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|  | **DESCRIPTION ‘DEVELOPMENT MATTERS’ – OBSERVING WHAT A CHILD IS LEARNING**Children develop at their own rates, and in their own ways. The statements below suggest a ‘typical range’ of development for Nursery–aged children. |
| **Listening & Attention** | * *Listens to others one to one or in small groups, when conversation interests them.*
* *Listens to stories with increasing attention and recall*
* *Is able to follow directions (if not intently focused on own choice of activity).*
* *Maintains attention, concentrates and sits quietly during appropriate activity.*
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| **Understanding** | * *Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture.*
* *Beginning to understand ‘why’ and ‘how’ questions.*
* *Able to follow a story without pictures or props.*
* *Listens and responds to ideas expressed by others in conversation or discussion.*
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| **Speaking** | * *Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.*
* *Questions why things happen and gives explanations. Asks e.g. who, what, when, how.*
* *Uses vocabulary focused on objects and people that are of particular importance to them.*
* *Builds up vocabulary that reflects the breadth of their experiences.*
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| **Moving & Handling** | * *Can demonstrate some basic skills - climbs stairs, runs skillfully negotiating space, stands momentarily on one foot when shown and can catch a large ball.*
* *Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.*
* *Holds pencil near point between first two fingers and thumb and uses it with control.*
* *Experiments with different ways of moving such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.*
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| **Health & self- care** | * *Understands that equipment and tools have to be used safely and practices some appropriate safety measures without direct supervision.*
* *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.*
* *Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.*
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| **Confidence & self-awareness** | * *Can select and use activities and resources with help.*
* *Is more outgoing towards unfamiliar people and more confident in new social situations.*
* *Shows confidence in asking adults for help.*
* *Confident to speak to others about own needs, wants, interests, opinions and will communicate freely about own home and community.*
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| **Managing feelings & behaviour** | * *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.*
* *Aware of the boundaries set, and of behavioural expectations in the setting.*
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| **Making relationships** | * *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.*
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| **Reading** | * *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.*
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| **Writing** | * *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.*
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| **Numbers** | * *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.*
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| **Shape, space & measures** | * *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.*
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| **People & communities** | * *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.*
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| **The world** | * *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.*
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| **Technology** | * *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.*
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| **Exploring & using media and materials** | * *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.*
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| **Being imaginative** | * *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.*
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