

## First Steps (0-2 years)

<p>End points-prime areas</p>	<p><b><u>0-12 months</u></b> I can: I am making early relationships with others, enjoying the company of adults and forming attachments which help me to soothe myself. I can hear and respond to the sounds made around me, moving my body, gaze and making facial expressions at points of interest. I look when my name is called and begin to take turns to babble in conversation. I can use crying, babbling, sounds and gestures to initiate interaction from others. I show emotions using crying, laughing and facial expressions. I can lift my head, push up onto my arms, roll and move my body with increasing control., eventually I can crawl in different directions, progressing onto steady walking. I am beginning to hold and grip objects. I am comfortable in my environment and explore using my senses. I am showing signs of communicating my needs with eye contact, gestures, movements and babbling. I am beginning to try solid foods and show signs I am aware I am wet/soiled.</p>	<p><b><u>12-18 months</u></b> I can: I am building on my social skills by watching others and showing interest in what they are doing. I am babbling more, copying gestures and progressing towards repeating single words. I am cruising and showing increasing steadiness on my feet. I reach for objects of interest and engage with the environment around me as I explore trying to communicate my needs with gestures such as pointing and words. I am able to show I am hungry thirsty or wet/soiled. I am able to understand simple instructions and words such as 'stop' or 'drink'. I am showing increasing engagement with activities and confidence in exploring new opportunities. I like to explore spaces and movement, fitting myself into tunnels and starting to climb. I enjoy stories and play with sounds, joining in with songs and music. I am showing enjoyment with my emotions such as laughing and smiling. The time I am awake and alert has increased and I nap less frequently, I can self soothe and sleep with less adult support.</p>	<p><b><u>18-24 months</u></b> I can: Show signs of good listening by turn taking in conversation, following one part instructions and understanding the names of objects. I can make choices when asked to choose between 2 things. I talk using simple words and short sentences and can understand simple questions. I am interested in everyone's play and sometimes join in or initiate play with others. I am developing as an individual showing a range of emotions and starting to control my impulses. I can share my likes and dislikes. I am showing increasing control in my gross motor skills to hold, grip, move and control. I listen carefully to sounds and can follow some songs and rhymes. I enjoy stories and music, joining in with actions and movements.</p>
<p>End points - specific areas</p>	<p><b><u>0-12 months</u></b> I can: Engage with sounds in the environment, I like pictures, books and digital images. I show interest in things which make sounds and try to make my own sounds with instruments and objects. I copy some movement from others. I am noticing patterns in routines and anticipating what is next. I explore the space around me and react to changes in the size of objects, beginning to show an awareness of size. I recognise the key people in my life and show responses to them.I explore sensory experiences.</p>	<p><b><u>12-18 months</u></b> I can: Engage with books and print, showing interest in images and stories. I take part in sensory activities and early mark making opportunities. I enjoy number rhymes and show interest in stacking, posting and arranging objects. I am beginning to recognise when amounts change. I build with a range of resources. I like exploring natural materials indoors and out. I have developed a sense of belonging showing confidence with my family members and key people in the setting. I'm beginning to play out my experiences and I enjoy noticing the effect my actions have on sensory materials. I repeat actions I like such as posting, hiding and moving objects.</p>	<p><b><u>18-24 months</u></b> I can: Show my preferences for stories and songs. I join in with actions and movements. I understand I can make marks in sensory materials and with mark making tools and do this with increasing intent. I can say some counting words and I am beginning to understand ordering and sequencing with numbers and size. I play with shapes using puzzles and objects. I can compare amounts using language such as lots or more. I explore materials with different properties and enjoy being in the natural world where I use all my senses to explore. I understand who special peoples are in my life and begin to notice differences between others. I play in a variety of ways to express myself including representing objects in pretend play and acting out familiar experiences. I show a developing imagination as I use resources and objects to enhance my ideas.</p>

## Caterpillars

<p><b>End points - prime areas</b></p>	<p><u>Autumn:</u> I can: Confidently access the environment when I am supported by familiar adults and sometimes alone. I am beginning to show an awareness for others and empathy by comforting friends or sharing resources. I am initiating play with peers for increasing lengths of time. I am becoming an individual who recognises differences in others. I am learning that my actions have consequences and can show a variety of feelings which I am increasingly able to regulate by seeking comfort or responding to situations appropriately. I like stories, songs and sound and join in with these activities. I can understand simple questions, simple instructions with one part and concepts like big and small or fast and slow. My conversation skills are improving as is my vocabulary and I hold short conversations. I can sit, stand and move in a variety of ways, showing increasing control as I learnt to climb, kick and wheel bikes. I can hold small objects and make marks using a palmer grip. I show my increasing independence by trying self-care routines such as handwashing and dressing.</p>	<p><u>Spring:</u> I can: Seek out peers to initiate play and I am forming some friendships, showing a care and concern for those who are special to me. I play cooperatively some of the time and enjoy others company. I show I understand emotions and others roles in my play such as role playing as someone else in different scenarios. I make my own choices and know I am special. I know I can hurt others and start to show some control in my actions. Respond to sounds I hear and recognise familiar sounds, I am beginning to describe sounds around me. I can identify action words and follow instructions with these during songs, rhymes and games. My increasing language enables me to share feelings, thoughts and ideas in simple sentences. I understand different ways to move and how these can help me achieve a goal. My fine motor control is increasing as I explore small objects and movements such as pinching. I am becoming aware of danger and risk and using familiar adults to support me when needed. I can hold a cup and drink and I am showing some signs I am aware I need the toilet. Some children may be competent in potty training.</p>	<p><u>Summer:</u> I can: Show more complex emotions such as embarrassment or pride. I can recognise more emotions in others and develop my responses. I show single channelled attention and can be engaged with activities for periods of time. I am showing understanding of more complex instructions involving a one or two components. I am beginning to understand the importance of listening and how to focus when sitting for short periods. I use questions such as why and who in my conversations and talk in turn with others in sentences of increasing length. I can combine my movements and show increasing control in running, jumping and I am beginning to balance. I move to music and show an awareness of rhythm through varying speed. I may be showing you a dominant hand in my fine motor activities. I can use the toilet, sometimes with a little support and remain mostly dry in the day. I can feed myself with my hands, hand wash and put my coat on. I communicate my needs confidently for example if I am hungry, tired or thirsty and can resolve these with increasing independence.</p>
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<p><b>End points - Specific areas</b></p>	<p><u>Autumn:</u> I can: Sing some of my favourite songs and choose favourite stories, sometimes repeating words and actions. I explore mark making in a variety of ways and represent objects and people with simple marks. I notice when amounts change or when objects and spaces don't fit together. I follow patterns of movement or sound. I role play and enjoy acting out things I may of experienced. I know my immediate family and recognise some family of others. I like small world play and familiar objects that I can use to create small worlds of my own. I create sounds in different ways and explore objects which I can make sound with by banging, tapping or shaking. I like dressing up and am beginning to use resources to support simple play ideas like talking on an object as a phone.</p>	<p><u>Spring:</u> I can: Follow the beat in songs and rhymes and begin to remember words and rhythm. I like stories and listen for increasing periods. I can tell you about my marks and distinguish between some simple marks such as circles or lines. I am starting to count sometimes in order as I say number names. I use my fingers to show numbers and count on them. I show spatial awareness and know when my body doesn't fit and how to move, remembering the places in my environment. I make simple constructions such as stacking or joining. I understand some routine and talk about past and future such as later or after. I am beginning to make some special relationships that I enjoy role play with. I represent my own experiences in my small world play, building familiar places. I notice features of things in my environment and like to explore outdoors. I experiment with arrangements such as building or creating with objects. I explore how I can control sounds with instruments and how I play them.</p>	<p><u>Summer:</u> I can: Join in confidently with songs, rhymes and stories and enjoy instruments and music. I remember words and phrases from familiar texts and have some favourite characters. I am showing increasing control in my mark making and drawings. I can give an amount of objects up to 3 from a group and start to count one object at a time in sequence. I can recognise different viewpoints such as near and far, responding to some spatial and positional language. I know when two objects have the same shape. I show interest in what happens next, remembering some routines and anticipating times of the day. I am beginning to recognise patterns in the environment. In my play I re-enact things familiar to me and explore my experiences with increasing friendships which help me recognise similarities and differences between myself and others. I like to talk about my family and can talk about the family of others. I comment on the natural world around me. I like to explore how things work and resources which have cause and effect. I use 2D and 3D resources to make and represent things in my creative play. I recognise colour and how this can be used. I am beginning to use imaginative language to describe sounds or movements such as 'scary music'.</p>
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## Butterflies

<p><b>End points - prime areas</b></p>	<p><u>Autumn:</u> I can: Separate from my caregiver to confidently access activities in the environment and sometimes play with others. I show confidence in sharing my likes/dislikes and can communicate my needs and feelings. I use my communication skills to verbalise in sentences and hold conversations as I build positive relationships and learn a wider range of vocabulary. I can follow one part instructions and sometimes more complex actions understanding actions words, concepts and prepositions. I can listen for short periods and recall information I have heard. I can hear and describe sounds. I understand the rules and boundaries and follow these most of the time with encouragement. I can recognise my own feelings and feelings of others. I show increasing confidence in gross motor movements such as balancing, hopping and jumping with both feet. I am able to use some one handed tools with increasing skill and control such as scissors and tweezers. I can put on my coat and attempt zips and buttons.</p>	<p><u>Spring:</u> I can: Begin to regulate my behaviour and emotions, recognising and responding appropriately to the feelings of others as I build on my friendships through collaborative play which I can maintain for increasing periods. I remember rules and boundaries and make the right choices. I am using longer sentences beyond 6 words and recalling new vocabulary with increasing clarity in my pronunciation. I show developing listening skills as I follow 2 part instructions, recall details in stories and build a large repertoire of songs/rhymes and remembering patterns and sequences using music and movement. I am showing a preference for a dominant hand as my control and skill using fine motor tools increases. I am making marks of different varieties in a multitude of ways. I can run, balance, jump and hop steadily. I am able to toilet, snack and wash my hands with a little support.</p>	<p><u>Summer:</u> I can: Play cooperatively, initiating and maintaining group activities in which I listen to and build on ideas with others. I can resolve conflict in my friendship groups appropriately using my communication skills, taking into account the feelings of others and regulating my own impulses and behaviour. I understand I am part of a community where everyone has different thoughts, ideas and feelings and show tolerance and respect. I know many rhymes and stories and can talk about them in detail. I speak and listen in turn with others, using sentences with varying tenses. I can make my own stories using a wide range of vocabulary. I can 'listen and do', showing increased attention to what is said even when occupied. I am beginning to follow instructions with 3 and 4 parts. I use a comfortable grip with mark making tools, forming letters from my name and a variety of detailed marks. I show control and stability in my gross motor movements and can ride a bike, throw and catch a ball and link appropriate movements to end goals.</p>
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<p><b>End points - Specific areas</b></p>	<p><u>Autumn:</u> I can: Listen to sounds and describe what I can hear, including clapping syllables from words. I sing a variety of songs remembering words and actions. I know print carries meaning and words can be read left to right in a variety of contexts. I understand story structure and can name parts of a book. I mark make and give meaning to my marks. I understand the 5 principles of counting. I show my mathematical understanding as I begin to sort and classify objects and talk about patterns and properties. I can continue AB patterns and create patterns of my own, in doing so I use language such as first, next, after; showing an understanding of sequencing. I use role play to explore and share experiences and show confidence in using my senses to explore new objects as my vocabulary increases. I am beginning to make sense of my family and our culture. I explore creative materials and processes, including construction, joining, colour and colour mixing. I show interest in the natural world using my senses to explore and appreciate how to care for the things around me.</p>	<p><u>Spring:</u> I can: Show increasing phonological awareness as I follow rhythms, clap syllables and match rhyming sounds. As my mark making develops I show an awareness of print knowledge as I begin to make marks in lines from the top of paper or left to right representing written text. I show increasing detail in my drawings such as circles for faces. I am beginning to use some marks to represent numbers. I have an embedded knowledge of numbers 1 to 6 including recognising the numeral, counting an amount and I know the last number of objects I count is the total. I can recognise more and fewer when comparing groups of objects. I sing with increasing awareness of pitch, volume and melody. I explore and talk about differences in materials and use this knowledge in my construction and creations. I use small world and role play to develop storylines and combine this with materials and learnt processes to achieve set goals. I explore how things work, making predictions and talking about what I hear, see, feel, smell and taste, sharing my thoughts and feelings confidently. I explore growth and change in the natural environment understanding simple life cycles such as plants, animals and people.</p>	<p><u>Summer:</u> I can: Show skill in phonological awareness as I begin to recognise words with the same initial sound, continue rhyming strings and link some letters to their sounds. I am able to form letters from my name and some other letters with good pencil control. My mark making shows skill as I represent movement, sounds and feelings in my drawings. I can use my number knowledge to solve mathematical problems such as comparing more and fewer and sharing objects equally. I am able to recognise and match numeral to quantity 1 to 6. I can name 2D shapes, understanding the difference between 'flat 2D' and 'solid' 3D shapes. I use describing words such as straight, curved, corners and sides when talking about shape properties. I can combine these shapes to make new ones. I am able to compare and talk about size, length, weight and capacity in simple terms. I can use my knowledge of positional language to describe routes or give instructions. I can spot errors in AB patterns and create more complex ABB patterns. I am developing an awareness of different countries, cultures and communities beyond my own and can talk about similarities and differences I can see in pictures, stories and experiences. I am interested in occupations and can link some of my own experiences to discussions. I construct and roleplay using my learnt knowledge to develop complex small worlds and narratives, which I can describe. I use different materials to join and create and choose processes for suitable purposes. I am in tune with the natural world and understand changes in seasons, weather and nature. I enjoy singing, dancing and often create my own songs, rhymes and movements.</p>
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