

	<p align="center">DESCRIPTION ‘DEVELOPMENT MATTERS’ – OBSERVING WHAT A CHILD IS LEARNING</p> <p align="center">Children develop at their own rates, and in their own ways. The statements below suggest a ‘typical range’ of development for Nursery–aged children.</p>
Listening & Attention	<ul style="list-style-type: none"> • <i>Listens to others one to one or in small groups, when conversation interests them.</i> • <i>Listens to stories with increasing attention and recall</i> • <i>Is able to follow directions (if not intently focused on own choice of activity).</i> • <i>Maintains attention, concentrates and sits quietly during appropriate activity.</i>
Understanding	<ul style="list-style-type: none"> • <i>Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture.</i> • <i>Beginning to understand ‘why’ and ‘how’ questions.</i> • <i>Able to follow a story without pictures or props.</i> • <i>Listens and responds to ideas expressed by others in conversation or discussion.</i>
Speaking	<ul style="list-style-type: none"> • <i>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</i> • <i>Questions why things happen and gives explanations. Asks e.g. who, what, when, how.</i> • <i>Uses vocabulary focused on objects and people that are of particular importance to them.</i> • <i>Builds up vocabulary that reflects the breadth of their experiences.</i>
Moving & Handling	<ul style="list-style-type: none"> • <i>Can demonstrate some basic skills - climbs stairs, runs skillfully negotiating space, stands momentarily on one foot when shown and can catch a large ball.</i> • <i>Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</i> • <i>Holds pencil near point between first two fingers and thumb and uses it with control.</i> • <i>Experiments with different ways of moving such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</i>
Health & self-care	<ul style="list-style-type: none"> • <i>Understands that equipment and tools have to be used safely and practices some appropriate safety measures without direct supervision.</i> • <i>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.</i> • <i>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</i>
Confidence & self-awareness	<ul style="list-style-type: none"> • <i>Can select and use activities and resources with help.</i> • <i>Is more outgoing towards unfamiliar people and more confident in new social situations.</i> • <i>Shows confidence in asking adults for help.</i> • <i>Confident to speak to others about own needs, wants, interests, opinions and will communicate freely about own home and community.</i>
Managing feelings & behaviour	<ul style="list-style-type: none"> • <i>Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</i> • <i>Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</i> • <i>Can usually adapt behaviour to different events, social situations and changes in routine.</i> • <i>Aware of the boundaries set, and of behavioural expectations in the setting.</i>
Making relationships	<ul style="list-style-type: none"> • <i>Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</i> • <i>Initiates play, offering cues to peers to join them.</i> • <i>Keeps play going by responding to what others are saying or doing.</i> • <i>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</i>

Reading	<ul style="list-style-type: none"> • Shows awareness of rhyme and alliteration. • Listens to and joins in with stories and poems, one-to-one and also in small groups, with increasing attention and recall. • Beginning to be aware of the way stories are structured, suggests how the story might end, describes main story settings, events and principal characters. • Hears and says the initial sound in words, beginning to link sounds to letters sounding some of the letters of the alphabet.
Writing	<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. • Uses some clearly identifiable letters to communicate meaning, can copy some letters eg letters from their name.
Numbers	<ul style="list-style-type: none"> • Uses some number names and number language spontaneously and whilst playing. • Shows an interest in numerals in the environment, recognising some numerals of personal significance. • Counts objects to 10, and beginning to count beyond 10.
Shape, space & measures	<ul style="list-style-type: none"> • Shows an interest in shape and space by playing with shapes or making arrangements with objects. • Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.
People & communities	<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. • 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. • Enjoys joining in with family customs and routines.
The world	<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.
Technology	<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. • Completes a simple program on a computer.
Exploring & using media and materials	<ul style="list-style-type: none"> • Explores the different sounds of instruments. • Explores what happens when they mix colours. • Experiments to create different textures. • Constructs and builds with a purpose in mind, using a variety of resources.
Being imaginative	<ul style="list-style-type: none"> • 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. • 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.