



Hull Collegiate Prep School **Foundation Stage**

This policy applies to our EYFS setting. Hull Collegiate School seeks to implement this policy through adherence to the procedures set out in the rest of this document. Hull Collegiate School is fully committed to ensuring that the application of this Foundation Stage Physical Environment and Equipment policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity document. This document is available to all interested parties on request from the main school office and should be read in conjunction with the documents listed at the end of this document.

This document is reviewed annually by Mrs J Maltby (Foundation Stage Coordinator) or as events or legislation change requires. The next scheduled date for review is September 2018.

If you have any concerns regarding this policy please discuss them with Mrs Maltby



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Policy statement:

This school believes that the education of very young children should be universally recognised for its concern with the most important foundation years and that the education of these children is vital for their all round development, happiness and potential.

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality learning together provide the foundation children need to make the most of their abilities and talents as they grow up.”

Statutory Framework for the Early Years Foundation Stage 2014

Objectives

- To treat every child as an individual and unique child, and to ensure that we meet their needs.
- To ensure that all children have equal access to the broad and balanced curriculum we offer.
- To encourage every child to achieve their maximum potential in a happy, stress free environment; this, their first introduction to school, must be positive and enjoyable.

The school will:

- Offer a wide range of activities based on first hand experiences to allow the children to develop and explore their ideas of the world and make sense of them.
- Plan, implement and evaluate for active learning in all aspects of development.
- Offer a variety of experiences in order to develop a wide range of skills.
- Build on the skills and knowledge that the children bring with them, working in partnership with parents to ensure the children's effective development.
- Provide a welcoming environment with happy, caring and friendly staff.
- Instil a love of books in the children and encourage richness of language.
- Encourage the children to feel confident about exploring new ideas and investigating things that interest them and to feel equally confident in taking part in all areas of the Foundation Stage curriculum.
- Ensure that our resources reflect the society in which we live and make each child feel that they, and their background, are valued
- Encourage the children to go home each day excited by what they have seen and experienced, with a sense of achievement at new skills mastered, knowing that the adults share and support this achievement.
- Encourage the children to be independent learners, with a positive attitude to school.
- Liaise with external agencies in support of staff, pupils and parents to ensure that all pupils have the maximum opportunity to develop.

Admission Arrangements: Children are admitted into the Nursery Explorers’ room from the beginning of the term in which they will reach 3 years of age. Entry to the Nursery Adventurers’ room usually takes place from September of the year children are rising four, and to the Reception classes from the September of the year they are

rising five. Wherever possible, observation, assessment and familiarisation sessions will be carried out before a child enters the Foundation Stage Department.

Partnership with Parents: The Foundation Department is a safe, secure and happy place where children and their parents feel valued and welcome as individuals. We strive to build up relationships with parents that encourage them to see themselves as partners in their child's education and that give them the support that they might feel they need to fulfil this role. We work with parents to ensure that their children become self-disciplined and that they understand the school's rules and routines. Parents are welcome into the Nursery and Reception areas at all times. Opportunities are given throughout the year for parents to be involved with, to discuss and to be informed about their children's progress in school.

The Foundation Stage teachers and management team will:

- Ensure that there is a successful system of communication and exchange of information between the department and parents/carers;
- Make every effort to ensure that information for parents/carers is made accessible to them;
- Arrange briefing meetings **or contact** with parents/carers before their child's admission to inform them about policies and procedures;
- Ensure that any consent forms/agreements are completed and that required contact information is kept up to date;
- Keep an up-to-date record of any particular needs of children.
- Ensure that arrangements for the children's arrival and collection are clear and understood by all staff and parents/carers;
- Establish a system in which only authorised adults as notified by parents/carers can collect children, and create a plan that can be used in an emergency when a child cannot be collected by the recognised adult/s;
- Ensure that information about children is treated as confidential, is held securely and is only shared with parents/carers and relevant personnel;
- Ensure that all staff, volunteers and students understand that information held on children and their families is confidential;
- Ensure that all employed staff, volunteers and students are aware of this policy and the procedures followed in the department.

Sharing information

- We invite all parents/carers to briefing meetings **or contact** before their child's admission to discuss policies and procedures in the department and to complete the required contact forms.
- We ask parents/carers for information about their children, their individual needs and requirements in order to ensure the best possible care, and records are updated appropriately.
- We display daily routines and details of the department's organisation.
- Parents/carers and family members are invited to attend fortnightly Foundation Stage assemblies in order to share in celebrating their child's achievements.
- We provide information about themes and topics and events through regular newsletters and the school website; we also provide a display indicating the activities carried out on a day-to-day basis.
- Use of Reading and Learning Journals, Celebration Certificates, "Speech bubbles" and New Topic questionnaires provide a two-way flow of information regarding each child's interests, knowledge and progress.

Letters advise Parents/carers regarding any educational outings for which written consent is required. No child will be taken out from the premises without parental permission.

- We believe that the child's named key person is central to every exchange of information. Parents/carers are welcomed into the department to discuss their child's progress and welfare with the key person, and are encouraged to share any relevant information regarding their child. Where this proves difficult due to transport or childcare arrangements, communications by home/school liaison books, telephone and/or email are used in order to ensure a regular two-way flow of information.
- A variety of family members are invited for specific visits/activities throughout the school year in order to share in their child's life and experiences within the school environment.
- We encourage parents/carers to discuss any concerns or issues about their child with the key person/teacher in charge in the first instance. The key worker will discuss any issues with the teacher in charge.
- We liaise with other nurseries, child carers and schools where children are attending more than one setting or transferring to a new setting.

Dealing with complaints

- Please refer to the School Complaints policy for details.

Privacy and confidentiality

- Any personal data on children and their parents/carers is held securely.
- We treat information about children and their families as confidential. We only disclose such information to staff on a "need to know" basis and only with the agreement of the parent/carer.
- The class teacher or child's key person is responsible for sharing information regarding the progress and welfare of a child with his/her parents/carers. This information is also shared with other staff to ensure that the best interests and needs of the child are met.
- Some information exchange about children occurs informally on a daily basis; other opportunities for more detailed communication are offered through parents' consultation meetings, regular written reports and appointments by arrangement to discuss specific concerns.
- Teachers and key persons keep individual records on children's achievements and progress. These are kept securely.
- Parents/carers may have access to their own child's records in the department on request.
- We do not allow parents access to the records of other children.

Arrival and collection of children

The arrangements for bringing children into the setting are:

- Parents/carers deliver their child to a member of staff, either to the **booked** Breakfast Club **from 7.30am**, into Nursery **from 8.30am** or, for Reception children, into the Reception playground between 8.30 and 8.45am, or at the Prep School entrance at 8.45am. Parents of children with older siblings may use the "Drop Off" facility from 8.30 to 8.40am, where children are collected from their cars at the refectory doors and escorted to their classroom or their supervised playground by a member of staff.
- We do not allow any child to be left without a member of staff being made aware of his/her arrival.

The procedures for collecting children are:

- Nursery children from the Nursery Explorers' or Adventurers' rooms or from the Late Stayers, Reception children from their teacher at the Prep School entrance, or from the Late Stayers or After School Care staff. A member of staff will also accompany any child being collected from the "Pick-Up Point" with an older sibling.
- We only permit listed authorised adults to collect a child unless we have already received written permission/telephone information from a parent/carer for another named adult to do so. Proof of identity will be required if that person is not known to the key person or teacher. We only release children into the care of an adult.
- In an emergency situation, where an authorised adult cannot collect the child, the person who does collect the child will need to provide evidence that he/she has the authorisation of the parent/carer. The child's safety will be the primary concern at all times.

Outings and Off-site Visits

We check that seatbelts have been fitted and that there is a seat available for every child and adult. Appropriate booster seats will be used where necessary. Please see the school's Non-Residential Trips policy for further details.

Documentation: In the Foundation Stage department we keep efficient and effective documentation of records, policies and procedures. This enables us to run the department efficiently, complies with national and local legislation and guidelines and ensures the safety, welfare, learning and wellbeing of the children. All policies and procedures are shared with the staff in the department and individual children's records are shared with their parents. Daily registers of children's attendance are kept electronically or in Key person groups.

The management team and staff will:

- Record the following significant changes and notify the Early Years childcare inspector, when appropriate, of: changes to the premises, allegations of abuse, significant events, changes to the overall management and organisation, serious illnesses or accidents, death of a child or member of staff or police or Social Services involvement in the school
- Implement procedures to transfer children's records to their next setting;
- Keep records relating to individual children for a reasonable period of time after they have left the setting;
- Make all documentation available for any official inspection.

The full name, date of birth, address, gender, ethnicity* (*voluntary), Special Educational Needs status, number of funded hours and total number of hours taken up at the setting during the census week will be recorded and submitted to the local Authority about individual children receiving the free entitlement to early years provision as part of the Early Years Census.

Assessment and Recording: Children develop at different rates and in different ways. The school makes every effort to support and enable all children to be equally confident and competent in all areas of development and learning, using a variety of strategies to achieve this. Staff monitor and evaluate children's progress, rewarding both effort and achievement. Hull Collegiate School Foundation stage uses a variety of internal and external assessments to inform teaching and learning, including

Development Matters statements, Characteristics of Effective learning statements and the Foundation Stage Early Learning Goals. These assessments are used to facilitate pupil progress, and the evaluation of that progress against relevant national norms. Recording progress informs staff and parents of each child's development, and each child moves on to each new stage in all programmes of study as and when they are assessed to be ready.

All assessment material and records will be passed from the Nursery to the Reception and to Key Stage One at the appropriate time. Every effort is made to build and maintain good channels of communication with local nurseries and primary schools in order to achieve a smooth transition between settings. The Early Years Foundation Stage Development Matters steps are used as a basis for assessment and recording (see Appendix 1).

Programmes of Study: Planning in Nursery and Reception enables the children to have continuity of learning as they progress through the Foundation Stage through a wide range of adult led and child initiated activities and purposeful play. Planning and organisation takes place in conjunction with information gathered from the children and their parents regarding their current knowledge, skills and interests and learning characteristics. It also provides opportunities for the children to develop at their own pace and meets the diverse needs of all the children, so that most will achieve and some, where appropriate, will go beyond the Early Learning Goals by the end of the Foundation Stage. Achievement of the Early Learning Goals will be by progression through the Early Years Foundation Stage Development Matters steps. These steps demonstrate the knowledge, skills, understanding and attitudes that children need to learn during the Foundation Stage in order to achieve the Early Learning Goals (see Appendix 1). They are divided into the following areas:

Prime Areas:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language

Specific Areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Characteristics of Effective Learning

In addition, activities and opportunities covering the development of skills in engagement, motivation and thinking will be planned to enable and encourage the development of those characteristics required to support effective learning.

Learning about managing emotions

Children need to learn how to cope with strong feelings and what is, or is not, acceptable behaviour. We support children in managing their feelings and coping with difficult situations. **Children are regularly monitored using the Leuven Wellbeing and Involvement scales.**

Foundation Stage named member of staff with responsibility for behaviour management issues: Mrs J Maltby (Foundation Stage Coordinator)

- We encourage and praise children for behaving appropriately.
- We always treat children with respect and show, by example, appropriate ways to behave with others.

- We acknowledge that children have strong feelings that they may not know how to express. We help them to talk about what these feelings are and how to deal with any situations that arise.
- We support the children in resolving conflict by talking through the effects of their behaviour on others and helping them to work out appropriate behaviour.
- When inappropriate behaviour occurs, we ensure that the child knows that it is the behaviour that is wrong, not the child who is bad.
- We plan activities that allow children to explore right and wrong in a non-threatening context.

Further details are available in the school's Behaviour policy

The Foundation Stage Coordinator:

- Mrs Janet Maltby holds qualified teacher status, which enables her to carry out the role competently: B Ed (Hons) specifically qualified to teach children aged 3-13.
- Has over 25 years' teaching experience.
- Coordinates a team responsible for maintaining a safe, stimulating and challenging learning environment, which secures effective learning and high standards of achievement, behaviour and discipline and encourages the development of happy, confident pupils.
- Leads, manages and develops the team of teachers and support staff within the Foundation Stage, providing guidance and support in all aspects of the curriculum and pastoral care.
- Works with the Prep School SENCO to ensure that individual plans are used to set appropriate targets and work matched to the pupils' needs, and liaises with outside agencies as required in order to support the individual needs of specific pupils.
- Maintains liaison with the rest of the school, particularly with the Key Stage 1 coordinator, Year 1 staff and curriculum coordinators to ensure a smooth transition to the next Key Stage.
- Leads the Foundation Stage team in communicating, consulting and exchanging information with parents ensuring that they are well informed about the curriculum, targets, children's progress and attainment in the Foundation Stage.
- Maintains and promotes positive behaviours among pupils and staff, safeguarding their health and safety on school premises and when engaged on authorised activities elsewhere.
- Ensures that the department is continually working towards progress, and ensures that all staff attend relevant **training** and keep up to date with Foundation Stage developments.
- Organises Foundation Stage meetings and feedback sessions.
- Carries out administrative and management duties in conjunction with the leadership team and administrative staff.

If the Foundation Stage Coordinator is absent, the Nursery deputy/supply/Prep School Head will take full charge.

Organisation: Class teachers will be responsible for organising activities and areas, observing, assessing and planning, along with their support staff, in order to ensure that all children are able to fulfil their full potential. All adults working in the

Foundation Stage Department are committed to providing high quality care for all our children. Our primary concern is the safety and welfare of the children and every member of staff is suitable for his or her role and responsibilities. Employees have relevant qualifications to care for young children and there is an ongoing programme of training to ensure that an appropriate standard of care is maintained.

- The proportion of staff holding level 3 and level 2 qualifications are maintained.
- Volunteers and visitors are not included in the adult:child ratio. They are supervised at all times by a qualified member of staff.
- Students who attend on a short-term placement are not included in the adult:child ratio. They are supervised at all times by a qualified member of staff.
- Students who attend on a long-term placement will only be included in ratios if approved by the Foundation Stage Coordinator or Prep School Head as being competent and responsible.
- All children are kept within hearing and/or sight of an adult.

General routine cleaning and maintenance tasks are carried out when the children are not on the premises.

In the case of a missing child, or a parent or carer failing to collect a child at the end of a session, the school's action plan will be followed (see Supervision of Pupils and Uncollected Child Policies).

When regular staff are absent, the adult: child ratio is maintained through supply cover or redeployment of staff or children within classes. If this is not possible, parents/carers will be contacted and asked to take their children home.

Groups of children and their key person

- Each child is allocated a key person to ensure the continuity of his or her care.
- The key person is responsible for registering the child's attendance.
- The key person is involved in any planning for the individual child's needs, and records information on the child's progress.
- Information collected by the key person is shared with the child's parents/carers and with other workers, in order to ensure continuity, consistency and progression for the child.
- When children are grouped for planned activities, the size of the group will be determined by the activity and the needs of the children. This will be indicated in the planning documentation.

Staff training

- Job descriptions set out the roles and responsibilities of staff.
- Staff, students and volunteers are informed about the organisational routines and systems as part of the induction process.
- Training meets the national standards of skills and qualifications and is used to enable staff to improve their skills and abilities, and keep up to date with current initiatives. It is identified through ongoing staff appraisal, staff meetings and staff supervision meetings with the Foundation Stage Coordinator.

Food and Drink: We believe that it is essential to provide children with positive healthy eating experiences in order to promote their wellbeing. We encourage

children to look at the long-term health benefits of a healthy and balanced diet and we respect the different dietary, cultural and health needs of all our children.

- We provide varied, healthy, regular and suitably substantial meals that the children are encouraged to eat.
- Children are encouraged through praise and positive modelling to try new foods.
- Staff respect and make arrangements for children's cultural and religious needs.
- We use care and empathy in catering for children with specific dietary needs.
- We update records of children's specific dietary requirements and keep these in a prominent place, ensuring that the Catering department is also provided with this information.
- All staff, students and volunteers are made fully aware of individual children's dietary needs and requirements;
- We offer a balance and variety of snacks to provide a range of cultural and nutritious experiences for the children.
- We plan snack time as a regular, pleasant and social event.
- We encourage the children to take turns, share and be polite.
- We encourage common courtesies such as saying "Please" and "Thank you".
- We encourage the children to talk and listen to each other, learning to respect each other's views and opinions, likes and dislikes, etc.
- We encourage the use of a knife and fork, depending on each child's ability and cultural customs. Spoons are always available.
- Food is stored, prepared and served in a safe, hygienic and appropriate manner.
- Menus are sent home via the newsletter and staff note and refer to parents and carers regarding any issues of concern about the food intake of the children.
- Fresh drinking water and suitable cups are available for children and staff at all times.
- We encourage children to help themselves to water, either with support or independently.
- We monitor the amounts that children drink at refreshment and lunch times.
- We always supervise children who are eating and drinking.

Links to other policies/documents

- Admissions
- Attendance
- Assessment recording and reporting
- Behaviour
- Child Protection
- Complaints
- Curriculum
- Equal opportunities
- Foundation Stage: Acceptable Use of Cameras and Mobile Digital Devices, Equal Opportunities Information, Health and Illness, Physical Environment and Equipment, SEN and Inclusion Information
- Foundation Stage **Long and Medium Term Plans**: Communication and language, Expressive arts and design, Literacy, Mathematics, Personal,

social and emotional development, Physical development, Understanding the world

- Health and Safety
- Missing Pupils
- Non-Residential Trips
- Pupil Data Protection
- Safeguarding
- SEN and Inclusion
- Strategic Plan
- Supervision of pupils
- Uncollected child

Document Log

Foundation Stage Policy Changes Sept 2017	
Reviewed by:	Mrs J A Maltby Foundation Stage Coordinator
Date of last review:	September 2017
Approved by:	Mr Paul Grimwood Chair of LGB
Date of approval:	
Reason for changes:	Annual review due to changes in the ISI Regulatory Commentary as of January 2017.
Next scheduled date for review:	September 2018 or as events or legislation change requires.

Appendix 1:

Early Development Stages - PSED

Name

PSED	Making relationships	Self-confidence and self-awareness	Managing feelings and behaviour
Birth – 11 months	<ul style="list-style-type: none"> • Enjoys the company of others and seeks contact with others from birth. • Gazes at faces and copies facial movements. e.g. sticking out tongue, opening mouth and widening eyes. • Responds when talked to, for example, moves arms and legs, changes facial expression, moves body and makes mouth movements. • Recognises and is most responsive to main carer's voice: face brightens, activity increases when familiar carer appears. • Responds to what carer is paying attention to, e.g. following their gaze. • Likes cuddles and being held: calms, snuggles in, smiles, gazes at carer's face or strokes carer's skin. 	<ul style="list-style-type: none"> • Laughs and gurgles, e.g. shows pleasure at being tickled and other physical interactions. • Uses voice, gesture, eye contact and facial expression to make contact with people and keep their attention. 	<ul style="list-style-type: none"> • Is comforted by touch and people's faces and voices. • Seeks physical and emotional comfort by snuggling in to trusted adults. • Calms from being upset when held, rocked, spoken or sung to with soothing voice. • Shows a range of emotions such as pleasure, fear and excitement. • Reacts emotionally to other people's emotions, e.g. smiles when smiled at and becomes distressed if hears another child crying.
8 – 20 months	<ul style="list-style-type: none"> • Seeks to gain attention in a variety of ways, drawing others into social interaction. • Builds relationships with special people. • Is wary of unfamiliar people. • Interacts with others and explores new situations when supported by familiar person. • Shows interest in the activities of others and responds differently to children and adults, e.g. may be more interested in watching children than adults or may pay more attention when children talk to them. 	<ul style="list-style-type: none"> • Enjoys finding own nose, eyes or tummy as part of naming games. • Learns that own voice and actions have effects on others. • Uses pointing with eye gaze to make requests, and to share an interest. • Engages other person to help achieve a goal, e.g. to get an object out of reach. 	<ul style="list-style-type: none"> • Uses familiar adult to share feelings such as excitement or pleasure, and for 'emotional refuelling' when feeling tired, stressed or frustrated. • Growing ability to soothe themselves, and may like to use a comfort object. • Cooperates with care, giving experiences, e.g. dressing. • Beginning to understand 'yes', 'no' and some boundaries.
16 – 26 months	<ul style="list-style-type: none"> • Plays alongside others. • Uses a familiar adult as a secure base from which to explore independently in new environments, e.g. ventures away to play and interact with others, but returns for a cuddle or reassurance if becomes anxious. • Plays cooperatively with a familiar adult, e.g. rolling a ball back and forth. 	<ul style="list-style-type: none"> • Explores new toys and environments, but 'checks in' regularly with familiar adult as and when needed. • Gradually able to engage in pretend play with toys (support child to understand their own thinking may be different from others). • Demonstrates sense of self as an individual, e.g. wants to do things independently, says "No" to adult. 	<ul style="list-style-type: none"> • Is aware of others' feelings, for example, looks concerned if hears crying or looks excited if hears a familiar happy voice. • Growing sense of will and determination may result in feelings of anger and frustration which are difficult to handle, e.g. may have tantrums. • Responds to a few appropriate boundaries, with encouragement and support. • Begins to learn that some things are theirs, some things are shared, and some things belong to other people.

PSED	Making relationships	Self-confidence and self-awareness	Managing feelings and behaviour
22 – 36 months	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Separates from main carer with support and encouragement from a familiar adult. Expresses own preferences and interests. 	<ul style="list-style-type: none"> 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.
30 – 50 months	<ul style="list-style-type: none"> Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. 	<ul style="list-style-type: none"> Can select and use activities and resources with help. Welcomes and values praise for what they have done. 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. 	<ul style="list-style-type: none"> Aware of own feelings, and knows that some actions and words can hurt others' feelings. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. Can usually adapt behaviour to different events, social situations and changes in routine.
40 – 60+ months	<ul style="list-style-type: none"> Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children, e.g. finding a compromise. 	<ul style="list-style-type: none"> Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities. 	<ul style="list-style-type: none"> Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Aware of the boundaries set, and of behavioural expectations in the setting. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.
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.	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.	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.
Exceeded	Children play group games with rules. They understand someone else's point of view can be different from theirs. They resolve minor disagreements through listening to each other to come up with a fair solution. They understand what bullying is and that this is unacceptable behaviour.	Children are confident to speak to a class group. They can talk about the things they enjoy, and are good at, and about the things they do not find easy. They are resourceful in finding support when they need help or information. They can talk about the plans they have made to carry out activities and what they might change if they were to repeat them.	Children know some ways to manage their feelings and are beginning to use these to maintain control. They can listen to each other's suggestions and plan how to achieve an outcome without adult help. They know when and how to stand up for themselves appropriately. They can stop and think before acting and they can wait for things they want.

Appendix 2:

Early Development Stages – Communication and Language

Name

CAL	Listening and attention	Understanding	Speaking
Birth – 11 months	<ul style="list-style-type: none"> • Turns toward a familiar sound then locates range of sounds with accuracy. • Listens to, distinguishes and responds to intonations and sounds of voices. • Reacts in interaction with others by smiling, looking and moving. • Quietens or alerts to the sound of speech. • Looks intently at a person talking, but stops responding if speaker turns away. • Listens to familiar sounds, words, or finger plays. • Fleeting Attention – not under child’s control, new stimuli takes whole attention. 	<ul style="list-style-type: none"> • Stops and looks when hears own name. • Starts to understand contextual clues, e.g. familiar gestures, words and sounds. 	<ul style="list-style-type: none"> • Communicates needs and feelings in a variety of ways including crying, gurgling, babbling and squealing. • Makes own sounds in response when talked to by familiar adults. • Lifts arms in anticipation of being picked up. • Practises and gradually develops speech sounds (babbling) to communicate with adults; says sounds like ‘<i>baba, nono, gogo</i>’.
8 – 20 months	<ul style="list-style-type: none"> • Moves whole bodies to sounds they enjoy, such as music or a regular beat. • Has a strong exploratory impulse. • Concentrates intently on an object or activity of own choosing for short periods. • Pays attention to dominant stimulus – easily distracted by noises or other people talking. 	<ul style="list-style-type: none"> • Developing the ability to follow others’ body language, including pointing and gesture. • Responds to the different things said when in a familiar context with a special person (e.g. ‘<i>Where’s Mummy?</i>’, ‘<i>Where’s your nose?</i>’). • Understanding of single words in context is developing, e.g. ‘<i>cup</i>’, ‘<i>milk</i>’, ‘<i>daddy</i>’. 	<ul style="list-style-type: none"> • Uses sounds in play, e.g. ‘<i>brrrm</i>’ for toy car. • Uses single words. • Frequently imitates words and sounds. • 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>.) • Uses pointing with eye gaze to make requests, and to share an interest. • Creates personal words as they begin to develop language.
16 – 26 months	<ul style="list-style-type: none"> • Listens to and enjoys rhythmic patterns in rhymes and stories. • Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations. • Rigid attention – may appear not to hear. 	<ul style="list-style-type: none"> • Selects familiar objects by name and will go and find objects when asked, or identify objects from a group. • Understands simple sentences (e.g. ‘<i>Throw the ball.</i>’) 	<ul style="list-style-type: none"> • Copies familiar expressions, e.g. ‘<i>Oh dear</i>’, ‘<i>All gone</i>’. • Beginning to put two words together (e.g. ‘<i>want ball</i>’, ‘<i>more juice</i>’). • Uses different types of everyday words (nouns, verbs and adjectives, e.g. <i>banana, go, sleep, hot</i>). • Beginning to ask simple questions. • Beginning to talk about people and things that are not present.

CAL	Listening and attention	Understanding	Speaking
22 – 36 months	<ul style="list-style-type: none"> Listens with interest to the noises adults make when they read stories. Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door. Shows interest in play with sounds, songs and rhymes. Single channelled attention. Can shift to a different task if attention fully obtained – using child’s name helps focus 	<ul style="list-style-type: none"> Identifies action words by pointing to the right picture, e.g., “<i>Who’s jumping?</i>” Understands more complex sentences, e.g. ‘<i>Put your toys away and then we’ll read a book.</i>’ Understands ‘who’, ‘what’, ‘where’ in simple questions (e.g. <i>Who’s that/can? What’s that? Where is.?</i>). Developing understanding of simple concepts (e.g. <i>big/little</i>). 	<ul style="list-style-type: none"> Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. Holds a conversation, jumping from topic to topic. 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>I have it</i>’. Uses a variety of questions (e.g. <i>what, where, who</i>). Uses simple sentences (e.g. ‘<i>Mummy gonna work.</i>’) Beginning to use word endings (e.g. <i>going, cats</i>).
30 – 50 months	<ul style="list-style-type: none"> Listens to others one to one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Focusing attention – still listen or do, but can shift own attention. Is able to follow directions (if not intently focused on own choice of activity). 	<ul style="list-style-type: none"> Understands use of objects (e.g. “<i>What do we use to cut things?</i>”) Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture. Responds to simple instructions, e.g. to get or put away an object. Beginning to understand ‘why’ and ‘how’ questions. 	<ul style="list-style-type: none"> Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>). Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>). 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. <i>who, what, when, how</i>. Uses a range of tenses (e.g. <i>play, playing, will play, played</i>). Uses intonation, rhythm and phrasing to make the meaning clear to others. Uses vocabulary focused on objects and people that are of particular importance to them. Builds up vocabulary that reflects the breadth of their experiences. Uses talk in pretending that objects stand for something else in play.
40 – 60+ months	<ul style="list-style-type: none"> Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span. 	<ul style="list-style-type: none"> Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion. 	<ul style="list-style-type: none"> Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play.
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.	Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and 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.
Exceeded	Children listen to instructions and follow them accurately, asking for clarification if necessary. They listen attentively with sustained concentration to follow a story without pictures or props and can listen in a larger group, for example, at assembly.	After listening to stories children can express views about events or characters in the story and answer questions about why things happened. They can carry out instructions which contain several parts in a sequence.	Children show some awareness of the listener by making changes to language and non-verbal features. They recount experiences and imagine possibilities, often connecting ideas. They use a range of vocabulary in imaginative ways to add information, express ideas or to explain/justify actions or events.

Appendix 3:

Early Development Stages – Physical Development

Name

PD	Moving and handling	Health and self-care
Birth – 11 months	<ul style="list-style-type: none"> • Turns head in response to sounds and sights. • Gradually develops ability to hold up own head. • Makes movements with arms and legs which gradually become more controlled. • Rolls over from front to back, from back to front. • When lying on tummy becomes able to lift first head and then chest, supporting self with forearms and then straight arms. • Watches and explores hands and feet, e.g. when lying on back lifts legs into vertical position and grasps feet. • Reaches out for, touches and begins to hold objects. • Explores objects with mouth, often picking up an object and holding it to the mouth. 	<ul style="list-style-type: none"> • Responds to and thrives on warm, sensitive physical contact and care. • Expresses discomfort, hunger or thirst. • Anticipates food routines with interest.
8 – 20 months	<ul style="list-style-type: none"> • Sits unsupported on the floor. • When sitting, can lean forward to pick up small toys. • Pulls to standing, holding on to furniture or person for support. • Crawls, bottom shuffles or rolls continuously to move around. • Walks around furniture lifting one foot and stepping sideways (cruising), and walks with one or both hands held by adult. • Takes first few steps independently. • Passes toys from one hand to the other. • Holds an object in each hand and brings them together in the middle, e.g. holds two blocks and bangs them together. • Picks up small objects between thumb and fingers. • Enjoys the sensory experience of making marks in damp sand, paste or paint. • Holds pen or crayon using a whole hand (palmar) grasp and makes random marks with different strokes. 	<ul style="list-style-type: none"> • Opens mouth for spoon. • Holds own bottle or cup. • Grasps finger foods and brings them to mouth. • Attempts to use spoon: can guide towards mouth but food often falls off. • Can actively cooperate with nappy changing (lies still, helps hold legs up). • Starts to communicate urination, bowel movement.
16 – 26 months	<ul style="list-style-type: none"> • Walks upstairs holding hand of adult. • Comes downstairs backwards on knees (crawling). • Beginning to balance blocks to build a small tower. • Makes connections between their movement and the marks they make. 	<ul style="list-style-type: none"> • Develops own likes and dislikes in food and drink. • Willing to try new food textures and tastes. • Holds cup with both hands and drinks without much spilling. • Clearly communicates wet or soiled nappy or pants. • Shows some awareness of bladder and bowel urges. • Shows awareness of what a potty or toilet is used for. • Shows a desire to help with dressing/undressing and hygiene routines.

PD	Moving and handling	Health and self-care
22 – 36 months	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • Mounts stairs, steps or climbing equipment using alternate feet. • Walks downstairs, two feet to each step while carrying a small object. • Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. • Can stand momentarily on one foot when shown. • Can catch a large ball. • Draws lines and circles using gross motor movements. • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. • Holds pencil near point between first two fingers and thumb and uses it with good control. • Can copy some letters, e.g. letters from their name. 	<ul style="list-style-type: none"> • Can tell adults when hungry or tired or when they want to rest or play. • 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	<ul style="list-style-type: none"> • Experiments with different ways of moving. • Jumps off an object and lands appropriately. • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Travels with confidence and skill around, under, over and through balancing and climbing equipment. • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. • Uses simple tools to effect changes to materials. • Handles tools, objects, construction and malleable materials safely and with increasing control. • Shows a preference for a dominant hand. • Begins to use anticlockwise movement and retrace vertical lines. • Begins to form recognisable letters. • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. 	<ul style="list-style-type: none"> • Eats a healthy range of foodstuffs and understands need for variety in food. • Usually dry and clean during the day. • Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. • Shows understanding of how to transport and store equipment safely. • Practices some appropriate safety measures without direct supervision.
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.	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.
Exceeded	Children can hop confidently and skip in time to music. They hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to be able to write on lines and control letter size.	Children know about and can make healthy choices in relation to healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.

Appendix 4:

Early Development Stages – Literacy

Name

Literacy	Reading	Writing
Birth – 11 months	<ul style="list-style-type: none">• Enjoys looking at books and other printed material with familiar people.	
8 – 20 months	<ul style="list-style-type: none">• Handles books and printed material with interest.	
16 – 26 months	<ul style="list-style-type: none">• Interested in books and rhymes and may have favourites.	

Literacy	Reading	Writing
22 – 36 months	<ul style="list-style-type: none"> • Has some favourite stories, rhymes, songs, poems or jingles. • Repeats words or phrases from familiar stories. • Fills in the missing word or phrase in a known rhyme, story or game, e.g. ‘Humpty Dumpty sat on a..’ 	<ul style="list-style-type: none"> • Distinguishes between the different marks they make.
30 – 50 months	<ul style="list-style-type: none"> • Enjoys rhyming and rhythmic activities. • Shows awareness of rhyme and alliteration. • Recognises rhythm in spoken words. • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Beginning to be aware of the way stories are structured. • Suggests how the story might end. • Listens to stories with increasing attention and recall. • Describes main story settings, events and principal characters. • Shows interest in illustrations and print in books and print in the environment. • Recognises familiar words and signs such as own name and advertising logos. • Looks at books independently. • Handles books carefully. • Knows information can be relayed in the form of print. • Holds books the correct way up and turns pages. • Knows that print carries meaning and, in English, is read from left to right and top to bottom. 	<ul style="list-style-type: none"> • Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places.
40 – 60+ months	<ul style="list-style-type: none"> • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Links sounds to letters, naming and sounding the letters of the alphabet. • Begins to read words and simple sentences. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoys an increasing range of books. • Knows that information can be retrieved from books and computers. 	<ul style="list-style-type: none"> • Gives meaning to marks they make as they draw, write and paint. • Begins to break the flow of speech into words. • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together. • Links sounds to letters, naming and sounding the letters of the alphabet. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Writes own name and other things such as labels, captions. • Attempts to write short sentences in meaningful contexts.
Early Learning Goal	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.	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.
Exceeded	Children can read phonically regular words of more than one syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. They can describe the main events in the simple stories they have read.	Children can spell phonically regular words of more than one syllable as well as many irregular but high frequency words. They use key features of narrative in their own writing.

Appendix 5:

Early Development Stages – Mathematics

Name

Maths	Numbers	Shape, space and measure
Birth – 11 months	<ul style="list-style-type: none">• Notices changes in number of objects/images or sounds in a group of up to 3.	
8 – 20 months	<ul style="list-style-type: none">• Develops an awareness of number names through their enjoyment of action rhymes and songs that relate to their experience of numbers.• Has some understanding that things exist, even when out of sight.	<ul style="list-style-type: none">• Recognises big things and small things in meaningful contexts.• Gets to know and enjoy daily routines, such as getting-up time, mealtimes, nappy time, and bedtime.
16 – 26 months	<ul style="list-style-type: none">• Knows that things exist, even when out of sight.• Beginning to organise and categorise objects, e.g. putting all the teddy bears together or teddies and cars in separate piles.• Says some counting words randomly.	<ul style="list-style-type: none">• Attempts, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles.• Uses blocks to create their own simple structures and arrangements.• Enjoys filling and emptying containers.• Associates a sequence of actions with daily routines.• Beginning to understand that things might happen 'now'.

Maths	Numbers	Shape, space and measure
22 – 36 months	<ul style="list-style-type: none"> • Selects a small number of objects from a group when asked, for example, <i>'please give me one'</i>, <i>'please give me two'</i>. • Recites some number names in sequence. • Creates and experiments with symbols and marks representing ideas of number. • Begins to make comparisons between quantities. • Uses some language of quantities, such as <i>'more'</i> and <i>'a lot'</i>. • Knows that a group of things changes in quantity when something is added or taken away. 	<ul style="list-style-type: none"> • Notices simple shapes and patterns in pictures. • Beginning to categorise objects according to properties such as shape or size. • Begins to use the language of size. • Understands some talk about immediate past and future, e.g. <i>'before'</i>, <i>'later'</i> or <i>'soon'</i>. • Anticipates specific time-based events such as mealtimes or home time.
30 – 50 months	<ul style="list-style-type: none"> • Uses some number names and number language spontaneously. • Uses some number names accurately in play. • Recites numbers in order to 10. • Knows that numbers identify how many objects are in a set. • Beginning to represent numbers using fingers, marks on paper or pictures. • Sometimes matches numeral and quantity correctly. • Shows curiosity about numbers by offering comments or asking questions. • Compares two groups of objects, saying when they have the same number. • Shows an interest in number problems. • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. • Shows an interest in numerals in the environment. • Shows an interest in representing numbers. • Realises not only objects, but anything can be counted, including steps, claps or jumps. 	<ul style="list-style-type: none"> • Shows an interest in shape and space by playing with shapes or making arrangements with objects. • Shows awareness of similarities of shapes in the environment. • Uses positional language. • Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. • Shows interest in shapes in the environment. • Uses shapes appropriately for tasks. • Beginning to talk about the shapes of everyday objects, e.g. <i>'round'</i> and <i>'tall'</i>.
40 – 60+ months	<ul style="list-style-type: none"> • Recognise some numerals of personal significance. • Recognises numerals 1 to 5. • Counts up to three or four objects by saying one number name for each item. • Counts actions or objects which cannot be moved. • Counts objects to 10, and beginning to count beyond 10. • Counts out up to six objects from a larger group. • Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. • Counts an irregular arrangement of up to ten objects. • Estimates how many objects they can see and checks by counting them. • Uses the language of <i>'more'</i> and <i>'fewer'</i> to compare two sets of objects. • Finds the total number of items in two groups by counting all of them. • Says the number that is one more than a given number. • Finds one more or one less from a group of up to five objects, then ten objects. • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. • Records, using marks that they can interpret and explain. • Begins to identify own mathematical problems based on own interests and fascinations. 	<ul style="list-style-type: none"> • Beginning to use mathematical names for <i>'solid'</i> 3D shapes and <i>'flat'</i> 2D shapes, and mathematical terms to describe shapes. • Selects a particular named shape. • Can describe their relative position such as <i>'behind'</i> or <i>'next to'</i>. • Orders two or three items by length or height. • Orders two items by weight or capacity. • Uses familiar objects and common shapes to create and recreate patterns and build models. • Uses everyday language related to time. • Beginning to use everyday language related to money. • Orders and sequences familiar events. • Measures short periods of time in simple ways.
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.	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.
Exceeded	Children estimate a number of objects and check quantities by counting up to 20. They solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups.	Children estimate, measure, weigh and compare and order objects and talk about properties, position and time.

Appendix 6:

Early Development Stages – Understanding the World

Name

UW	People and communities	The world	Technology
Birth – 11 months		<ul style="list-style-type: none"> • Moves eyes, then head, to follow moving objects. • Reacts with abrupt change when a face or object suddenly disappears from view. • Looks around a room with interest; visually scans environment for novel, interesting objects and events. • Smiles with pleasure at recognisable playthings. • Repeats actions that have an effect, e.g. kicking or hitting a mobile or shaking a rattle. <p>See <i>also</i> Characteristics of Effective Learning – Playing and Exploring, <i>and</i> Physical Development</p>	
8 – 20 months		<ul style="list-style-type: none"> • Closely observes what animals, people and vehicles do. • Watches toy being hidden and tries to find it. • Looks for dropped objects. • Becomes absorbed in combining objects, e.g. banging two objects or placing objects into containers. • Knows things are used in different ways, e.g. a ball for rolling or throwing, a toy car for pushing. 	
16 – 26 months	<ul style="list-style-type: none"> • Is curious about people and shows interest in stories about themselves and their family. • Enjoys pictures and stories about themselves, their families and other people. 	<ul style="list-style-type: none"> • Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking. • Remembers where objects belong. • Matches parts of objects that fit together, e.g. puts lid on teapot. 	<ul style="list-style-type: none"> • Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times. • Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them.

UW	People and communities	The world	Technology
22 – 36 months	<ul style="list-style-type: none"> • Has a sense of own immediate family and relations. • In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. • Beginning to have their own friends. • Learns that they have similarities and differences that connect them to, and distinguish them from, others. 	<ul style="list-style-type: none"> • Enjoys playing with small-world models such as a farm, a garage, or a train track. • Notices detailed features of objects in their environment 	<ul style="list-style-type: none"> • Seeks to acquire basic skills in turning on and operating some ICT equipment. • Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.
30 – 50 months	<ul style="list-style-type: none"> • Shows interest in the lives of people who are familiar to them. • Remembers and talks about significant events in their own experience. • Recognises and describes special times or events for family or friends. • Shows interest in different occupations and ways of life. • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. 	<ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. • Can talk about some of the things they have observed such as plants, animals, natural and found objects. • Talks about why things happen and how things work. • Developing an understanding of growth, decay and changes over time. • Shows care and concern for living things and the environment. 	<ul style="list-style-type: none"> • Knows how to operate simple equipment e.g. turns on CD player and uses remote control. • Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. • Knows that information can be retrieved from computers
40 – 60+ months	<ul style="list-style-type: none"> • Enjoys joining in with family customs and routines. 	<ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns and change. 	<ul style="list-style-type: none"> • Completes a simple program on a computer. • Uses ICT hardware to interact with age-appropriate computer software.
Early Learning Goal	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.	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.	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.
Exceeded	Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past. They know that other children have different likes and dislikes and that they may be good at different things. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.	Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in. They know the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating, sinking, experimentation.	Children find out about and use a range of everyday technology. They select appropriate applications that support an identified need, for example in deciding how best to make a record of a special event in their lives, such as a journey on a steam train.

Appendix 7:

Early Development Stages – Expressive Arts and Design

Name

EAD	Exploring and using media and materials	Being imaginative
Birth – 11 months		
8 – 20 months	<ul style="list-style-type: none">• Explores and experiments with a range of media through sensory exploration, and using whole body.• Move their whole bodies to sounds they enjoy, such as music or a regular beat.• Imitates and improvises actions they have observed, e.g. clapping or waving.	
16 – 26 months	<ul style="list-style-type: none">• Begins to move to music, listen to or join in rhymes or songs.• Notices and is interested in the effects of making movements which leave marks.	<ul style="list-style-type: none">• Expresses self through physical action and sound.• Pretends that one object represents another, especially when objects have characteristics in common

EAD	Exploring and using media and materials	Being imaginative
22 – 36 months	<ul style="list-style-type: none"> • Joins in singing favourite songs. • Creates sounds by banging, shaking, tapping or blowing. • Shows an interest in the way musical instruments sound. • Experiments with blocks, colours and marks. 	<ul style="list-style-type: none"> • Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.' • Beginning to make-believe by pretending.
30 – 50 months	<ul style="list-style-type: none"> • Enjoys joining in with dancing and ring games. • Sings a few familiar songs. • Beginning to move rhythmically. • Imitates movement in response to music. • Taps out simple repeated rhythms. • Explores and learns how sounds can be changed. • Explores colour and how colours can be changed. • Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. • Beginning to be interested in and describe the texture of things • Uses various construction materials. • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Joins construction pieces together to build and balance. • Realises tools can be used for a purpose. 	<ul style="list-style-type: none"> • Developing preferences for forms of expression. • Uses movement to express feelings. • Creates movement in response to music. • Sings to self and makes up simple songs. • Makes up rhythms. • Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. • Engages in imaginative role-play based on own first-hand experiences. • Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. • Uses available resources to create props to support role-play. • Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.
40 – 60+ months	<ul style="list-style-type: none"> • Begins to build a repertoire of songs and dances. • Explores the different sounds of instruments. • Explores what happens when they mix colours. • Experiments to create different textures. • Understands that different media can be combined to create new effects. • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. • Uses simple tools and techniques competently and appropriately. • Selects appropriate resources and adapts work where necessary. • Selects tools and techniques needed to shape, assemble and join materials they are using. 	<ul style="list-style-type: none"> • Create simple representations of events, people and objects. • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. • Chooses particular colours to use for a purpose. • Introduces a storyline or narrative into their play. • Plays alongside other children who are engaged in the same theme. • Plays cooperatively as part of a group to develop and act out a narrative.
Early Learning Goal	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.	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.
Exceeded	Children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decisions about how media and materials can be combined and changed.	Children talk about the ideas and processes which have led them to make music, designs, images or products. They can talk about features of their own and others' work, recognising the differences between them and the strengths of others.