunching, stroking, pulling and using whole body or parts of body. • Moves their whole bodies or parts of body to sounds/vibrations they enjoy, such as music or a regular beat. • Attempts to imitate actions or part of an action they have observed or experienced. • Imitates and improvises actions or they have observed e.g. clapping or waving. | <p>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.</p> <ul style="list-style-type: none"> • Experiences imaginative/role play with appropriate support. |
| 3 | <ul style="list-style-type: none"> • Begins to move to music, listen to or join in rhymes or songs. • Purposefully moves parts of body to create effect such as using the sound beam or pressing piano keys. • Shows consistent response to certain songs, music or vibration. • Notices and is interested in the effects of making movements which leave marks. • Shows a preference for colours or textures as part of creative activities. | <ul style="list-style-type: none"> • Imitates an action during imaginative/role play. • Expresses self through physical action and sound. • Pretends that one object represents another, especially when objects have characteristics in common. |



| Band | Exploring and using media and materials | Being imaginative |
|------|--|--|
| 4 | <ul style="list-style-type: none"> • Joins in singing favourite songs. • Joins in with favourite songs e.g. pressing a switch or vocalising or by using movements/gestures such as rocking. • Responds to changes in sound e.g. moving more vigorously to faster sounds or showing preference for quiet/loud. • Creates sounds by banging, shaking, tapping or blowing, using sound beam or touch screen. • Shows an interest in the way musical instruments sound. • Experiments with blocks, colours and marks. • Shows an interest in construction materials, beginning to experiment with appropriate support. • Shows an active interest in a range of tools, taking part in familiar activities with some support. • Joins in with dancing or ring games with appropriate adult support. | <ul style="list-style-type: none"> • Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.' • Joins in imaginative/role play with an adult or peer and may continue play independently for a short time. • Beginning to make-believe by pretending. • Displays emotions linked to make believe situations or characters. • Begins to give a narrative to play, e.g. pig puppet says hello or make noise of car going or stopping using preferred mode of communication. |
| 5 | <ul style="list-style-type: none"> • Enjoys joining in with dancing and ring games. • Sings 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. • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Joins construction pieces together to build and balance. • Realises tools can be used for a purpose. | <ul style="list-style-type: none"> • Developing preferences for forms of expression. • Uses movement to express feelings. • Creates movement in response to music. • Sings 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. |

| Band | Exploring and using media and materials | Being imaginative |
|------|--|---|
| 6 | <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. | <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. |
| 7 | <p>Early Learning Goal</p> <p>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>Early Learning Goal</p> <p>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> |

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