

PRIME AREAS								
Personal, Social and Emotional Development			Communication and Language			Physical Development		
Making Relationships	Self Confidence and Awareness	Managing Feeling and Behaviour	Listening and Attention	Understanding	Speaking	Moving and Handling	Health and Self Care	
22-36 Months	Interested in others' play and starting to join in. Seeks out others to share experiences. Shows affection and concern for people who are special to them. May form a special friendship with another child.	Separates from main carer with support and encouragement from a familiar adult. Expresses own preferences and interests.	Seeks comfort from familiar adults when needed. Can express their own feelings such as sad, happy, cross, scared, worried. Responds to the feelings and wishes of others. Aware that some actions can hurt or harm others. Tries to help or give comfort when others are distressed. Shows understanding and cooperates with some boundaries and routines. Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do. Growing ability to distract self when upset, e.g. by engaging in a new play activity.	Listens with interest to the noises adults make when they read stories. Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door. Shows interest in play with sounds, songs and rhymes. Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus.	Identifies action words by pointing to the right picture, e.g., "Who's jumping?" Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.' Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is it?). Developing understanding of simple concepts (e.g. big/little).	Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. Holds a conversation, jumping from topic to topic. Learns new words very rapidly and is able to use them in communicating. Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it'. Uses a variety of questions (e.g. what, where, who). Uses simple sentences (e.g. 'Mummy gonna work.'). Beginning to use word endings (e.g. going, cats).	Runs safely on whole foot. Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. Can kick a large ball. Turns pages in a book, sometimes several at once. Shows control in holding and using jugs to pour, hammers, books and mark-making tools. Beginning to use three fingers (tripod grip) to hold writing tools. Imitates drawing simple shapes such as circles and lines. Walks upstairs or downstairs holding onto a rail two feet to a step. May be beginning to show preference for dominant hand.	Feeds self competently with spoon. Drinks well without spilling. Clearly communicates their need for potty or toilet. Beginning to recognise danger and seeks support of significant adults for help. Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt. Beginning to be independent in self-care, but still often needs adult support.
30-50 Months	Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.	Can select and use activities and resources with help. Welcomes and values praise for what they have done. Enjoys responsibility of carrying out small tasks. Is more outgoing towards unfamiliar people and more confident in new social situations. Confident to talk to other children when playing and will communicate freely about own home and community. Shows confidence in asking adults for help.	Aware of own feelings, and knows that some actions and words can hurt others' feelings. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. Can usually adapt behaviour to different events, social situations and changes in routine.	Listens to others one to one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Focusing attention - still listen or do, but can shift own attention. Is able to follow directions (if not intently focused on own choice of activity).	Understands use of objects (e.g. "What do we use to cut things?") Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. Responds to simple instructions e.g. to get or put away an object. Beginning to understand 'why' and 'how' questions.	Beginning to use more complex sentences to link thoughts (e.g. using and, because). Can retell a simple past event in correct order (e.g. went down slide, hurt finger). Uses talk to connect ideas explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives explanations. Asks e.g. who, what, when, how. Uses a range of tenses (e.g. play, playing will play, played). Uses intonation, rhythm and phrasing to make the meaning clear to others. Uses vocabulary focused on objects and people that of particular importance to them. Builds up vocabulary that reflects the breadth of their experiences. Uses talk in pretending that objects stand for something else in play, e.g., 'This box is my castle.'	Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Mounts stairs steps or climbing equipment using alternate feet. Walks downstairs, two feet to each step while carrying a small object. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can stand momentarily on one foot when shown. Can catch a large ball. Draws lines and circles using gross motor movements. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters, e.g. letters from their name.	Can tell adults when hungry or tired or when they want to rest or play. Observes the effects of activity on their bodies. Understands that equipment and tools have to be used safely. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Can usually manage washing and drying hands. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.
40-60 Months	Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding and asks appropriate questions of others. Takes steps to resolve conflicts with other children, e.g. finding a compromise.	Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities.	Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Aware of the boundaries set & behavioural expectations in the setting. Beginning to be able to negotiate & solve problems without aggression, e.g. when someone has taken their toy.	Maintains attention, concentrates & sits quietly during appropriate activity. Two-channelled attention can listen and do for short span.	Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhyme s, jokes. Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion.	Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine & recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence & clarify thinking, ideas, feelings & events. Introduces a storyline or narrative into their play.	Experiments with different ways of moving. Jumps off an object and lands appropriately. Negotiates space successfully when playing racing & chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence & skill around, under, over and through balancing & climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Uses simple tools to effect changes to materials. Handles tools, objects, construction & malleable materials safely & with increasing control. Shows a preference for a dominant hand. Begins to use anticlockwise movement & retrace vertical lines. Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters most of which are correctly formed.	Eats a healthy range of foodstuffs & understands need for variety in food. Usually dry & clean during the day. Shows some understanding that good practices with regard to exercise, eating, sleeping & hygiene can contribute to good health. Shows understanding of the need for safety when tackling new challenges, & considers & manages some risks. Shows understanding of how to transport & store equipment safely. Practices some appropriate safety measures without direct supervision.
ELG	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, & form positive relationships with adults other children.	Children are confident to try new activities, & 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.	Children talk about how they and others show feelings talk about their own and others behaviour, and its consequences, & now that some behaviour is unacceptable. They work as part of a group or class, & understand & follow the rules. They adjust their behaviour to different situations, & take changes of routine in their stride.	Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events & 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.	Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences & in response to stories or events.	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.	Children show good control & co-ordination in large & small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment & tools effectively, including pencils for writing.	Children know the importance for of physical exercise, & a healthy diet, & talk about ways to keep healthy & safe. They manage their own basic hygiene & personal needs successfully, including dressing & going to the toilet independently.