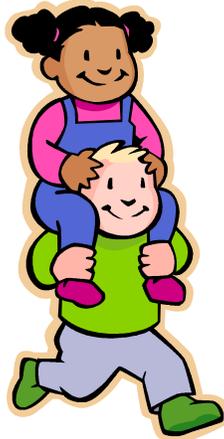


Learning through play



Personal, Social and Emotional Development: Development Matters

We are working towards these Early Learning Goals



Dispositions and Attitudes

16 – 26 months

- Learn that they are special through the responses of adults to individual differences and similarities.
- Develop a curiosity about things and processes.
- Take pleasure in learning new skills.

22 – 36 months

- Show their particular characteristics, preferences and interests.
- Begin to develop self-confidence and a belief in themselves.

30 – 50 months

- Seek and delight in new experiences.
- Have a positive approach to activities and events.
- Show confidence in linking up with others for support and guidance.
- Show increasing independence in selecting and carrying out activities.

40 – 60+ months

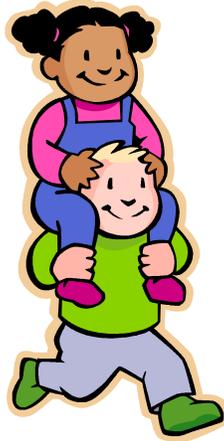
- Display high levels of involvement in activities.
- Persist for extended periods of time an activity of their choosing.

Early Learning Goals

- Continue to be interested, excited and motivated to learn.
- Be confident to try new activities, initiate ideas and speak in a familiar group.
- Maintain attention, concentrate and sit quietly when appropriate.

Personal, Social and Emotional Development: Development Matters

We are working towards these Early Learning Goals



Self-confidence and Self-esteem

16 – 26 months

- Make choices that involve challenge, when adults ensure their safety.
- Explore from the security of a close relationship with a caring and responsive adult.
- Develop confidence in own abilities.

22 – 36 months

- Begin to be assertive and self-assured when others have realistic expectations of their competence.
- Begin to recognise danger and know who to turn to for help.
- Feel pride in their own achievements.

30 – 50 months

- Show increasing confidence in new situations.
- Talk freely about their home and community.
- Take pleasure in gaining more complex skills.
- Have a sense of personal identity.

40 – 60+ months

- Express needs and feelings in appropriate ways.
- Have an awareness and pride in self as having own identify and abilities.

Early Learning Goals

- Respond to significant experiences, showing a range of feelings when appropriate.
- Have a developing awareness of their own needs, views and feelings, and be sensitive to the needs, views and feelings of others.
- Have a developing respect for their own cultures and beliefs and those of other people.

Personal, Social and Emotional Development: Development Matters

We are working towards these Early Learning Goals



Making Relationships

16 – 26 months

- Look to others for responses which confirm, contribute to, or challenge their understanding of themselves.
- Can be caring towards each other.

22 – 36 months

- Learn social skills, and enjoy being with and talking to adults and other children.
- Seek out others to share experiences.
- Respond to the feelings and wishes of others.

30 – 50 months

- Feel safe and secure, and show a sense of trust.
- Form friendships with other children.
- Demonstrate flexibility and adapt their behaviour to different events, social situations and changes in routine.

40 – 60+ months

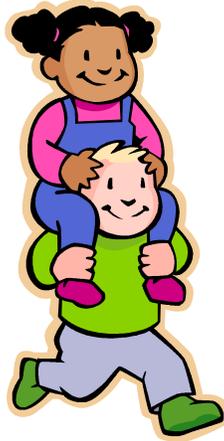
- Value and contribute to own well-being and self-control.

Early Learning Goals

- Form good relationships with adults and peers.
- Work as part of a group or class, taking turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously.

Personal, Social and Emotional Development: Development Matters

We are working towards these Early Learning Goals



Behaviour and Self-control

16 – 26 months

- Begin to learn that some things are theirs, some things are shared, and some things belong to other people.

22 – 36 months

- Are aware that some actions can hurt or harm others.

30 – 50 months

- Begin to accept the needs of others, with support.
- Show care and concern for others, for living things and the environment.

40 – 60+ months

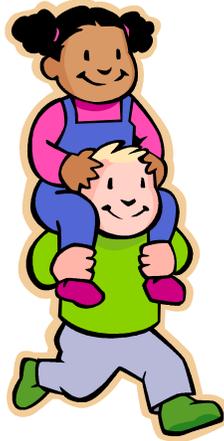
- Show confidence and the ability to stand up for own rights.
- Have an awareness of the boundaries set, and behavioural expectations in the setting.

Early Learning Goals

- Understand what is right, what is wrong, and why.
- Consider the consequences of their words and actions for themselves and others.

Personal, Social and Emotional Development: Development Matters

We are working towards these Early Learning Goals



Self-care

16 – 26 months

- Show a desire to help with dress and hygiene routines.
- Communicate preferences.

22 – 36 months

- Seek to do things for themselves, knowing that an adult is close by, ready to support and help if needed.
- Become more aware that choices have consequences.
- Take pleasure in personal hygiene including toileting.

30 – 50 months

- Show willingness to tackle problems and enjoy self-chosen challenges.
- Demonstrate a sense of pride in own achievement.
- Take initiatives and manage developmentally appropriate tasks.

40 – 60+ months

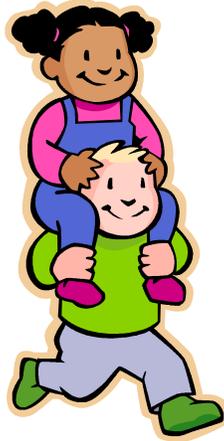
- Operate independently within the environment and show confidence in linking up with others for support and guidance.
- Appreciate the need for hygiene.

Early Learning Goals

- Dress and undress independently and manage their own personal hygiene.
- Select and use activities and resources independently.

Personal, Social and Emotional Development: Development Matters

We are working towards these Early Learning Goals



Sense of Community

16 – 26 months

- Learn that they have similarities and differences that connect them to, and distinguish them from, others.

22 – 36 months

- Show a strong sense of self as a member of different communities, such as their family or setting.
- Show affection and concern for special people.

30 – 50 months

- Make connections between different parts of their life experience.

40 – 60+ months

- Have an awareness of, and an interest in, cultural and religious differences.
- Have a positive self- image, and show that they are comfortable with themselves.
- Enjoy joining in with family customs and routines.

Early Learning Goals

- Understand that people have different needs, views, cultures and beliefs that need to be treated with respect.
- Understand that they can expect others to treat their needs, views, cultures and beliefs with respect.

Communication, Language and Literacy: Development Matters

We are working towards these Early Learning Goals



Language for Communication

16 – 26 months

- Use single-word and two-word utterances to convey simple and more complex messages.
- Understand simple sentences.

22 – 36 months

- Learn new words very rapidly and are able to use them in communicating about matters which interest them.

30 – 50 months

- Use simple statements and questions often linked to gestures.
- Use intonation, rhythm and phrasing to make their meaning clear to others.
- Join in with repeated refrains and anticipate key events and phrases in rhymes and stories.
- Listen to stories with increasing attention and recall.
- Describe main story settings, events and principal characters.
- Listen to others in one-to-one/small groups when conversation interests them.
- Respond to simple instructions.
- Question why things happen and give explanations.
- Use vocabulary focused on objects and people who are of particular importance to them.
- Begin to experiment with language describing possession.
- Build up vocabulary that reflects the breadth of their experiences.
- Begin to use more complex sentences.
- Use a widening range of words to express or elaborate on ideas.

Communication, Language and Literacy: Development Matters

We are working towards these Early Learning Goals



Language for Communication: continued...

40 – 60+ months

- Have confidence to speak to others about wants and interests.
- Talk alongside others, rather than with them.
- Use talk to gain attention and use action rather than talk to demonstrate or explain to others.
- Initiate conversation, attend to and take account of what others say.
- Extend vocabulary, especially by grouping and naming.
- Use vocabulary and forms of speech that are increasingly influenced by experience of books.
- Link statements and stick to a main theme or intention.
- Consistently develop a simple story, explanation or line of questioning.
- Use language for an increasing range of purposes.
- Use simple grammatical structures.

Early Learning Goals

- **Interact with others, negotiating plans and activities and taking turns in conversation.**
- **Enjoy listening to and using spoken and written language, and readily turn to it in their play and learning.**
- **Sustain attentive listening, responding to what they have heard by relevant comments, questions or actions.**
- **Listen with enjoyment, and respond to stories, songs and other music, rhymes and poems and make up their own stories, songs, rhymes and poems.**
- **Extend their vocabulary, exploring the meanings and sounds of new words.**
- **Speak clearly and audibly with confidence and control and show awareness of the listener.**

Communication, Language and Literacy: Development Matters

We are working towards these Early Learning Goals



Language for Thinking

16 – 26 months

- Are able to respond to simple requests and grasp meaning from context.

22 – 36 months

- Use action, sometimes with limited talk, that is largely concerned with the 'here and now'.
- Use language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.

30 – 50 months

- Talk activities through, reflecting on and modifying what they are doing.
- Use talk to give new meanings to objects and actions, treating them as symbols for other things.
- Use talk to connect ideas, explain what is happening and anticipate what might happen next.
- Use talk, actions and objects to recall and relive past experiences.

40 – 60+ months

- Begin to use talk instead of action to rehearse, reorder and reflect on past experience, linking significant events from own experience and from stories, paying attention to sequence and how events lead into one another.
- Begin to make patterns in their experience through linking cause and effect, sequencing, ordering and grouping.
- Begin to use talk to pretend imaginary situations.

Early Learning Goals

- Use language to imagine and recreate roles and experiences.
- Use talk to organise, sequence and clarify thinking, ideas, feelings and events.

Communication, Language and Literacy: Development Matters

We are working towards these Early Learning Goals



Linking Sounds and Letters

16 – 26 months

- Listen to and enjoy rhythmic patterns in rhymes and stories.

22 – 36 months

- Distinguish one sound from another.
- Show interest in play with sounds, songs, and rhymes.
- Repeat words or phrases in familiar stories.

30 – 50 months

- Enjoy rhyming and rhythmic activities.
- Show awareness of rhyme and alliteration.
- Recognise rhythm in spoken words.

40 – 60+ months

- Continue a rhyming string.
- Hear and say the initial sound in words and know which letters represent some of the sounds.

Early Learning Goals

- Hear and say sounds in words in the order in which they occur.
- Link sounds to letters, naming and sounding the letters of the alphabet.
- Use their phonic knowledge to write simple, regular words and make phonetically plausible attempts at more complex words.

Communication, Language and Literacy: Development Matters

We are working towards these Early Learning Goals



Reading

16 – 26 months

- Show interest in familiar stories, songs and rhymes.

22 – 36 months

- Have some favourite stories, rhymes, songs, poems or jingles.

30 – 50 months

- Listen to and join in with stories and poems, one-to-one and also in small groups.
- Begin to be aware of the way stories are structured.
- Suggest how the story might end.
- Show interest in illustrations and print in books and print in the environment.
- Handle books carefully.
- Know information can be relayed in the form of print.
- Hold books the correct way up and turn pages.
- Understand the concept of a word.

40 – 60+ months

- Enjoy an increasing range of books.
- Know that information can be retrieved from books and computers.

Early Learning Goals

- Explore and experiment with sounds, words and texts.
- Retell narratives in the correct sequence, drawing on language patterns of stories.
- Read a range of familiar and common words and simple sentences independently.
- Know that print carries meaning and, in English, is read from left to right and top to bottom.
- Show an understanding of the elements of stories, such as main character, sequencing of event and openings, and how information can be found in non-fiction texts to answer questions about where, who why and how.

Communication, Language and Literacy: Development Matters

We are working towards these Early Learning Goals



Writing

16 – 26 months

- Examine the marks they and others make.

22 – 36 months

- Distinguish between the different marks they make.

30 – 50 months

- Sometimes give meaning to marks as they draw and paint.
- Ascribe meanings to marks that they see in different places.

40 – 60+ months

- Begin to break the flow of speech into words.
- Use writing as a means of recording and communicating

Early Learning Goals

- Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words.
- Attempt writing for different purposes, using features of different forms such as lists, stories and instructions.
- Write their own names and other things such as labels and captions and begin to form simple sentences, sometimes using punctuation.

Communication, Language and Literacy: Development Matters

We are working towards these Early Learning Goals



Hand-writing

16 – 26 months

- Make random marks with their fingers and some tools.

22 – 36 months

- Begin to show some control in their use of tools and equipment.

30 – 50 months

- Use one-handed tools and equipment.
- Draw lines and circles using gross motor movements.
- Manipulate objects with increasing control.

40 – 60+ months

- Begin to use anticlockwise movement and retrace vertical lines.
- Begin to form recognisable letters.

Early Learning Goals

- Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.

Problem Solving, Reasoning and Numeracy: Development Matters

We are working towards these Early Learning Goals



Numbers as Labels and for Counting

16 – 26 months

- Say some counting words randomly.
- Distinguish between quantities, recognising a group of objects is more than one.
- Gain awareness of one-to-one correspondence through categorising belongings, starting with “mine” or “Mummy’s”.

22 – 36 months

- Have some understanding of 1 and 2, especially when the number is important for them.
- Create and experiment with symbols and marks.
- Use some number language, such as ‘more’ and ‘a lot’.
- Recite some number names in sequence.

30 – 50 months

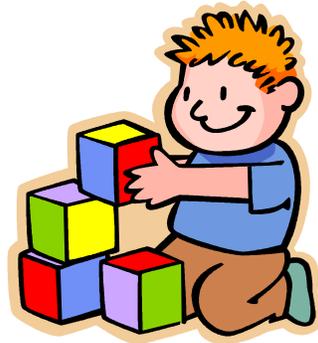
- Use some number names and number language spontaneously.
- Show curiosity about numbers by offering comments or asking questions.
- Use some number names accurately in play.
- Sometimes match number and quantity correctly.
- Recognise groups with one, two or three objects.

40 – 60+ months

- Recognise some numerals of personal significance.
- Count up to three or four objects by saying one number name for each item.
- Count out up to six objects from a larger group.
- Count actions or objects that cannot be moved.
- Begin to count beyond 10.
- Begin to represent numbers using fingers, marks on paper or pictures.
- Select the correct numeral to represent 1 to 5, then 1 to 9, objects.
- Recognise numerals 1 to 5.

Problem Solving, Reasoning and Numeracy: Development Matters

We are working towards these Early Learning Goals



Numbers as Labels and for Counting: continued...

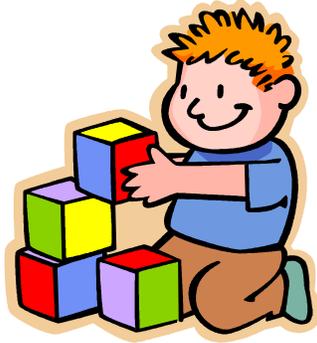
- Count an irregular arrangement of up to 10 objects.
- Estimate how many objects they can see and check by counting.
- Count aloud in ones, twos, fives or tens.
- Know that numbers identify how many objects are in a set.
- Use ordinal numbers in different contexts.
- Match then compare the number of objects in two sets.

Early Learning Goals

- Say and use number names in order in familiar contexts.
- Count reliably up to 10 everyday objects.
- Recognise numerals 1 to 9.
- Use developing mathematical ideas and methods to solve practical problems.

Problem Solving, Reasoning and Numeracy: Development Matters

We are working towards these Early Learning Goals



Calculating

16 – 26 months

- Are learning to classify by organising and arranging playthings with increasing intent.
- Categorise objects according to their properties.

22 – 36 months

- Begin to make comparisons between quantities.
- Know that a group of things changes in quantity when something is added or taken away.

30 – 50 months

- Compare two groups of objects, saying when they have the same number.
- Show an interest in number problems.
- Separate a group of three or four objects in different ways, beginning to recognise that the total is still the same.

40 – 60+ months

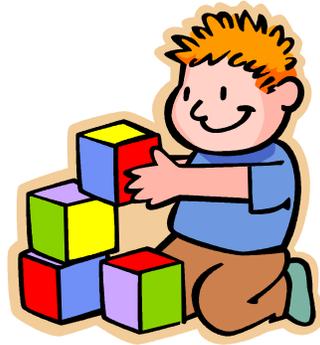
- Find the total number of items in two groups by counting all of them.
- Use own methods to work through a problem.
- Say the number that is one more than a given number.
- Select two groups of objects to make a given total of objects.
- Count repeated groups of the same size.
- Share objects into equal groups and count how many in each group.

Early Learning Goals

- In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting.
- Use language such as 'more' or 'less' to compare two numbers.
- Find one more or one less than a number from one to 10.
- Begin to relate addition to combining two groups of objects and subtraction to 'taking away'.

Problem Solving, Reasoning and Numeracy: Development Matters

We are working towards these Early Learning Goals



Shape, Space and Measures

16 – 26 months

- Attempt, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles.
- Use blocks to create their own simple structures and arrangements.
- Enjoy filling and emptying containers.

22 – 36 months

- Notice simple shapes and patterns in pictures.
- Begin to categorise objects according to properties such as shape or size.
- Are beginning to understand variations in size.

30 – 50 months

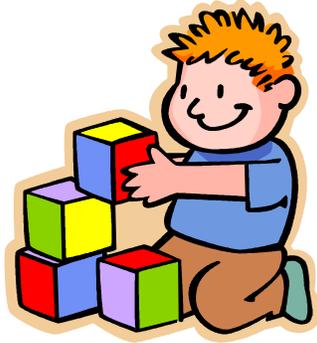
- Show an interest in shape and space by playing with shapes or making arrangements with objects.
- Show awareness of similarities in shapes in the environment.
- Observe and use positional language.
- Are beginning to understand 'bigger than' and 'enough'.
- Show interest in shape by sustained construction activity or by talking about shapes or arrangements.
- Use shapes appropriately for tasks.
- Begin to talk about the shapes of everyday objects.

40 – 60+ months

- Show curiosity about and observation of shapes by talking about how they are the same or different.
- Match some shapes by recognising similarities and orientation.
- Begin to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes and mathematical terms to describe shapes.
- Select a particular named shape.

Problem Solving, Reasoning and Numeracy: Development Matters

We are working towards these Early Learning Goals



Shape, Space and Measures: continued...

- Show awareness of symmetry.
- Find items from positional/directional clues.
- Order two or three items by length or height.
- Order two items by weight or capacity.
- Match sets of objects to numerals that represent the number of objects.
- Sort familiar objects to identify their similarities and differences, making choices and justifying decisions.
- Describe solutions to practical problems, drawing on experience, talking about own ideas, methods and choices.
- Use familiar objects and common shapes to create and recreate patterns and build models.
- Use everyday language related to time; order and sequence familiar events and measure short periods of time with a non-standard unit, for example, with a sand timer.
- Count how many objects share a particular property, presenting results using pictures, drawings or numerals.

Early Learning Goals

- Use language such as 'greater', 'smaller', 'heavier' or 'lighter' to compare quantities.
- Talk about, recognise and recreate simple patterns.
- Use language such as 'circle' or 'bigger' to describe the shape and size of solids and flat shapes.
- Use everyday words to describe position.
- Use developing mathematical ideas and methods to solve practical problems.

Knowledge and Understanding of the World: Development Matters

We are working towards these Early Learning Goals



Exploration and Investigation

16 – 26 months

- Sometimes focus their enquiries on particular feature or processes

22 – 36 months

- Explore, play and seek meaning in their experiences.
- Use others as sources of information and learning.
- Show an interest in why things happen.

30 – 50 months

- Show curiosity and interest in the features of objects and living things.
- Describe and talk about what they see.
- Show curiosity about why things happen and how things work.
- Show understanding of cause/effect relations.

40 – 60+ months

- Notice and comment on patterns.
- Show an awareness of change.
- Explain own knowledge and understanding, and ask appropriate questions of others.

Early Learning Goals

- Investigate objects and materials by using all of their senses as appropriate.
- Find out about and identify, some features of living, objects and events they observe.
- Look closely at similarities, differences, patterns and change.
- Ask questions about why things happen and how things work.

Knowledge and Understanding of the World: Development Matters

We are working towards these Early Learning Goals



Design and Making

16 – 26 months

- Are interested in pushing and pulling things, and begin to build structures.

22 – 36 months

- Are curious and interested in making things happen.

30 – 50 months

- Investigate various construction materials.
- Realise tools can be used for a purpose.
- Join construction pieces together to build and balance.
- Begin to try out a range of tools and techniques safely.

40 – 60+ months

- Construct with a purpose in mind, using a variety of resources.
- Use simple tools and techniques competently and appropriately.

Early Learning Goals

- **Build and construct with a wide range of objects, selecting appropriate resources and adapting their work where necessary.**
- **Select the tools and techniques they need to shape, assemble and join materials they are using.**

Knowledge and Understanding of the World: Development Matters

We are working towards these Early Learning Goals



ICT

16 – 26 months

- Show an interest in toys with buttons and flaps and simple mechanisms and begin to learn to operate them.

22 – 36 months

- Show an interest in ICT
- Seek to acquire basic skills in turning on and operating some ICT equipment.

30 – 50 months

- Know how to operate simple equipment.

40 – 60+ months

- Complete a simple program on the computer.
- Use ICT to perform simple functions, such as selecting a channel on the TV remote control.
- Use a mouse and keyboard to interact with age-appropriate computer software.

Early Learning Goals

- Find out about and identify the uses of everyday technology and use information and communication technology and programmable toys to support their learning.

Knowledge and Understanding of the World: Development Matters

We are working towards these Early Learning Goals



Time

16 – 26 months

- Associate a sequence of actions with daily routines.
- Begin to understand that things might happen 'now'.

22 – 36 months

- Recognise some special times in their lives and the lives of others.
- Understand some talk about immediate past and future, for example, 'before', 'later' or 'soon'.
- Anticipate specific time- based events such as mealtimes or home time.

30 – 50 months

- Remember and talk about significant events in their own experience.
- Show interest in the lives of people familiar to them.
- Talk about past and future events.
- Develop an understanding of growth, decay and changes over time.

40 – 60+ months

- Begin to differentiate between past and present.
- Use time-related words in conversation.
- Understand about the seasons of the year and their regularity.
- Make short-term future plans.

Early Learning Goals

- Find out about past and present events in their own lives, and in those of their families and other people they know.

Knowledge and Understanding of the World: Development Matters

We are working towards these Early Learning Goals



Place

16 – 26 months

- Are curious about the environment.

22 – 36 months

- Enjoy playing with small-world models such as a farm, a garage, or a train track.

30 – 50 months

- Show an interest in the world in which they live.
- Comment and ask questions about where they live and the natural world.

40 – 60+ months

- Notice differences between features of the local environment.

Early Learning Goals

- Observe, find out about and identify features in the place they live and natural world.
- Find out about their environment, and talk about those features they like and dislike.

Knowledge and Understanding of the World: Development Matters

We are working towards these Early Learning Goals



Communities

16 – 26 months

- Are curious about people and show interest in stories about themselves and their family.
- Enjoy stories about themselves, their families and other people.
- Like to play alongside other children.

22 – 36 months

- Are interested in others and their families.
- Have a sense of own immediate family and relations.
- Begin to have their own friends.

30 – 50 months

- Express feelings about a significant personal event.
- Describe significant events for family or friends.
- Enjoy imaginative and role-play with peers.
- Show interest in different occupations and ways of life.

40 – 60+ months

- Gain an awareness of the cultures and beliefs of others.
- Feel a sense of belonging to own community and place.

Early Learning Goals

- **Begin to know about their own cultures and beliefs and those of other people.**

Physical Development: Development Matters

We are working towards these Early Learning Goals



Movement and Space

16 – 26 months

- Have a biological drive to use their bodies and develop their physical skills.
- Express themselves through action and sound.
- Are excited by their own increasing mobility and often set their own challenges.

22 – 36 months

- Gradually gain control of their whole bodies and are becoming aware of how to negotiate the space and objects around them.
- Move spontaneously within available space.
- Respond to rhythm, music and story by means of gesture and movement.
- Are able to stop.
- Manage body to create intended movements.
- Combine and repeat a range of movements.

30 – 50 months

- Move freely with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
- Use movement to express feelings.
- Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
- Sit up, stand up and balance on various parts of the body.
- Demonstrate the control necessary to hold a shape or fixed position.
- Operate equipment by means of pushing and pulling movements.
- Mount stairs, steps or climbing equipment using alternate feet.
- Negotiate an appropriate pathway when walking, running or using a wheelchair or other mobility aids, both indoors and outdoors.
- Judge body space in relation to spaces available when fitting into confined spaces or negotiating openings and boundaries.
- Show respect for other children's personal space when playing among them.

- Persevere in repeating some actions or attempts when developing a new skill.
- Collaborate in devising and sharing tasks, including those which involve accepting rules.

40 – 60+ months

- Go backwards and sideways as well as forwards.
- Experiment with different ways of moving.
- Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.
- Jump off an object and land appropriately.
- Show understanding of the need for safety when tackling new challenges.
- Avoid dangerous places and equipment.
- Construct with large materials such as cartons, fabric and planks.

Early Learning Goals

- **Move with confidence, imagination and in safety.**
- **Move with control and coordination.**
- **Travel around, under, over and through balancing and climbing equipment.**
- **Show awareness of space, of themselves and of others.**

Physical Development: Development Matters

We are working towards these Early Learning Goals



Health and Bodily Awareness

16 – 26 months

- Show some awareness of bladder and bowel urges.
- Develop their own likes and dislikes in food, drink and activity.
- Practise and develop what they can do.

22 – 36 months

- Communicate their needs for things such as food, drinks and when they are uncomfortable.
- Show emerging autonomy in self-care.

30 – 50 months

- Show awareness of own needs with regard to eating, sleeping, and hygiene.
- Often need adult support to meet those needs.
- Show awareness of a range of healthy practices with regard to eating, sleeping and hygiene.
- Observe the effects of activity on their bodies.

40 – 60+ months

- Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.

Early Learning Goals

- Recognise the importance of keeping healthy, and those things which contribute to this.
- Recognise the changes that happen to their bodies when they are active.

Physical Development: Development Matters

We are working towards these Early Learning Goals



Using Equipment and Materials

16 – 26 months

- Use tools and materials for particular purposes.
- Begin to make, and manipulate, objects and tools.
- Put together a sequence of actions.

22 – 36 months

- Balance blocks to create simple structures.
- Show increasing control in holding and using hammers, blocks, beaters and mark-making tools.

30 – 50 months

- Engage in activities requiring hand-eye coordination.
- Use one-handed tools and equipment.
- Show increasing control over clothing and fastenings.
- Show increasing control in using equipment for climbing, scrambling, sliding and swinging.
- Demonstrate increasing skill and control in the use of mark-making implements, blocks, construction sets and small-world activities.
- Understand that equipment and tools have to be used safely.

40 – 60+ months

- Explore malleable materials by patting, stroking, poking, squeezing, pinching and twisting them.
- Use increasing control over an object, such as a ball, by touching, pushing, patting, throwing, catching or kicking it.
- Manipulate materials to achieve a planned effect.
- Use simple tools to effect changes to the materials.
- Show understanding of how to transport and store equipment safely.
- Practise some appropriate safety measures without direct supervision.

Physical Development: Development Matters

We are working towards these Early Learning Goals



Using Equipment and Materials: continued...

Early Learning Goals

- Use a range of small and large equipment.
- Handle tools, objects, construction and malleable materials safely and with increasing control.

Creative Development: Development Matters

We are working towards these Early Learning Goals



Being Creative – Responding to Experiences, Expressing and Communicating Ideas

16 – 26 months

- Express themselves through physical action and sound.
- Explore by repeating patterns of play.

22 – 36 months

- Seek to make sense of what they see, hear, smell, touch and feel.
- Begin to use representation as a form of communication.

30 – 50 months

- Use language and other forms of communication to share the things they create, or to indicate personal satisfaction or frustration.
- Explore and experience using a range of senses and movement.
- Capture experiences and responses with music, dance, paint and other materials or words.
- Develop preferences for forms of expression.

40 – 60+ months

- Talk about personal intentions, describing what they were trying to do.
- Respond to comments and questions, entering into dialogue about their creations.
- Make comparisons and create new connections.

Early Learning Goals

- Respond in a variety of ways to what they see, hear, smell, touch and feel.
- Express and communicate their ideas, thoughts and feelings by using a widening range of materials, suitable tools, imaginative and role-play, movement, designing and making, and a variety of songs and musical instruments.

Creative Development: Development Matters

We are working towards these Early Learning Goals



Exploring Media and Materials

16 – 26 months

- Create and experiment with blocks, colour and marks.

22 – 36 months

- Begin to combine movement, media or marks.

30 – 50 months

- Begin to be interested in and describe the texture of things.
- Explore colour and begin to differentiate between colours.
- Differentiate marks and movements on paper.
- Use their bodies to explore texture and space.
- Understand that they can use lines to enclose a space, then begin to use these shapes to represent objects.
- Create 3D structures.
- Begin to construct, stacking blocks vertically and horizontally and making enclosures and creating spaces.

40 – 60+ months

- Explore what happens when they mix colours.
- Choose particular colours to use for a purpose.
- Understand that different media can be combined to create new effects.
- Experiment to create different textures.
- Create constructions, collages, painting and drawings.
- Use ideas involving fitting, overlapping, in, out, enclosure, grids and sun-like shapes.
- Work creatively on a large or small scale.

Early Learning Goals

- Explore colour, texture, shape, form and space in two or three dimensions.

Creative Development: Development Matters

We are working towards these Early Learning Goals



Creating Music and Dance

16 – 26 months

- Begin to move to music, listen to or join in rhymes or songs.

22 – 36 months

- Join in singing favourite songs.
- Create sounds by banging, shaking, tapping or blowing.
- Show an interest in the way musical instruments sound.

30 – 50 months

- Enjoy joining in with dancing and ring games.
- Sing a few simple, familiar songs.
- Sing to themselves and make up simple songs.
- Tap out simple repeated rhythms and make some up.
- Explore and learn how sounds can be changed.
- Imitate and create movement in response to music.

40 – 60+ months

- Begin to build a repertoire of songs and dances.
- Explore the different sounds of instruments.
- Begin to move rhythmically.

Early Learning Goals

- **Recognise and explore how sounds can be changed, sing simple songs from memory, recognise repeated sounds and sound patterns and match movements to music.**

Creative Development: Development Matters

We are working towards these Early Learning Goals



Developing Imagination and Imaginative Play

16 – 26 months

- Pretend that one object represents another, especially when objects have characteristics in common.

22 – 36 months

- Begin to make-believe by pretending.

30 – 50 months

- Notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.
- Use available resources to create props to support role-play.
- Develop a repertoire of actions by putting a sequence of movements together.
- Engage in imaginative play and role-play based on own first-hand experiences.

40 – 60+ months

- Introduce a story line or narrative into their play.
- Play alongside other children who are engaged in the same theme.
- Play cooperatively as part of a group to act out a narrative.

Early Learning Goals

- Use their imagination in art and design, music, dance, imaginative and role-play and stories.