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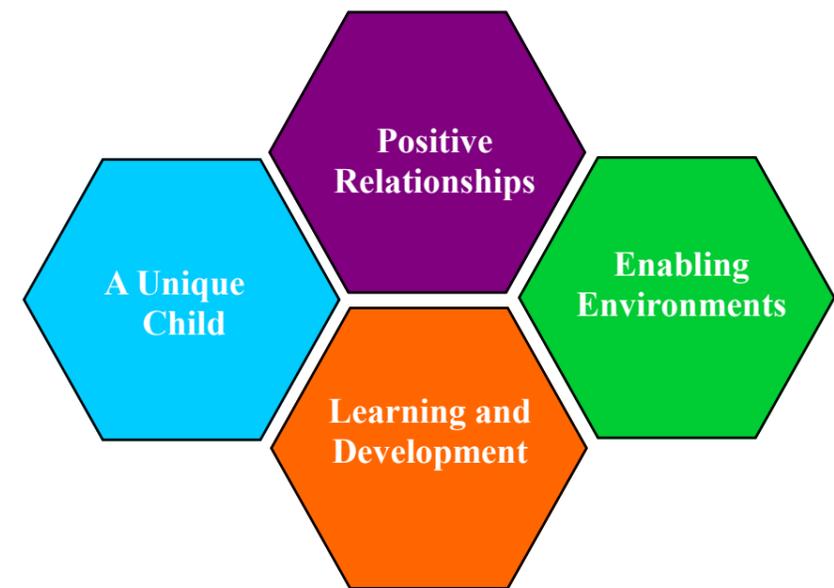
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My EYFS Learning Journal, Including Next Steps & Observation Records

Name _____

Date of Birth _____



Information Sheet

Review at each transition

Name: _____ **DOB** ____-____-____

Position in the family: _____

Key Person: _____

Buddy : _____

Contact details of other settings the child attends:

Name of setting: _____

Tel no: _____ Key Person _____

Address: _____

Name of setting: _____

Tel no: _____ Key Person _____

Address: _____

Information from parent:

Transition to school:

Preferred school: _____

Date of transition: _____

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Next Steps: _____

The Characteristics of Effective Learning
 playing and exploring active learning creating and thinking critically

PSED	MR	SS	MFB	PD	MH	HSC	CL	LA	U	S		
L	R	W	M	N	SSM	UTW	PC	TW	T	EAD	EUMM	BI

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Broad Phases of Development in the EYFS

All children are different and to reflect this age ranges have been overlapped in the EYFS to create broad developmental phases. This emphasises that each child's progress is individual to them and that different children develop at different rates.

Children do not suddenly move from one phase to another, and they do not make progress in all areas at the same time. However, there are some important 'steps' for each child to take along their own developmental pathway. In addition to the regular entries made in children's "Daily Diaries" or "Communication Booklets" in this "Learning Journal" we will record some of these developmental 'steps' as a 'snapshot' of the progress made in each child's learning and development.

We have also produced a booklet "Areas of Learning and Development, A Condensed Guide for Parents", which should be kept at home for quick reference when needed. In this guide you will see listed the 463 developmental matters, skills and processes or "steps" which we are required to record in young children from Birth to Five. Each of which we have given a code to help to make recording their observed outcomes a little simpler in our under two's "Daily Diaries". This Learning Journal is also used to record formal "Observations" which we complete for all children. All of which we hope will help us to develop and evidence a unique record of the progress made in each child's learning and development whilst in our care.

Denise Tupman, Manager of Grafton Childcare.

There are six broad developmental phases in the EYFS:

Phase 1 (Birth - 11 months)

Phase 2 (8 - 20 months)

Phase 3 (16 - 26 months)

Phase 4 (22 - 36 months)

Phase 5 (30 - 50 months)

Phase 6 (40 - 60 months)

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Supporting learning in Phase 1, Birth - 11 months

What the EYFS says about me at this age...

During this period my physical development is very rapid and I will gain increasing control of my muscles. I will also develop skills in moving my hands, feet, limbs and head, quickly becoming mobile and able to handle and manipulate objects.

I am learning from the moment of birth. Even before my first words I will find out a lot about language by hearing people talking, and I will be especially interested when it involves me and my daily life.

Sensitive care giving, which responds to my growing understanding and emotional needs, will help me to build secure attachments to special people such as my parents, family members, or carers.

Regular, though flexible, routines will help me to gain a sense of order in the world and to anticipate events.

A wide variety of experiences, involving all the senses, will encourage me to learn and to be interested in my environment.

Supporting learning in Phase 2, 8 - 20 months

What the EYFS says about me at this age...

As I become mobile new opportunities for exploration and exercise will open up. A safe and interesting environment, with age appropriate resources, will help me to develop curiosity, coordination, and physical abilities.

This is a time when I can start to learn the beginnings of self-control and how to relate to other people.

In this period I can be encouraged to develop my social and mental skills by people to whom I have a positive attachment.

Building on my communication skills, I will now begin to develop a sense of self and will become more able to express my needs and feelings.

Alongside non-verbal communication I will learn a few simple words for everyday things and people.

With encouragement and plenty of interaction with carers, my communication skills will grow and my vocabulary will expand very rapidly during this period.

Supporting learning in Phase 3, 16-26 months

What the EYFS says about me at this age...

In this phase I will be full of energy and I will need careful support to use it well. Growing physical strengths and skills mean that I will need active times for exercise, and quiet times for calmer activities.

Playing with other children will be an important new area for learning. This will help me to better understand other people's thoughts and feelings, and to learn how to cooperate with others.

Exploration and simple self-help will build a sense of self-confidence.

I will also be learning about boundaries and how to handle frustration.

Play with toys that come apart and fit together will encourage problem solving and simple planning.

Pretend play will help me to learn about a range of possibilities.

Adults will be an important source of security and comfort.

Supporting learning in Phase 4, 22 - 36 months

What the EYFS says about me at this age...

My fine motor skills will continue to develop and I will enjoy making marks, using a variety of materials, looking at picture books and listening to stories, important steps in literacy.

Self-help and independence will soon emerge if adults support and encourage me in areas such as eating, dressing, and toileting.

Praise for new achievements will help to build my self-esteem.

In this phase, my language will develop rapidly and I will begin to put sentences together. Joining in conversations will be an important way for me to learn new things and to begin to think about past, present, and future.

Developing physical skills mean that I will now be able to walk, climb and run, and join in active play with other children. This is an important time for learning about dangers and safe limits.

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Supporting learning in Phase 5, 30 – 50 months

What the EYFS says about me at this age...

An increased interest in joint play such as make-believe, construction, and games will help me to learn the important social skills of sharing and cooperating.

I will also learn more about helping adults in everyday activities and finding a balance between independence and complying with the wishes of others.

I will still need the comfort and security of special people. Close, warm relationships with carers will form the basis for much learning, such as encouraging me to make healthy choices in food and exercise.

At this stage I will become more aware of my place in a community.

My literacy and numeracy skills will develop rapidly with the support of a wide range of interesting materials and activities.

My language will become much more complex, as I become adept at using longer sentences. Conversations with adults will be an important source of information, guidance, and reassurance.

Supporting learning in Phase 6, 40 – 60+ months

What the EYFS says about me at this age...

During this period I will build a stronger sense of my own identity and my place in a wider world. I will be learning to recognise the importance of social rules and customs, to show understanding and tolerance of others, and to learn how to be more controlled in my own behaviour.

Learning and playing in small groups will help to foster the development of social skills.

I will become better able to plan and undertake more challenging activities with a wider range of materials for making and doing.

In this phase I will learn more effectively in shared activities with more able peers and adults.

My literacy and problem solving, reasoning and numeracy skills will continue to develop.

My developing understanding of cause and effect will be encouraged by the introduction of a wider variety of equipment, media, and technologies.

Characteristics of Effective Learning				
Playing and Exploring - Engagement				
	Finding out and exploring	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
PE1	• Showing curiosity about objects, events and people			
PE2	• Using senses to explore the world around them			
PE3	• Engaging in open-ended activity			
PE4	• Showing particular interests			
Playing with what they know				
PE5	• Pretending objects are things from their experience			
PE6	• Representing their experiences in play			
PE7	• Taking on a role in their play			
PE8	• Acting out experiences with other people			
Being willing to 'have a go'				
PE9	• Initiating activities			
PE10	• Seeking challenge			
PE11	• Showing a 'can do' attitude			
PE12	• Taking a risk, engaging in new experiences, and learning by trial and error			
Active Learning - Motivation				
Being involved and concentrating				
AL1	• Maintaining focus on their activity for a period of time			
AL2	• Showing high levels of energy, fascination			
AL3	• Not easily distracted			
AL4	• Paying attention to details			
Keeping on trying				
AL5	• Persisting with activity when challenges occur			
AL6	• Showing a belief that more effort or a different approach will pay off			
AL7	• Bouncing back after difficulties			
Notes for Next Steps, Weekly Plans etc				

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Characteristics of Effective Learning				
Active Learning - Motivation				
	Enjoying achieving what they set out to do	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
AL8	• Showing satisfaction in meeting their own goals			
AL9	• Being proud of how they accomplished something - not just the end result			
AL10	• Enjoying meeting challenges for their own sake rather than external rewards or praise			
Creating and Thinking Critically - Thinking				
	Having their own ideas			
CTC1	• Thinking of ideas			
CTC2	• Finding ways to solve problems			
CTC3	• Finding new ways to do things			
Making links				
CTC4	• Making links and noticing patterns in their experience			
CTC5	• Making predictions			
CTC6	• Testing their ideas			
CTC7	• Developing ideas of grouping, sequences, cause and effect			
Choosing ways to do things				
CTC8	• Planning, making decisions about how to approach a task, solve a problem and reach a goal			
CTC9	• Checking how well their activities are going			
CTC10	• Changing strategy as needed			
CTC11	• Reviewing how well the approach worked			
Notes for Next Steps, Weekly Plans etc				

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Observed Outcomes		Expressive Arts and Design		
Aspect		Being imaginative		
40-60 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
BI15	• Create simple representations of events, people and objects.			
BI16	• Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.			
BI17	• Chooses particular colours to use for a purpose.			
BI18	• Introduces a storyline or narrative into their play.			
BI19	• Plays alongside other children who are engaged in the same theme.			
BI20	• Plays cooperatively as part of a group to develop and act out a narrative.			
Early Learning Goals	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.			

Notes for Next Steps

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Observed Outcomes		Expressive Arts and Design		
Aspect		Exploring and using media and materials		
40-60 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
EUMM23	• Begins to build a repertoire of songs and dances.			
EUMM24	• Explores the different sounds of instruments.			
EUMM25	• Explores what happens when they mix colours.			
EUMM26	• Experiments to create different textures.			
EUMM27	• Understands that different media can be combined to create new effects.			
EUMM28	• Manipulates materials to achieve a planned effect.			
EUMM29	• Constructs with a purpose in mind, using a variety of resources.			
EUMM30	• Uses simple tools and techniques competently and appropriately.			
EUMM31	• Selects appropriate resources and adapts work where necessary.			
EUMM32	• Selects tools and techniques needed to shape, assemble and join materials they are using.			
Early Learning Goals	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.			

Notes for Next Steps

Observed Outcomes		Understanding the World		
Aspect		The world		
40-60 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
TW21	• Looks closely at similarities, differences, patterns and change.			
Early Learning Goals	Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.			
Observed Outcomes		Understanding the World		
Aspect		Technology		
40-60 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
T9	• Completes a simple program on a computer.			
T10	• Uses ICT hardware to interact with age-appropriate computer software.			
Early Learning Goals	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.			

Notes for Next Steps

Observed Outcomes	Personal, Social and Emotional Development
Aspect	Making relationships
Birth-11 months	Self-confidence and self-awareness
	Managing feelings and behaviour
	Communication and Language
	Listening and attention
	Understanding
	Speaking
	Physical Development
	Moving and handling
	Health and self-care

Observed Outcomes		Personal, Social and Emotional Development		
Aspect		Making relationships		
Birth-11 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
MR1	• Enjoys the company of others and seeks contact with others from birth.			
MR2	• Gazes at faces and copies facial movements. e.g. sticking out tongue, opening mouth and widening eyes.			
MR3	• Responds when talked to, for example, moves arms and legs, changes facial expression, moves body and makes mouth movements.			
MR4	• Recognises and is most responsive to main carer's voice: face brightens, activity increases when familiar carer appears.			
MR5	• Responds to what carer is paying attention to, e.g. following their gaze.			
MR6	• Likes cuddles and being held: calms, snuggles in, smiles, gazes at carer's face or strokes carer's skin.			
Observed Outcomes		Personal, Social and Emotional Development		
Aspect		Self-confidence and self-awareness		
Birth-11 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
SS1	• Laughs and gurgles			
SS2	• Uses voice gesture, eye contact and facial expression to make contact with people and keep their attention.			

Notes for Next Steps

Observed Outcomes		Understanding the World		
Aspect		People and communities		
40-60 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
PC12	• Enjoys joining in with family customs and routines.			
Early Learning Goals	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.			

Notes for Next Steps

Observed Outcomes		Mathematics		
Aspect		Shape, space and measure		
40-60 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
SSM20	• Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.			
SSM21	• Selects a particular named shape.			
SSM22	• Can describe their relative position such as ' <i>behind</i> ' or ' <i>next to</i> '.			
SSM23	• Orders two or three items by length or height.			
SSM24	• Orders two items by weight or capacity.			
SSM25	• Uses familiar objects and common shapes to create and recreate patterns and build models.			
SSM26	• Uses everyday language related to time.			
SSM27	• Beginning to use everyday language related to money.			
SSM28	• Orders and sequences familiar events.			
SSM29	• Measures short periods of time in simple ways.			
Early Learning Goals	Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.			

Notes for Next Steps

Observed Outcomes		Personal, Social and Emotional Development		
Aspect		Managing feelings and behaviour		
Birth-11 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
MFB1	• Is comforted by touch and people's faces and voices.			
MFB2	• Seeks physical and emotional comfort by snuggling in to trusted adults.			
MFB3	• Calms from being upset when held, rocked, spoken or sung to with soothing voice.			
MFB4	• Shows a range of emotions such as pleasure, fear and excitement.			
MFB5	• Reacts emotionally to other people's emotions			
Observed Outcomes		Communication and Language		
Aspect		Listening and attention		
Birth-11 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
LA1	• Turns toward a familiar sound then locates range of sounds with accuracy.			
LA2	• Listens to, distinguishes and responds to intonations and sounds of voices.			
LA3	• Reacts in interaction with others by smiling, looking and moving.			
LA4	• Quietens or alerts to the sound of speech.			
LA5	• Looks intently at a person talking, but stops responding if speaker turns away.			
LA6	• Listens to familiar sounds, words, or finger plays.			
LA7	• Fleeting Attention – not under child's control, new stimuli takes whole attention.			

Notes for Next Steps

Observed Outcomes		Communication and Language		
Aspect		Understanding		
Birth-11 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
U1	• Stops and looks when hears own name.			
U2	• Starts to understand contextual clues, e.g. familiar gestures, words and sounds.			
Observed Outcomes		Communication and Language		
Aspect		Speaking		
Birth-11 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
S1	• Communicates needs and feelings in a variety of ways including crying, gurgling, babbling and squealing.			
S2	• Makes own sounds in response when talked to by familiar adults.			
S3	• Lifts arms in anticipation of being picked up.			
S4	• Practises and gradually develops speech sounds (babbling) to communicate with adults; says sounds like 'baba, nono, gogo'			

Notes for Next Steps

Observed Outcomes		Mathematics		
Aspect		Numbers		
40-60 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
N36	• Finds the total number of items in two groups by counting all of them.			
N37	• Says the number that is one more than a given number.			
N38	• Finds one more or one less from a group of up to five objects, then ten objects.			
N39	• In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.			
N40	• Records, using marks that they can interpret and explain.			
N41	• Begins to identify own mathematical problems based on own interests and fascinations.			
Early Learning Goal	Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.			

Notes for Next Steps

Observed Outcomes		Mathematics		
Aspect		Numbers		
40-60 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
N26	• Recognise some numerals of personal significance.			
N27	• Recognises numerals 1 to 5.			
N28	• Counts up to three or four objects by saying one number name for each item.			
N29	• Counts actions or objects which cannot be moved.			
N30	• Counts objects to 10, and beginning to count beyond 10.			
N31	• Counts out up to six objects from a larger group.			
N32	• Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.			
N33	• Counts an irregular arrangement of up to ten objects.			
N34	• Estimates how many objects they can see and checks by counting them.			
N35	• Uses the language of 'more' and 'fewer' to compare two sets of objects.			
N36	• Finds the total number of items in two groups by counting all of them.			

Notes for Next Steps

Observed Outcomes		Physical Development		
Aspect		Moving and handling		
Birth-11 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
MH1	• Turns head in response to sounds and sights.			
MH2	• Gradually develops ability to hold up own head.			
MH3	• Makes movements with arms and legs which gradually become more controlled.			
MH4	• Rolls over from front to back, from back to front.			
MH5	• When lying on tummy becomes able to lift first head and then chest, supporting self with forearms and then straight arms.			
MH6	• Watches and explores hands and feet, e.g. when lying on back lifts legs into vertical position and grasps feet.			
MH7	• Reaches out for, touches and begins to hold objects.			
MH8	• Explores objects with mouth, often picking up an object and holding it to the mouth.			
Observed Outcomes		Physical Development		
Aspect		Health and self-care		
Birth-11 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
HS1	• Responds to and thrives on warm, sensitive physical contact and care.			
HS2	• Expresses discomfort, hunger or thirst.			
HS3	• Anticipates food routines with interest.			

Notes for Next Steps

Observed Outcomes		Literacy		
Aspect		Reading		
Birth-11 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
R1	• Enjoys looking at books and other printed material with familiar people.			
Observed Outcomes		Mathematics		
Aspect		Numbers		
Birth-11 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
N1	• Notices changes in number of objects/images or sounds in a group of up to 3.			
Observed Outcomes		Understanding the World		
Aspect		The World		
Birth-11 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
TW1	• Moves eyes, then head, to follow moving objects.			
TW2	• Reacts with abrupt change when a face or object suddenly disappears from view.			
TW3	• Looks around a room with interest; visually scans environment for novel, interesting objects and events.			
TW4	• Smiles with pleasure at recognisable playthings.			
TW5	• Repeats actions that have an effect, e.g. kicking or hitting a mobile or shaking a rattle. See also Characteristics of Effective Learning – Playing and Exploring, and Physical Development			
Notes for Next Steps				

Observed Outcomes		Literacy		
Aspect		Writing		
40-60 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
W4	• Gives meaning to marks they make as they draw, write and paint.			
W5	• Begins to break the flow of speech into words.			
W6	• Continues a rhyming string.			
W7	• Hears and says the initial sound in words.			
W8	• Can segment the sounds in simple words and blend them together.			
W9	• Links sounds to letters, naming and sounding the letters of the alphabet.			
W10	• Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.			
W11	• Writes own name and other things such as labels, captions.			
W12	• Attempts to write short sentences in meaningful contexts.			
Early Learning Goals	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.			

Notes for Next Steps

Observed Outcomes		Literacy		
Aspect		Reading		
40-60 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
R23	• Continues a rhyming string.			
R24	• Hears and says the initial sound in words.			
R25	• Can segment the sounds in simple words and blend them together and knows which letters represent some of them.			
R26	• Links sounds to letters, naming and sounding the letters of the alphabet.			
R27	• Begins to read words and simple sentences.			
R28	• Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.			
R29	• Enjoys an increasing range of books.			
R30	• Knows that information can be retrieved from books and computers.			
Early Learning Goals	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.			

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The Characteristics of Effective Learning
 playing and exploring active learning creating and thinking critically

PSED	MR	SS	MFB	PD	MH	HSC	CL	LA	U	S		
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Observed Outcomes		Physical Development		
Aspect		Health and self-care		
40-60 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
HS29	• Eats a healthy range of foodstuffs and understands need for variety in food.			
HS30	• Usually dry and clean during the day.			
HS31	• Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.			
HS32	• Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.			
HS33	• Shows understanding of how to transport and store equipment safely.			
HS34	• Practices some appropriate safety measures without direct supervision.			
Early Learning Goal	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.			

Notes for Next Steps

Observed Outcomes		Physical Development		
Aspect		Moving and handling		
40-60 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
MH45	• Experiments with different ways of moving.			
MH46	• Jumps off an object and lands appropriately.			
MH47	• Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.			
MH48	• Travels with confidence and skill around, under, over and through balancing and climbing equipment.			
MH49	• Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.			
MH50	• Uses simple tools to effect changes to materials.			
MH51	• Handles tools, objects, construction and malleable materials safely and with increasing control.			
MH52	• Shows a preference for a dominant hand.			
MH53	• Begins to use anticlockwise movement and retrace vertical lines.			
MH54	• Begins to form recognisable letters.			
MH55	• Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.			
Early Learning Goal	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.			

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Observed Outcomes		Communication and Language		
Aspect		Speaking		
40-60 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
S32	• Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.			
S33	• Uses language to imagine and recreate roles and experiences in play situations.			
S34	• Links statements and sticks to a main theme or intention.			
S35	• Uses talk to organise, sequence and clarify thinking, ideas, feelings and events			
S36	• Introduces a storyline or narrative into their play.			
Early Learning Goal	Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.			

Notes for Next Steps

Observed Outcomes		Communication and Language		
Aspect		Listening and attention		
40-60 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
LA24	• Maintains attention, concentrates and sits quietly during appropriate activity.			
LA25	• Two-channelled attention – can listen and do for short span.			
Early Learning Goal	Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.			

Observed Outcomes		Communication and Language		
Aspect		Understanding		
40-60 months		Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
U16	• Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes.			
U17	• Able to follow a story without pictures or props.			
U18	• Listens and responds to ideas expressed by others in conversation or discussion.			
Early Learning Goal	Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.			

Notes for Next Steps

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L	R	W	M	N	SSM	UTW	PC	TW	T	EAD	EUMM	BI

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 playing and exploring active learning creating and thinking critically

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L	R	W	M	N	SSM	UTW	PC	TW	T	EAD	EUMM	BI

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Observed Outcomes		Personal, Social and Emotional Development		
Aspect		Managing feelings and behaviour		
40-60 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
MFB26	• Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.			
MFB27	• Aware of the boundaries set, and of behavioural expectations in the setting.			
MFB28	• Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.			
Early Learning Goal	Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.			

Notes for Next Steps

Observed Outcomes		Personal, Social and Emotional Development		
Aspect		Making relationships		
40-60+ Months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
MR23	• Initiates conversations, attends to and takes account of what others say			
MR24	• Explains own knowledge and understanding, and asks appropriate questions of others			
MR25	• Takes steps to resolve conflicts with other children			
Early Learning Goal	Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.			
Observed Outcomes		Personal, Social and Emotional Development		
Aspect		Self-confidence and self-awareness		
40-60+ Months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
SS18	• Confident to speak to others about own needs, wants, interests and opinions.			
SS19	• Can describe self in positive terms and talk about abilities.			
Early Learning Goal	Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.			

Notes for Next Steps

Observed Outcomes	Personal, Social and Emotional Development
Aspect	Making relationships
8-20 months	Self-confidence and self-awareness
	Managing feelings and behaviour
	Communication and Language
	Listening and attention
	Understanding
	Speaking
	Physical Development
	Moving and handling
	Health and self-care
	Literacy
	Reading
	Mathematics
	Numbers
	Shape, space and measure
	Understanding the World
	The World
	Expressive Arts and Design
	Exploring and using media and materials

Observed Outcomes		Personal, Social and Emotional Development		
Aspect		Managing feelings and behaviour		
8-20 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
MFB6	• Uses familiar adult to share feelings such as excitement or pleasure, and for 'emotional refuelling' when feeling tired, stressed or frustrated.			
MFB7	• Growing ability to soothe themselves and may like to use a comfort object.			
MFB8	• Cooperates with care giving experiences			
MFB9	• Beginning to understand 'yes', 'no' and some boundaries.			
Observed Outcomes		Communication and Language		
Aspect		Listening and attention		
8-20 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
LA8	• Moves whole bodies to sounds they enjoy, such as music or a regular beat.			
LA9	• Has a strong exploratory impulse.			
LA10	• Concentrates intently on an object or activity of own choosing for short periods.			
LA11	• Pays attention to dominant stimulus – easily distracted by noises or other people talking.			

Notes for Next Steps

Observed Outcomes		Communication and Language		
Aspect		Understanding		
8-20 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
U3	• Developing the ability to follow others' body language, including pointing and gesture.			
U4	• Responds to the different things said when in a familiar context with a special person (e.g. 'Where's Mummy?', 'Where's your nose?').			
U5	• Understanding of single words in context is developing, e.g. 'cup', 'milk', 'daddy'.			
Observed Outcomes		Communication and Language		
Aspect		Speaking		
8-20 months		Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
S5	• Uses sounds in play, e.g. 'brrrr' for toy car.			
S6	• Uses single words.			
S7	• Frequently imitates words and sounds.			
S8	• Enjoys babbling and increasingly experiments with using sounds and words to communicate for a range of purposes (e.g. <i>teddy, more, no, bye-bye.</i>)			
S9	• Uses pointing with eye gaze to make requests, and to share an interest.			
S10	• Creates personal words as they begin to develop language.			

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Observed Outcomes		Physical Development		
Aspect		Moving and handling		
8-20 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
MH9	• Sits unsupported on the floor.			
MH10	• When sitting, can lean forward to pick up small toys.			
MH11	• Pulls to standing, holding on to furniture or person for support.			
MH12	• Crawls, bottom shuffles or rolls continuously to move around.			
MH13	• Walks around furniture lifting one foot and stepping sideways (cruising), and walks with one or both hands held by adult.			
MH14	• Takes first few steps independently.			
MH15	• Passes toys from one hand to the other.			
MH16	• Holds an object in each hand and brings them together in the middle, e.g. holds two blocks and bangs them together.			
MH17	• Picks up small objects between thumb and fingers.			
MH18	• Enjoys the sensory experience of making marks in damp sand, paste or paint.			
MH19	• Holds pen or crayon using a whole hand (palmar) grasp and makes random marks with different strokes.			

Notes for Next Steps

Observed Outcomes		Physical Development		
Aspect		Health and self-care		
8-20 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
HS4	• Opens mouth for spoon.			
HS5	• Holds own bottle or cup.			
HS6	• Grasps finger foods and brings them to mouth.			
HS7	• Attempts to use spoon: can guide towards mouth but food often falls off.			
HS8	• Can actively cooperate with nappy changing (lies still, helps hold legs up).			
HS9	• Starts to communicate urination, bowel movement.			
Observed Outcomes		Literacy		
Aspect		Reading		
8-20 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
R2	• Handles books and printed material with interest.			
Observed Outcomes		Mathematics		
Aspect		Numbers		
8-20 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
N2	• Develops an awareness of number names through their enjoyment of action rhymes and songs that relate to their experience of numbers.			
N3	Has some understanding that things exist, even when out of sight.			

Notes for Next Steps

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Observed Outcomes		Mathematics		
Aspect		Shape, space and measure		
8-20 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
SSM1	• Recognises big things and small things in meaningful contexts.			
SSM2	• Gets to know and enjoy daily routines, such as getting-up time, mealtimes, nappy time, and bedtime.			
Observed Outcomes		Understanding the World		
Aspect		The World		
8-20 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
TW6	• Closely observes what animals, people and vehicles do.			
TW7	• Watches toy being hidden and tries to find it.			
TW8	• Looks for dropped objects.			
TW9	• Becomes absorbed in combining objects, e.g. banging two objects or placing objects into containers.			
TW10	• Knows things are used in different ways, e.g. a ball for rolling or throwing, a toy car for pushing.			

Notes for Next Steps

Observed Outcomes		Expressive Arts and Design		
Aspect		Exploring and using media and materials		
8-20 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
EUMM1	• Explores and experiments with a range of media through sensory exploration, and using whole body.			
EUMM2	• Move their whole bodies to sounds they enjoy, such as music or a regular beat.			
EUMM3	• Imitates and improvises actions they have observed, e.g. clapping or waving.			

Notes for Next Steps

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Observed Outcomes		Expressive Arts and Design		
Aspect		Being imaginative		
30-50 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
BI5	• Developing preferences for forms of expression.			
BI6	• Uses movement to express feelings.			
BI7	• Creates movement in response to music.			
BI8	• Sings to self and makes up simple songs.			
BI9	• Makes up rhythms.			
BI10	• Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.			
BI11	• Engages in imaginative role-play based on own first-hand experiences.			
BI12	• Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.			
BI13	• Uses available resources to create props to support role-play.			
BI14	• Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.			

Notes for Next Steps

Observed Outcomes		Expressive Arts and Design		
Aspect		Exploring and using media and materials		
30-50 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
EUMM10	• Enjoys joining in with dancing and ring games.			
EUMM11	• Sings a few familiar songs.			
EUMM12	• Beginning to move rhythmically.			
EUMM13	• Imitates movement in response to music.			
EUMM14	• Taps out simple repeated rhythms.			
EUMM15	• Explores and learns how sounds can be changed.			
EUMM16	• Explores colour and how colours can be changed.			
EUMM17	• Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.			
EUMM18	• Beginning to be interested in and describe the texture of things			
EUMM19	• Uses various construction materials.			
EUMM20	• Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.			
EUMM21	• Joins construction pieces together to build and balance.			
EUMM22	• Realises tools can be used for a purpose.			

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Observed Outcomes		Understanding the World		
Aspect		The world		
30-50 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
TW16	• Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.			
TW17	• Can talk about some of the things they have observed such as plants, animals, natural and found objects.			
TW18	• Talks about why things happen and how things work.			
TW19	• Developing an understanding of growth, decay and changes over time.			
TW20	• Shows care and concern for living things and the environment.			

Observed Outcomes		Understanding the World		
Aspect		Technology		
30-50 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
T5	• Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.			
T6	• Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.			
T7	• Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.			
T8	• Knows that information can be retrieved from computers			

Notes for Next Steps

Observed Outcomes		Mathematics		
Aspect		Shape, space and measure		
30-50 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
SSM13	• Shows an interest in shape and space by playing with shapes or making arrangements with objects.			
SSM14	• Shows awareness of similarities of shapes in the environment.			
SSM15	• Uses positional language.			
SSM16	• Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.			
SSM17	• Shows interest in shapes in the environment.			
SSM18	• Uses shapes appropriately for tasks.			
SSM19	• Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.			
Observed Outcomes		Understanding the World		
Aspect		People and communities		
30-50 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
PC7	• Shows interest in the lives of people who are familiar to them.			
PC8	• Remembers and talks about significant events in their own experience.			
PC9	• Recognises and describes special times or events for family or friends.			
PC10	• Shows interest in different occupations and ways of life.			
PC11	• 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.			

Notes for Next Steps

Observed Outcomes	Personal, Social and Emotional Development
Aspect	Making relationships
16-26 months	Self-confidence and self-awareness
	Managing feelings and behaviour
	Communication and Language
	Listening and attention
	Understanding
	Speaking
	Physical Development
	Moving and handling
	Health and self-care
	Literacy
	Reading
	Mathematics
	Numbers
	Shape, space and measure
	Understanding the World
	People and communities
	The World
	Technology
	Expressive Arts and Design
	Exploring and using media and materials
	Being imaginative

Observed Outcomes		Personal, Social and Emotional Development		
Aspect		Making relationships		
16-26 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
MR12	• Plays alongside others.			
MR13	• 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.			
MR14	• Plays cooperatively with a familiar adult, e.g. rolling a ball back and forth.			
Observed Outcomes		Personal, Social and Emotional Development		
Aspect		Self-confidence and self-awareness		
16-26 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
SS7	• Explores new toys and environments but 'checks in' regularly with familiar adult as and when needed.			
SS8	• Gradually able to engage in pretend play with toys (support child to understand their own thinking may be different from others).			
SS9	• Demonstrates sense of self as an individual			

Notes for Next Steps

Observed Outcomes		Mathematics		
Aspect		Numbers		
30-50 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
N13	• Uses some number names and number language spontaneously.			
N14	• Uses some number names accurately in play.			
N15	• Recites numbers in order to 10.			
N16	• Knows that numbers identify how many objects are in a set.			
N17	• Beginning to represent numbers using fingers, marks on paper or pictures.			
N18	• Sometimes matches numeral and quantity correctly.			
N19	• Shows curiosity about numbers by offering comments or asking questions.			
N20	• Compares two groups of objects, saying when they have the same number			
N21	• Shows an interest in number problems.			
N22	• Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.			
N23	• Shows an interest in numerals in the environment.			
N24	• Shows an interest in representing numbers.			
N25	• Realises not only objects, but anything can be counted, including steps, claps or jumps.			

Notes for Next Steps

Observed Outcomes		Literacy		
Aspect		Reading		
30-50 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
R7	• Enjoys rhyming and rhythmic activities.			
R8	• Shows awareness of rhyme and alliteration.			
R9	• Recognises rhythm in spoken words.			
R10	• Listens to and joins in with stories and poems, one-to-one and also in small groups.			
R11	• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.			
R12	• Beginning to be aware of the way stories are structured.			
R13	• Suggests how the story might end.			
R14	Listens to stories with increasing attention and recall.			
R15	• Describes main story settings, events and principal characters.			
R16	• Shows interest in illustrations and print in books and print in the environment.			
R17	• Recognises familiar words and signs such as own name and advertising logos.			
R18	• Looks at books independently.			
R19	• Handles books carefully.			
R20	• Knows information can be relayed in the form of print.			
R21	• Holds books the correct way up and turns pages.			
R22	• Knows that print carries meaning and, in English, is read from left to right and top to bottom.			

Notes for Next Steps

Observed Outcomes		Personal, Social and Emotional Development		
Aspect		Managing feelings and behaviour		
16-26 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
MFB10	• Is aware of others' feelings			
MFB11	• Growing sense of will and determination may result in feelings of anger and frustration which are difficult to handle			
MFB12	• Responds to a few appropriate boundaries, with encouragement and support.			
MFB13	• Begins to learn that some things are theirs, some things are shared, and some things belong to other people.			
Observed Outcomes		Communication and Language		
Aspect		Listening and attention		
16-26 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
LA12	• Listens to and enjoys rhythmic patterns in rhymes and stories.			
LA13	• Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations.			
LA14	• Rigid attention – may appear not to hear.			

Notes for Next Steps

Observed Outcomes		Communication and Language		
Aspect		Understanding		
16-26 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
U6	• Selects familiar objects by name and will go and find objects when asked, or identify objects from a group.			
U7	• Understands simple sentences (e.g. 'Throw the ball!')			
Observed Outcomes		Communication and Language		
Aspect		Speaking		
16-26 months		Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
S11	• Copies familiar expressions, e.g. 'Oh dear', 'All gone'.			
S12	• Beginning to put two words together (e.g. 'want ball', 'more juice').			
S13	• Uses different types of everyday words (nouns, verbs and adjectives, e.g. <i>banana, go, sleep, hot</i>).			
S14	• Beginning to ask simple questions.			
S15	• Beginning to talk about people and things that are not present.			

Notes for Next Steps

Observed Outcomes		Physical Development		
Aspect		Health and self-care		
30-50 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
HS23	• Can tell adults when hungry or tired or when they want to rest or play.			
HS24	• Observes the effects of activity on their bodies.			
HS25	• Understands that equipment and tools have to be used safely.			
HS26	• Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.			
HS27	• Can usually manage washing and drying hands.			
HS28	• 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.			
Observed Outcomes		Literacy		
Aspect		Writing		
30-50 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
W2	• Sometimes gives meaning to marks as they draw and paint.			
W3	• Ascribes meanings to marks that they see in different places.			

Notes for Next Steps

Observed Outcomes		Physical Development		
Aspect		Moving and handling		
30-50 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
MH34	• 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.			
MH35	• Mounts stairs, steps or climbing equipment using alternate feet.			
MH36	• Walks downstairs, two feet to each step while carrying a small object.			
MH37	• Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.			
MH38	Can stand momentarily on one foot when shown.			
MH39	• Can catch a large ball.			
MH40	• Draws lines and circles using gross motor movements.			
MH41	• Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.			
MH42	• Holds pencil between thumb and two fingers, no longer using whole-hand grasp.			
MH43	• Holds pencil near point between first two fingers and thumb and uses it with good control.			
MH44	• Can copy some letters, e.g. letters from their name.			

Notes for Next Steps

Observed Outcomes		Physical Development		
Aspect		Moving and handling		
16-26 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
MH20	• Walks upstairs holding hand of adult.			
MH21	• Comes downstairs backwards on knees (crawling).			
MH22	• Beginning to balance blocks to build a small tower.			
MH23	• Makes connections between their movement and the marks they make.			
Observed Outcomes		Physical Development		
Aspect		Health and self-care		
16-26 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
HS10	• Develops own likes and dislikes in food and drink.			
HS11	• Willing to try new food textures and tastes.			
HS12	• Holds cup with both hands and drinks without much spilling.			
HS13	• Clearly communicates wet or soiled nappy or pants.			
HS14	• Shows some awareness of bladder and bowel urges.			
HS15	• Shows awareness of what a potty or toilet is used for.			
HS16	Shows a desire to help with dressing/undressing and hygiene routines.			

Notes for Next Steps

Observed Outcomes		Literacy		
Aspect		Reading		
16-26 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
R3	• Interested in books and rhymes and may have favourites.			
Observed Outcomes		Mathematics		
Aspect		Numbers		
16-26 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
N4	• Knows that things exist, even when out of sight.			
N5	• Beginning to organise and categorise objects, e.g. putting all the teddy bears together or teddies and cars in separate piles.			
N6	• Says some counting words randomly.			
Observed Outcomes		Mathematics		
Aspect		Shape, space and measure		
16-26 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
SSM3	• Attempts, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles.			
SSM4	• Uses blocks to create their own simple structures and arrangements.			
SSM5	• Enjoys filling and emptying containers.			
SSM6	• Associates a sequence of actions with daily routines.			
SSM7	• Beginning to understand that things might happen 'now'.			
Notes for Next Steps				

Observed Outcomes		Communication and Language		
Aspect		Speaking		
30-50 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
S23	• Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>).			
S24	• Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>).			
S25	• Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.			
S26	• Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i> .			
S27	• Uses a range of tenses (e.g. <i>play, playing, will play, played</i>).			
S28	• Uses intonation, rhythm and phrasing to make the meaning clear to others.			
S29	• Uses vocabulary focused on objects and people that are of particular importance to them.			
S30	• Builds up vocabulary that reflects the breadth of their experiences.			
S31	• Uses talk in pretending that objects stand for something else in play, e.g. <i>'This box is my castle.'</i>			

Notes for Next Steps

Observed Outcomes		Communication and Language		
Aspect		Understanding		
30-50 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
U12	• Understands use of objects (e.g. <i>"What do we use to cut things?"</i>)			
U13	• Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.			
U14	• Responds to simple instructions, e.g. to get or put away an object.			
U15	• Beginning to understand 'why' and 'how' questions - answers simple 'what' questions			

Notes for Next Steps

Observed Outcomes		Understanding the World		
Aspect		People and communities		
16-26 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
PC1	• Is curious about people and shows interest in stories about themselves and their family.			
PC2	• Enjoys pictures and stories about themselves, their families and other people.			
Observed Outcomes		Understanding the World		
Aspect		The World		
16-26 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
TW11	• Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking.			
TW12	• Remembers where objects belong.			
TW13	• Matches parts of objects that fit together, e.g. puts lid on teapot			

Notes for Next Steps

Observed Outcomes		Understanding the World		
Aspect		Technology		
16-26 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
T1	• Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times.			
T2	• Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them.			
Observed Outcomes		Expressive Arts and Design		
Aspect		Exploring and using media and materials		
16-26 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
EUMM4	• Begins to move to music, listen to or join in rhymes or songs.			
EUMM5	• Notices and is interested in the effects of making movements which leave marks.			
Observed Outcomes		Expressive Arts and Design		
Aspect		Being imaginative		
16-26 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
BI1	• Expresses self through physical action and sound.			
BI2	• Pretends that one object represents another, especially when objects have characteristics in common			

Notes for Next Steps

Observed Outcomes		Personal, Social and Emotional Development		
Aspect		Managing feelings and behaviour		
30-50 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
MFB22	• Aware of own feelings and knows that some actions and words can hurt others' feelings.			
MFB23	• Begins to accept the needs of others and can take turns and share resources sometimes with support from others.			
MFB24	• Can usually tolerate delay when needs are not immediately met and understands wishes may not always be met.			
MFB25	• Can usually adapt behaviour to different events social situations and changes in routine.			
Observed Outcomes		Communication and Language		
Aspect		Listening and attention		
30-50 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
LA19	• Listens to others one to one or in small groups, when conversation interests them.			
LA20	• Listens to stories with increasing attention and recall.			
LA21	• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.			
LA22	• Focusing attention – still listen or do, but can shift own attention.			
LA23	• Is able to follow directions (if not intently focused on own choice of activity).			

Notes for Next Steps

Observed Outcomes		Personal, Social and Emotional Development		
Aspect		Making relationships		
30-50 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
MR19	• Can play in a group, extending and elaborating play ideas.			
MR20	• Initiates play, offering cues to peers to join them			
MR21	• Keeps play going by responding to what others are saying or doing.			
MR22	• Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.			

Observed Outcomes		Personal, Social and Emotional Development		
Aspect		Self-confidence and self-awareness		
30-50 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
SS12	• Can select and use activities and resources with help.			
SS13	• Welcomes and values praise for what they have done.			
SS14	• Enjoys responsibility of carrying out small tasks.			
SS15	• Is more outgoing towards unfamiliar people and more confident in new social situations.			
SS16	• Confident to talk to other children when playing, and will communicate freely about own home and community.			
SS17	• Shows confidence in asking adults for help.			

Notes for Next Steps

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The Characteristics of Effective Learning
 playing and exploring active learning creating and thinking critically

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Observed Outcomes	Personal, Social and Emotional Development
Aspect	Making relationships
30-50 months	Self-confidence and self-awareness
	Managing feelings and behaviour
	Communication and Language
	Listening and attention
	Understanding
	Speaking
	Physical Development
	Moving and handling
	Health and self-care
	Literacy
	Reading
	Writing
	Mathematics
	Numbers
	Shape, space and measure
	Understanding the World
	People and communities
	The World
	Technology
	Expressive Arts and Design
	Exploring and using media and materials
	Being imaginative

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 playing and exploring active learning creating and thinking critically

PSED MR	SS	MFB	PD	MH	HSC	CL	LA	U	S			
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Observed Outcomes	Personal, Social and Emotional Development
Aspect	Making relationships
22-36 months	Self-confidence and self-awareness
	Managing feelings and behaviour
	Communication and Language
	Listening and attention
	Understanding
	Speaking
	Physical Development
	Moving and handling
	Health and self-care
	Literacy
	Reading
	Writing
	Mathematics
	Numbers
	Shape, space and measure
	Understanding the World
	People and communities
	The World
	Technology
	Expressive Arts and Design
	Exploring and using media and materials
	Being imaginative

Observed Outcomes		Personal, Social and Emotional Development		
Aspect		Making relationships		
22-36 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
MR15	• Interested in others' play and starting to join in.			
MR16	• Seeks out others to share experiences.			
MR17	• Shows affection and concern for people who are special to them.			
MR18	• May form a special friendship with another child.			

Observed Outcomes		Personal, Social and Emotional Development		
Aspect		Self-confidence and self-awareness		
22-36 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
SS10	• Separates from main carer with support and encouragement from a familiar adult.			
SS11	• Expresses own preferences and interests.			

Notes for Next Steps

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Observed Outcomes		Personal, Social and Emotional Development		
Aspect		Managing feelings and behaviour		
22-36 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
MFB14	• Seeks comfort from familiar adults when needed.			
MFB15	• Can express their own feelings such as sad, happy, cross, scared, worried.			
MFB16	• Responds to the feelings and wishes of others.			
MFB17	• Aware that some actions can hurt or harm others.			
MFB18	• Tries to help or give comfort when others are distressed.			
MFB19	• Shows understanding and cooperates with some boundaries and routines.			
MFB20	• Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do.			
MFB21	• Growing ability to distract self when upset, e.g. by engaging in a new play activity.			
Observed Outcomes		Communication and Language		
Aspect		Listening and attention		
22-36 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
LA15	• Listens with interest to the noises adults make when they read stories.			
LA16	• Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door.			
LA17	• Shows interest in play with sounds, songs and rhymes.			
LA18	• Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus.			
Notes for Next Steps				

Observed Outcomes		Communication and Language		
Aspect		Understanding		
22-36 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
U8	• Identifies action words by pointing to the right picture, e.g., "Who's jumping?"			
U9	• Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.'			
U10	• Understands 'who', 'what', 'where' in simple questions (e.g. <i>Who's that? Can? What's that? Where is.?</i>).			
U11	• Developing understanding of simple concepts (e.g. <i>big/little</i>).			
Observed Outcomes		Communication and Language		
Aspect		Speaking		
22-36 months		Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
S16	• Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.			
S17	• Holds a conversation, jumping from topic to topic.			
S18	• Learns new words very rapidly and is able to use them in communicating.			
S19	• Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it'.			
S20	• Uses a variety of questions (e.g. <i>what, where, who</i>).			
S21	• Uses simple sentences (e.g. 'Mummy gonna work.')			
S22	• Beginning to use word endings (e.g. <i>going, cats</i>).			

Notes for Next Steps

Observed Outcomes		Expressive Arts and Design		
Aspect		Exploring and using media and materials		
22-36 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
EUMM6	• Joins in singing favourite songs.			
EUMM7	• Creates sounds by banging, shaking, tapping or blowing.			
EUMM8	• Shows an interest in the way musical instruments sound.			
EUMM9	• Experiments with blocks, colours and marks.			
Observed Outcomes		Expressive Arts and Design		
Aspect		Being imaginative		
22-36 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
BI3	• Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'			
BI4	• Beginning to make-believe by pretending.			

Notes for Next Steps

Observed Outcomes		Understanding the World		
Aspect		People and communities		
22-36 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
PC3	• Has a sense of own immediate family and relations.			
PC4	• In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.			
PC5	• Beginning to have their own friends.			
PC6	• Learns that they have similarities and differences that connect them to, and distinguish them from, others.			
Observed Outcomes		Understanding the World		
Aspect		The world		
22-36 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
TW14	• Enjoys playing with small-world models such as a farm, a garage, or a train track.			
TW15	• Notices detailed features of objects in their environment			
Observed Outcomes		Understanding the World		
Aspect		Technology		
22-36 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
T3	• Seeks to acquire basic skills in turning on and operating some ICT equipment.			
T4	• Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.			
Notes for Next Steps				

Observed Outcomes		Physical Development		
Aspect		Moving and handling		
22-36 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
MH24	• Runs safely on whole foot.			
MH25	• Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.			
MH26	• Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.			
MH27	• Can kick a large ball.			
MH28	• Turns pages in a book, sometimes several at once.			
MH29	• Shows control in holding and using jugs to pour, hammers, books and mark-making tools.			
MH30	• Beginning to use three fingers (tripod grip) to hold writing tools			
MH31	• Imitates drawing simple shapes such as circles and lines.			
MH32	• Walks upstairs or downstairs holding onto a rail two feet to a step.			
MH33	• May be beginning to show preference for dominant hand.			

Notes for Next Steps

Observed Outcomes		Physical Development		
Aspect		Health and self-care		
22-36 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
HS17	• Feeds self competently with spoon.			
HS18	• Drinks well without spilling.			
HS19	• Clearly communicates their need for potty or toilet.			
HS20	• Beginning to recognise danger and seeks support of significant adults for help.			
HS21	• Helps with clothing e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt.			
HS22	• Beginning to be independent in self-care, but still often needs adult support.			
Observed Outcomes		Literacy		
Aspect		Reading		
22-36 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
R4	• Has some favourite stories, rhymes, songs, poems or jingles.			
R5	• Repeats words or phrases from familiar stories.			
R6	• Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.			
Observed Outcomes		Literacy		
Aspect		Writing		
22-36 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
W1	• Distinguishes between the different marks they make.			
Notes for Next Steps				

Observed Outcomes		Mathematics		
Aspect		Numbers		
22-36 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
N7	• Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'.			
N8	• Recites some number names in sequence.			
N9	• Creates and experiments with symbols and marks representing ideas of number.			
N10	• Begins to make comparisons between quantities.			
N11	• Uses some language of quantities, such as 'more' and 'a lot'.			
N12	• Knows that a group of things changes in quantity when something is added or taken away.			
Observed Outcomes		Mathematics		
Aspect		Shape, space and measure		
22-36 months	Development matters	Emerging Date noted & form of evidence e.g. Photo, Observation, Physical.	Developing Date noted & form of evidence e.g. Photo, Observation, Physical.	Achieved Date noted & form of evidence e.g. Photo, Observation, Physical.
SSM8	• Notices simple shapes and patterns in pictures.			
SSM9	• Beginning to categorise objects according to properties such as shape or size.			
SSM10	• Begins to use the language of size.			
SSM11	• Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'.			
SSM12	• Anticipates specific time-based events such as mealtimes or home time.			

Notes for Next Steps