




<b>Early Years Outcomes</b> Age: 30 to 50 months - Typical Behaviour		<b>Name of Child:</b> Date of Birth:		
Communication and language		Physical development		Personal, social and emotional development
<p><b>Listening and attention</b></p> <ul style="list-style-type: none"> <li>Listens to others one to one or in small groups, when conversation interests them.</li> <li>Listens to stories with increasing attention and recall.</li> <li>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>Focusing attention – still listen or do, but can shift own attention.</li> <li>Is able to follow directions (if not intently focused on own choice of activity).</li> </ul> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>Understands use of objects (e.g. “What do we use to cut things?”)</li> <li>Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture.</li> <li>Responds to simple instructions, e.g. to get or put away an object.</li> <li>Beginning to understand ‘why’ and ‘how’ questions.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Beginning to use more complex sentences to link thoughts (e.g. using <i>and</i>, <i>because</i>).</li> <li>Can retell a simple past event in correct order (e.g. <i>went down slide</i>, <i>hurt finger</i>).</li> <li>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</li> <li>Questions why things happen and gives explanations. Asks e.g. <i>who</i>, <i>what</i>, <i>when</i>, <i>how</i>.</li> <li>Uses a range of tenses (e.g. <i>play</i>, <i>playing</i>, <i>will play</i>, <i>played</i>).</li> <li>Uses intonation, rhythm and phrasing to make the meaning clear to others.</li> <li>Uses vocabulary focused on objects and people that are of particular importance to them.</li> <li>Builds up vocabulary that reflects the breadth of their experiences.</li> <li>Uses talk in pretending that objects stand for something else in play, e.g. <i>‘This box is my castle.’</i></li> </ul>		<p><b>Moving and handling</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Mounts stairs, steps or climbing equipment using alternate feet.</li> <li>Walks downstairs, two feet to each step while carrying a small object.</li> <li>Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</li> <li>Can stand momentarily on one foot when shown.</li> <li>Can catch a large ball.</li> <li>Draws lines and circles using gross motor movements.</li> <li>Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</li> <li>Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</li> <li>Holds pencil near point between first two fingers and thumb and uses it with good control.</li> <li>Can copy some letters, e.g. letters from their name.</li> </ul> <p><b>Health and self-care</b></p> <ul style="list-style-type: none"> <li>Can tell adults when hungry or tired or when they want to rest or play.</li> <li>Observes the effects of activity on their bodies.</li> <li>Understands that equipment and tools have to be used safely.</li> <li>Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</li> <li>Can usually manage washing and drying hands.</li> <li>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.</li> </ul>		<p><b>Self-confidence and self-awareness</b></p> <ul style="list-style-type: none"> <li>Can select and use activities and resources with help.</li> <li>Welcomes and values praise for what they have done.</li> <li>Enjoys responsibility of carrying out small tasks.</li> <li>Is more outgoing towards unfamiliar people and more confident in new social situations.</li> <li>Confident to talk to other children when playing, and will communicate freely about own home and community.</li> <li>Shows confidence in asking adults for help.</li> </ul> <p><b>Managing feelings and behaviour</b></p> <ul style="list-style-type: none"> <li>Aware of own feelings, and knows that some actions and words can hurt others’ feelings.</li> <li>Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</li> <li>Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</li> <li>Can usually adapt behaviour to different events, social situations and changes in routine.</li> </ul> <p><b>Making Relationships</b></p> <ul style="list-style-type: none"> <li>Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</li> <li>Initiates play, offering cues to peers to join them.</li> <li>Keeps play going by responding to what others are saying or doing.</li> <li>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li> </ul>

Assessment Points over one year and date	Entry 	1 <sup>st</sup> Review / Term 1 <input type="checkbox"/>	2 <sup>nd</sup> Review / Term 2 <input type="checkbox"/>	3 <sup>rd</sup> Review / Term 3 <input type="checkbox"/>
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<b>Early Years Outcomes</b> Age: 30 to 50 months - Typical Behaviour		Name of Child: Date of Birth:	
			
Literacy	Mathematics	Understanding the world	Expressive arts and design
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Enjoys rhyming and rhythmic activities.</li> <li>Shows awareness of rhyme and alliteration.</li> <li>Recognises rhythm in spoken words.</li> <li>Listens to and joins in with stories and poems, one-to-one and also in small groups.</li> <li>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>Beginning to be aware of the way stories are structured.</li> <li>Suggests how the story might end.</li> <li>Listens to stories with increasing attention and recall.</li> <li>Describes main story settings, events and principal characters.</li> <li>Shows interest in illustrations and print in books and print in the environment.</li> <li>Recognises familiar words and signs such as own name and advertising logos.</li> <li>Looks at books independently.</li> <li>Handles books carefully.</li> <li>Knows information can be relayed in the form of print.</li> <li>Holds books the correct way up and turns pages.</li> <li>Knows that print carries meaning and, in English, is read from left to right and top to bottom.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Sometimes gives meaning to marks as they draw and paint.</li> <li>Ascribes meanings to marks that they see in different places.</li> </ul>	<p><b>Numbers</b></p> <ul style="list-style-type: none"> <li>Uses some number names and number language spontaneously.</li> <li>Uses some number names accurately in play.</li> <li>Recites numbers in order to 10.</li> <li>Knows that numbers identify how many objects are in a set.</li> <li>Beginning to represent numbers using fingers, marks on paper or pictures.</li> <li>Sometimes matches numeral and quantity correctly.</li> <li>Shows curiosity about numbers by offering comments or asking questions.</li> <li>Compares two groups of objects, saying when they have the same number.</li> <li>Shows an interest in number problems.</li> <li>Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</li> <li>Shows an interest in numerals in the environment.</li> <li>Shows an interest in representing numbers.</li> <li>Realises not only objects, but anything can be counted, including steps, claps or jumps.</li> </ul> <p><b>Shape, space and measure</b></p> <ul style="list-style-type: none"> <li>Shows an interest in shape and space by playing with shapes or making arrangements with objects.</li> <li>Shows awareness of similarities of shapes in the environment.</li> <li>Uses positional language.</li> <li>Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</li> <li>Shows interest in shapes in the environment.</li> <li>Uses shapes appropriately for tasks.</li> <li>Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</li> </ul>	<p><b>People and communities</b></p> <ul style="list-style-type: none"> <li>Shows interest in the lives of people who are familiar to them.</li> <li>Remembers and talks about significant events in their own experience.</li> <li>Recognises and describes special times or events for family or friends.</li> <li>Shows interest in different occupations and ways of life.</li> <li>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.</li> </ul> <p><b>The world</b></p> <ul style="list-style-type: none"> <li>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</li> <li>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>Talks about why things happen and how things work.</li> <li>Developing an understanding of growth, decay and changes over time.</li> <li>Shows care and concern for living things and the environment.</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>Knows how to operate simple equipment.</li> <li>Shows an interest in technological toys with knobs or pulleys, or real objects.</li> <li>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</li> <li>Knows that information can be retrieved from computers.</li> </ul>	<p><b>Exploring and using media and materials</b></p> <ul style="list-style-type: none"> <li>Enjoys joining in with dancing and ring games.</li> <li>Sings a few familiar songs.</li> <li>Beginning to move rhythmically.</li> <li>Imitates movement in response to music.</li> <li>Taps out simple repeated rhythms.</li> <li>Explores and learns how sounds can be changed.</li> <li>Explores colour and how colours can be changed.</li> <li>Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</li> <li>Beginning to be interested in and describe the texture of things.</li> <li>Uses various construction materials.</li> <li>Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</li> <li>Joins construction pieces together to build and balance.</li> <li>Realises tools can be used for a purpose.</li> </ul> <p><b>Being imaginative</b></p> <ul style="list-style-type: none"> <li>Developing preferences for forms of expression.</li> <li>Uses movement to express feelings.</li> <li>Creates movement in response to music.</li> <li>Sings to self and makes up simple songs.</li> <li>Makes up rhythms.</li> <li>Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</li> <li>Engages in imaginative role-play based on own first-hand experiences.</li> <li>Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</li> <li>Uses available resources to create props to support role-play.</li> <li>Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</li> </ul>