JOINT BASELINE ASSESSMENT

Child’s Name ........................................................................................................ Date............................................

Parent Signature ............................................................................................................

Staff Signature ..............................................................................................................
### Development Statements for babies – 11 months

**Making relationships**
- 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.

**Self confidence and awareness**
- 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.
- 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.

**Listening and attention**
- 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.

**Understanding**
- Stops and looks when hears own name.
- Starts to understand contextual clues, e.g. familiar gestures, words and sounds.

**Speaking**
- 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.
- Practices and gradually develops speech sounds (babbling) to communicate with adults; says sounds like ‘baba, nono, gogo’.

**Moving and handling**
- 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.

**Health and care**
- Responds to and thrives on warm, sensitive physical contact and care.
- Expresses discomfort, hunger or thirst.
- Anticipates food routines with interest.

**Reading**
- Enjoys looking at books and other printed material with familiar people.

**Writing**
- EYFS does not track this “aspect” for this age band.

**Numbers**
- Enjoys ‘peek a boo’ and other hiding games.

**Shape, space and measure**
- EYFS does not track this “aspect” for this age band.

**People and communities**
- EYFS does not track this “aspect” for this age band.

**The world**
- 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.

**Technology**
- EYFS does not track this “aspect” for this age band.

**Exploring and using media and materials**
- EYFS does not track this “aspect” for this age band.

**Being imaginative**
- EYFS does not track this “aspect” for this age band.
### Development Statements for 8 – 20 Months

<table>
<thead>
<tr>
<th>Prime Areas</th>
<th>Personal, Social and Emotional Development</th>
<th>Physical Development</th>
<th>Communication and Language</th>
<th>Literacy</th>
<th>Mathematics</th>
<th>Understanding the World</th>
<th>Specific Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Making relationships</strong></td>
<td>Seeks to gain attention in a variety of ways, drawing others into social interaction.</td>
<td>Builds relationships with special people.</td>
<td>Is wary of unfamiliar people.</td>
<td>Interacts with others and explores new situations when supported by familiar person.</td>
<td>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.</td>
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<tr>
<td><strong>Self confidence and awareness</strong></td>
<td>Enjoys finding own nose, eyes or tummy as part of naming games.</td>
<td>Learns that own voice and actions have effects on others.</td>
<td>Uses pointing with eye gaze to make requests, and to share an interest.</td>
<td>Engages other person to help achieve a goal, e.g. to get an object out of reach.</td>
<td><strong>EYFS does not track this &quot;aspect&quot; for this age band.</strong></td>
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<tr>
<td><strong>Managing feelings and behaviour</strong></td>
<td>Uses familiar adult to share feelings such as excitement or pleasure, and for &quot;emotional refuelling&quot; when feeling tired, stressed or frustrated.</td>
<td>Growing ability to soothe themselves, and may like to use a comfort object.</td>
<td>Cooperates with care-giving experiences, e.g. dressing.</td>
<td>Beginning to understand ‘yes’, ‘no’ and some boundaries.</td>
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<tr>
<td><strong>Listening and attention</strong></td>
<td>Moves whole bodies to sounds they enjoy, such as music or a regular beat.</td>
<td>Has a strong exploratory impulse.</td>
<td>Concentrates intently on an object or activity of own choosing for short periods.</td>
<td>Pays attention to dominant stimulus – easily distracted by noises or other people talking.</td>
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<tr>
<td><strong>Understanding</strong></td>
<td>Developing the ability to follow others' body language, including pointing and gesture.</td>
<td>Responds to the different things said in everyday language.</td>
<td>Understanding of single words in context is developing, e.g. ‘cup’, ‘milk’, ‘daddy’.</td>
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<tr>
<td><strong>Speaking</strong></td>
<td>Uses sounds in play, e.g. &quot;brrrm&quot; for toy car.</td>
<td>Uses single words.</td>
<td>Frequently imitates words and sounds.</td>
<td>Enjoys babbling and increasingly experiments with using sounds and words to communicate for a range of purposes (e.g. teddy, more, no, bye-bye.)</td>
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<tr>
<td><strong>Moving and handling</strong></td>
<td>Sits unsupported on the floor.</td>
<td>When sitting, can lean forward to pick up small toys.</td>
<td>Pulls to standing, holding on to furniture or person for support.</td>
<td>Crawls, bottom shuffles or rolls continuously to move around.</td>
<td>Walks around furniture lifting one foot and stepping sideways (cruising), and walks with one or both hands held by adult.</td>
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<tr>
<td><strong>Moving and handling continued</strong></td>
<td>Holds an object in each hand and brings them together in the middle, e.g. holds two blocks and bangs them together.</td>
<td>Picks up small objects between thumb and fingers.</td>
<td>Enjoys the sensory experience of making marks in damp sand, paste or paint.</td>
<td>Holds pen or crayon using a whole hand (palmar) grasp and makes random marks with different strokes.</td>
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<tr>
<td><strong>Health and self care</strong></td>
<td>Opens mouth for spoon.</td>
<td>Holds own bottle or cup.</td>
<td>Grasps finger foods and brings them to mouth.</td>
<td>Attempts to use spoon: can guide towards mouth but food often falls off.</td>
<td>Can actively cooperate with nappy changing (ties still, helps hold legs up).</td>
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<tr>
<td><strong>Reading</strong></td>
<td>Handles books and printed material with interest.</td>
<td><strong>EYFS does not track this &quot;aspect&quot; for this age band.</strong></td>
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<tr>
<td><strong>Writing</strong></td>
<td><strong>EYFS does not track this &quot;aspect&quot; for this age band.</strong></td>
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<tr>
<td><strong>Numbers</strong></td>
<td>Develops an awareness of number names through their enjoyment of action rhymes and songs that relate to their experience of numbers.</td>
<td>Has same understanding that things exist, even when out of sight.</td>
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<tr>
<td><strong>Shape, space and measure</strong></td>
<td>Recognises big things and small things in meaningful contexts.</td>
<td>Gets to know and enjoy daily routines, such as getting-up time, mealtimes, nappy time, and bedtime.</td>
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<tr>
<td><strong>People and communities</strong></td>
<td><strong>EYFS does not track this &quot;aspect&quot; for this age band.</strong></td>
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<tr>
<td><strong>The world</strong></td>
<td>Closely observes what animals, people and vehicles do.</td>
<td>Watches toy being hidden and tries to find it.</td>
<td>Looks for dropped objects.</td>
<td>Becomes absorbed in combining objects, e.g. banging two objects or placing objects into containers.</td>
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<tr>
<td><strong>Technology</strong></td>
<td><strong>EYFS does not track this &quot;aspect&quot; for this age band.</strong></td>
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<tr>
<td><strong>Exploring and using media and materials</strong></td>
<td>Explores and experiments with a range of media through sensory exploration, and using whole body.</td>
<td>Move their whole bodies to sounds they enjoy, such as music or a regular beat.</td>
<td>Imitates and improvises actions they have observed, e.g. clapping or waving.</td>
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<tr>
<td><strong>Expressive Arts and Design</strong></td>
<td><strong>EYFS does not track this &quot;aspect&quot; for this age band.</strong></td>
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<tr>
<td><strong>Being imaginative</strong></td>
<td><strong>EYFS does not track this &quot;aspect&quot; for this age band.</strong></td>
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### Development Statements for 16 – 26 Months

#### Personal, Social and Emotional Development

<table>
<thead>
<tr>
<th>Area</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making relationships</td>
<td>Plays alongside others. Plays cooperatively with a familiar adult, e.g. rolling a ball back and forth.</td>
</tr>
<tr>
<td>Self confidence and awareness</td>
<td>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 (supports 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.</td>
</tr>
<tr>
<td>Managing feelings and behaviour</td>
<td>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.</td>
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</tbody>
</table>

#### Communication and Language

<table>
<thead>
<tr>
<th>Area</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening and attention</td>
<td>Listens to and enjoys rhythmic patterns in rhymes and stories. Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations.</td>
</tr>
<tr>
<td>Understanding</td>
<td>Selects familiar objects by name and will go and find objects when asked, or identify objects from a group. Understands simple sentences (e.g. 'Throw the ball.')</td>
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<tr>
<td>Speaking</td>
<td>Copies familiar expressions, e.g. 'Oh dear', 'All gone'. Beginning to put two words together (e.g. 'want ball', 'more juice'). Uses different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot). Beginning to ask simple questions. Beginning to talk about people and things that are not present.</td>
</tr>
</tbody>
</table>

#### Physical Development

<table>
<thead>
<tr>
<th>Area</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health and self care</td>
<td>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 a desire to help with dressing/undressing and hygiene routines.</td>
</tr>
<tr>
<td>Moving and handling</td>
<td>Walks upstairs holding hand of adult. Comes downstairs backwards on knees (crawling). Beginning to balance blocks to build a small tower.</td>
</tr>
</tbody>
</table>

#### Literacy

<table>
<thead>
<tr>
<th>Area</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Interested in books and rhymes and may have favourites</td>
</tr>
<tr>
<td>Writing</td>
<td>EYFS does not track this aspect for the age band</td>
</tr>
</tbody>
</table>

#### Mathematics

<table>
<thead>
<tr>
<th>Area</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numbers</td>
<td>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.</td>
</tr>
<tr>
<td>Shape, space and measure</td>
<td>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'.</td>
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</tbody>
</table>

#### Specific Areas

<table>
<thead>
<tr>
<th>Area</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>People and communities</td>
<td>Is curious about people and shows interest in stories about themselves and their family.</td>
</tr>
<tr>
<td>The world</td>
<td>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.</td>
</tr>
<tr>
<td>Technology</td>
<td>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.</td>
</tr>
<tr>
<td>Expressive Arts and Design</td>
<td>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. 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.</td>
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<tr>
<td>Being imaginative</td>
<td>Expresses self through physical action and sound. Pretends that one object represents another, especially when objects have characteristics in common.</td>
</tr>
<tr>
<td>Prime Area</td>
<td>Personal, Social and Emotional Development</td>
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<tr>
<td>-----------------------------------------------</td>
<td>------------------------------------------------------------</td>
</tr>
<tr>
<td>Communication and language</td>
<td></td>
</tr>
<tr>
<td>Understanding</td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
<td>Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</td>
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<td>Holds a conversation, jumping from topic to topic.</td>
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<td>Learns new words very rapidly and is able to use them in communicating.</td>
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<td>Uses gestures, sometimes with limited talk, e.g. reaches towards toy, saying 'I have it'.</td>
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<td>Uses a variety of questions (e.g. what, where, who).</td>
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<td>Uses simple sentences (e.g. 'Mummy gonna work.')</td>
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<td>Beginning to use word endings (e.g. going, cars)</td>
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<tr>
<td>Physical Development</td>
<td></td>
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<tr>
<td>Moving and handling</td>
<td>Runs safely on whole foot.</td>
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<td>Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.</td>
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<td>Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.</td>
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<td>Can kick a large ball.</td>
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<td>Turns pages in a book, sometimes several at once.</td>
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<td>Shows control in holding and using junk to pour, hammers, books and marking tools.</td>
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<tr>
<td>Moving and handling continued</td>
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<tr>
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<td>Inmates drawing simple shapes such as circles and lines.</td>
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<td>Walks upstairs or downstairs holding onto a rail two feet to a step.</td>
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<td>May be beginning to show preference for dominant hand.</td>
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<tr>
<td>Health and self care</td>
<td>Foods self competently with spoon.</td>
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<td>Drinks well without spilling.</td>
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<td>Clearly communicates their need for potty or toilet.</td>
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<td>Beginning to recognise danger and seeks support of significant adults for help.</td>
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<td>Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt.</td>
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<td>Beginning to be independent in self-care, but still often needs adult support.</td>
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<tr>
<td>Reading</td>
<td>Has some favourite stories, rhymes, songs, poems or jingles.</td>
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<td>Repeats words or phrases from familiar stories.</td>
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<td>Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty'.</td>
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<tr>
<td>Writing</td>
<td>Distinguishes between the different marks they make.</td>
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<tr>
<td>Numbers</td>
<td>Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'.</td>
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<td>Recites some number names in sequence.</td>
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<td>Creates and experiments with symbols and marks representing ideas of number.</td>
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<td>Begins to make comparisons between quantities.</td>
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<td>Uses some language of quantities, such as 'more' and 'a lot'.</td>
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<td>Knows that a group of things changes in quantity when something is added or taken away.</td>
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<tr>
<td>Shape, space and measure</td>
<td>Notices simple shapes and patterns in pictures.</td>
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<td>Beginning to categorise objects according to properties such as shape or size.</td>
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<td>Begins to use the language of size.</td>
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<td>Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'.</td>
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<td>Anticipates specific time-based events such as mealtimes or home time.</td>
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<tr>
<td>People and communities</td>
<td>Has a sense of own immediate family and relations.</td>
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<td>In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.</td>
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<td>Beginning to have their own friends.</td>
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<td>Learns that they have similarities and differences that connect them to, and distinguish them from, others.</td>
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<tr>
<td>Understanding the world</td>
<td>Enjoys playing with small-world models such as a farm, a garage, or a train track.</td>
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<td>Notices detailed features of objects in their environment.</td>
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<tr>
<td>Technology</td>
<td>Seeks to acquire basic skills in turning on and operating some ICT equipment.</td>
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<td>Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.</td>
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<tr>
<td>Exploring and using media and materials</td>
<td>Joins in singing favourite songs.</td>
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<td>Creates sounds by banging, shaking, tapping or blowing.</td>
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<td>Shows an interest in the way musical instruments sound.</td>
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<td>Experiments with blocks, colours and marks.</td>
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<tr>
<td>Expressive arts and language</td>
<td>Begins to use representation to communicate, e.g. drawing a line and saying 'That's me.'</td>
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<td>Beginning to make-believe by pretending.</td>
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<tr>
<td>Being imaginative</td>
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Development Statements for 22 – 36 Months

**Making relationships**
- 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.

**Self confidence and awareness**
- Separates from main carer with support and encouragement from a familiar adult.
- Expresses own preferences and interests.

**Managing feelings and behaviour**
- Seeks comfort from familiar adults when such as sad, happy, cross, scared, worried.
- Can express their own feelings and wishes of others.
- 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.

**Listening and attention**
- 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.
- Understands who, what, where in simple questions (e.g. who's that? What's that? Where is it?).
- Developing understanding of simple concepts (e.g. big/little).

**Understanding**
- Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.
- Identifies action words by pointing to the right picture, e.g. “Who’s jumping?”
- Understands more complex sentences, e.g. “Put your toys away and then we’ll read a book.”
- Understands who, what, where in simple questions (e.g. who’s that? What’s that? Where is it?).
- Developing understanding of simple concepts (e.g. big/little).

**Speaking**
- Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.
- Identifies action words by pointing to the right picture, e.g. “Who’s jumping?”
- Understands more complex sentences, e.g. “Put your toys away and then we’ll read a book.”
- Understands who, what, where in simple questions (e.g. who’s that? What’s that? Where is it?).
- Developing understanding of simple concepts (e.g. big/little).

**Physical Development**
- Begins to make-believe by pretending.
- Expresses own preferences and interests.
- Separates from main carer with support and encouragement from a familiar adult.
- Expresses own preferences and interests.
- Growing ability to distract self when upset, e.g. by engaging in a new play activity.

**Literacy**
- Distinguishes between the different marks they make.
- Selects a small number of objects from a group when asked, for example, ‘please give me one’, ‘please give me two’.
- 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 ‘more’ and ‘a lot’.
- Knows that a group of things changes in quantity when something is added or taken away.

**Mathematics**
- 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. ‘before’, ‘later’ or ‘soon’.
- Anticipates specific time-based events such as mealtimes or home time.

**People and communities**
- 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.

**The world**
- Enjoys playing with small-world models such as a farm, a garage, or a train track.
- Notices detailed features of objects in their environment.
- Beginning to have their own friends.
- Learns that they have similarities and differences that connect them to, and distinguish them from, others.

**Technology**
- 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.
- Beginning to have their own friends.
- Learns that they have similarities and differences that connect them to, and distinguish them from, others.

**Exploring and using media and materials**
- 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.

**Being imaginative**
- Beginning to use representation to communicate, e.g. drawing a line and saying ‘That’s me.’
- Beginning to make-believe by pretending.
## Development Statements for 30 – 50 Months

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<td>Specific Areas</td>
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<td><strong>Making relationships</strong></td>
<td>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.</td>
<td><strong>Self confidence and awareness</strong></td>
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