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|---|---|---|---|---|---|---|---|---|

## Personal, Social and Emotional Development

| R | Building Relationships | Managing self | Self-regulation |
|---|---|---|---|
| 1 | • Enjoys the company of others and seeks contact with others from birth<br>• Shows their readiness to be social through using their sensory abilities; vocalising, moving their bodies or smiling in response to being spoken to, following movement or gazing at faces intently.<br>• Shows awareness of the presence of others, e.g. demonstrates a reaction to a child or adult that is near them.<br>• Moves body, arms and legs and changes facial expression in response to others e.g. moving head, sticking out tongue, opening mouth and widening eyes.<br>• Objects to an adult terminating an interaction, e.g. crying when the interaction stops.<br>• Responds to what carer is paying attention to e.g. Following their gaze or stilling or turning to a sound making object.<br>• Distinguishes between people, recognising the look, sound or smell of their close carer.<br>• Tolerates the company of others, e.g. is able to sit alongside others without becoming upset.<br>• They will usually calm, smile or reduce crying when they hear their carer's/ parent's voice, or smell their clothing, for example.<br>• Develops shared attention to activity e.g. demonstrates their focus is directed in the same way and at the same time as the other person.<br>• Holds up arms, changes body movements or stills to be picked up and cuddled and is soothed by physical touch such as being held, cuddled and stroked.<br>• Begins to display attachment behaviours such as wanting to stay near and becoming upset when left with an unfamiliar person.<br>• Becomes wary of unfamiliar people or people they have not seen or encountered for a while. | • Indicates some response to external stimuli, e.g. smiles, reacts, holds breath in response to a learning experience.<br>• Learns about their physical self through exploratory play with their hands and feet and movement.<br>• Actively communicates a dislike of a stimuli, e.g. pulling their hand back from a sensory experience.<br>• Is becoming aware of self as they imitate sounds and expressions that are mirrored back to them by close adults: Laughing and gurgling during physical interactions.<br>• Shows awareness of being a separate individual through initiating contact with others using voice, gesture, eye contact and facial expression and through secure-base behaviours.<br>• Expresses awareness of their physical self through their own movements, gestures and expressions and by touching their own and other's faces, eyes, and mouth in play and care events.<br>• Uses own strategies to self-regulate e.g. behaviours such as humming, spinning, rocking.<br>• Shows growing confidence that their needs will be met by freely expressing their need for comfort, nourishment or company. | • Communicates a range of emotions (i.e. pleasure, interest, fear, surprise, anger and excitement) through making sounds, facial expressions, and moving their bodies e.g. shifting attention, reaching out.<br>• Expresses feelings strongly through crying in order to make sure that their needs will be met.<br>• May whimper, scream and cry if hurt or neglected. If their needs are not responded to, they may become withdrawn and passive.<br>• Seeks physical and emotional comfort by snuggling in to trusted adults.<br>• Is affirmed and comforted by familiar carers through voice, physical presence and touch, for example singing, cuddles, smiles or rocking.<br>• Reacts emotionally to other people's emotions; smiling when smiled at or when hearing a happy, sing -song voice and becoming distressed if they hear another child crying or see a blank unresponsive face. |

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| R | Building Relationships | Managing Self | Self-regulation |
|---|---|---|---|
| 2 | • Accepts adult 'sharing' an activity e.g. playing with a motivating toy, handling an item.<br>• Draws others into social interaction through calling, crying and babbling, smiling, laughing and moving their bodies and limbs.<br>• Shares interest and attention by looking to where the adult is looking pointing and using their gaze to direct the adult's attention to something or by stilling and listening and reaching for an object that an adult holds close by.<br>• Responds to a greeting from a familiar person e.g. by gesture, touch, vocalisation, eye contact.<br>• Engages another person to help achieve a goal, e.g. to get an object out of reach.<br>• Shows an interest in adult's play e.g. demonstrates focus or response through gesture, touch, vocalisation, eye contact.<br>• Shows interest in what peers are doing e.g. demonstrates focus or response through gesture, touch, vocalisation, eye contact.<br>• Cooperates with caregiving experiences, such as dressing.<br>• Builds relationship with special people.<br>• Indicates they want play routine to continue e.g. by gesture, touch, vocalisation, eye contact.<br>• Displays attachment behaviours such as wanting to stay near to the close care givers, checking where they are and protesting when separated.<br>• Is wary of unfamiliar people.<br>• Explores confidently when they feel secure in the presences of a familiar adult and is more likely to engage in new or challenging situations.<br>• Closely watches others' body language to begin to understand their intentions and meaning.<br>• Accepts and responds positively to calming / comforting strategies of others e.g. singing or physical reassurance.<br>• Is fascinated by other children, watching them and interacting with them through reaching out to touch them when they are close by offering toys, food etc, and by reaching for objects that another has. | • Anticipates an adult's touch following a verbal prompt, e.g. as part of rhyme game or massage.<br>• Uses eye pointing with 'eye gaze' to make requests and to share an interest; seeking attention by whatever means.<br>• Uses various means of interaction to sustain attention of another e.g. by gesture, touch, vocalisation, eye contact.<br>• Shows motivation in a range of activities demonstrates focus or response through gesture, touch, vocalisation, eye contact.<br>• Responds to their own name and enjoys finding own nose, eyes or tummy as part of interactive games.<br>• Shows an interest in their reflection in a mirror, although may not yet realise that the reflection is them.<br>• Shows separation anxiety as they become more aware of themselves as separate individuals.<br>• Shows an emerging autonomy through asserting choices and preferences such as different tastes and rejects things they don't want by pushing them away, for example.<br>• Understands that their own voice and actions causes an effect on others, i.e. clapping hands starts a game.<br>• Shows growing self-confidence through playing freely and with involvement. | • Tolerates care giving experiences, e.g. washing face, cleaning teeth, changing nappy, wiping nose.<br>• Shows a wider variety of feelings, using crying, gestures and vocalisations freely to express their needs.<br>• Begins to become aware of their emotions as the connections in the brain that make feelings conscious grow and develop.<br>• Uses familiar adult to share feelings such as excitement and for 'emotional refuelling' when feeling tired or anxious.<br>• Uses a comfort object, familiar others, routines or spaces to soothe themselves, particularly when separated from their close carer.<br>• Calms, alerts or regulates behaviour in response to environmental adaptation being made, to an item being given or to contact from adult e.g. when a light is switched off; a sensory toy is provided or an adult speaks.<br>• Complies with adult-directed sharing/ turn taking activities e.g. remains focused on activity whilst waiting for their turn.<br>• Becomes more able to adapt their behaviour and increase their participation and co-operation as they become familiar with and anticipate routine.<br>• Explores the boundaries of behaviours that are accepted by adults and become aware of basic rules as they use their emerging agency and autonomy. |



Statements amended from Birth to Five Matters 2021 / The Differentiated Early Years Outcomes Sept 2021 / Specialist teacher judgement

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## Communication and Language

| Range | Listening and attention | Understanding | Speaking (expressive communication) |
|---|---|---|---|
| 1  | • Shows response to auditory stimuli e.g. smiles, reacts, holds breath in response.<br>• Turns toward a familiar sound then locates range of sounds with accuracy.<br>• Is aware when object of attention is taken away or paused e.g. looks /searches<br>For/ reaches out for object.<br>• Quietens or alerts to the sound of speech.<br>• Listens to, distinguishes and responds to intonations and sounds of voices.<br>• Gives a physical response to familiar adult's voice e.g. stops moving.<br>• Reacts in interaction with others by smiling, looking or moving.<br>• Responds positively to an adult's bid for interaction e.g. shows interest in adult imitating own noise.<br>• Looks/attends intently at or stills or responds to a person talking but stops responding if speaker turns away or stops<br>• Listens to familiar sounds, words, or finger plays.<br>• Shows physical response such as change in facial expression in response to familiar songs.<br>• Shows emerging awareness of environmental sounds through physical response.<br>• Fleeting Attention – not under child's control, new stimuli takes whole attention. | • Reacts consistently to stimuli from familiar people e.g. chuckling when key person tickles them.<br>• Turns when hears own name or shows other response when own name is spoken or signed.<br>• Begins to imitate actions such as poking out tongue.<br>• Shows tolerance or intolerance to a range of sensory stimuli.<br>• Starts to understand contextual clues, e.g. familiar gestures, words and sounds.<br>• Experiences and may begin to still or vocalise in response to a familiar word, Object of reference or touch cue.<br>• • Begins to show awareness of others in an interaction e.g. notices or stills in response to an adult copying their movements or sounds during intensive interaction. | Means of communication may include: gesture; vocalisation; signing; object of reference; photo; picture; symbol; written word; spoken word; AAC (Alternative and Augmentative Communication e.g. communication aid).<br>• Experiments and plays with making own sounds.<br>• Consistently expresses a like or dislike of the same stimuli e.g. eyes always flicker when smelling a strawberry.<br>• Communicates needs and feelings in a variety of ways including crying, gurgling, babbling and squealing.<br>• Demonstrates a resistance to an unwanted activity or experience e.g. turns head away to indicate that they have had enough.<br>• Makes own sounds (or shows a reaction) in response when talked to by familiar adults.<br>• Lifts arms up in anticipation of being picked up (or shows some form of bodily response).<br>• Uses voice, gesture, eye contact and facial expression to connect with people and keep their attention.<br>• Begins to imitate actions by trial and improvement, such as clapping hands or banging on the table.<br>• .<br>• Points and looks or reaches out or vocalises to make requests and to share an interest.<br>• Explores own vocal sounds |

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|---|---|---|---|---|---|---|---|---|

| Range | Listening and attention | Understanding | Speaking (expressive communication) |
|---|---|---|---|
| 2 | • Shows consistent response to auditory stimuli e.g. smiles in response to familiar sound.<br>• Moves whole body or parts of body to sounds they enjoy, such as music or a regular beat.<br>• Concentrates intently on an object or activity of own choosing for short periods.<br>• Will look at object of reference, symbol/ picture, Makaton sign or attend to a form of non-visual adult prompt before an action or transition.<br>• Pays attention to dominant stimulus – easily distracted by noises or other people talking or visual stimuli.<br>• Uses integrated eye contact - looking between object and person.<br>• Demonstrates emerging awareness of 'stop' and 'go' through physical response.<br>• Enjoys laughing and being playful with others.<br>• Engages in making own sounds and attends to them e.g. repeatedly tapping feet on a resonance board or intentionally tapping on a drum<br>• Participates in an interaction by smiling, vocalising or moving in response to an adult copying their actions e.g. during intensive interaction<br>• | • Is developing the ability to follow others' body language, including pointing and gesture or shows awareness when familiar touch cues are used.<br>• Shows a learnt response to stimuli.<br>• Imitates a functional action e.g. drink cup, shakes a shaker. Begins to anticipate event from visual, auditory or tactile clues.g. responding to objects oand/or songs of reference.<br>• Understands simple two step sequences e.g. now, next.<br>• Responds to simple questions when in a familiar context with special person. (Where's Mummy? Where's your nose?).<br>• Understanding of single words, signs or objects of reference in context is developing e.g. 'cup', 'milk', 'daddy', *toilet, soft play etc*. | • Uses voices or gesture to ask for things (eg reaching, opening and shutting hands.<br>• Interacts in sound making e.g. Repeats own sound when repeated by others.<br>• Experiments with intonation patterns in sounds.<br>•<br>• Makes vocalisations during play<br>•<br>• Vocalises or uses preferred mode of communication in response to music/singing.<br>• Uses single words through preferred mode of communication.<br>• Indicates "more" or "again" in relation to an experience or other activity e.g. sensory input<br>• Indicates "enough" or "finished" in relation to an experience or other activity e.g. sensory input.<br>• Frequently imitates words and sounds, signs or gestures.<br>• Enjoys babbling.<br>• Increasingly experiments with single words, consistent gestures, single signs or symbols to communicate for a range of purposes (e.g. teddy, more, no, bye-bye).<br>• Using pointin,eye gaze, or reaching out and then fingers or hands or other preferred mode of communication to make requests and to share an interest.<br>• Brings item/object of reference to adult to request e.g. Brings shoes to signal wanting to go outside.<br>• Creates personal words as they begin to develop language<br>• Intentionally activate a switch or BIGmack to hear a single recorded message. |

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## Physical Development fine motor skills gross motor skills

| Range | Gross Motor | Fine motor |
|---|---|---|
| 1  | • Gradually develops ability to hold up own head.<br>• Makes movements with arms and legs which gradually become more controlled- moves hands together/ legs together.<br>• Follows and tracks a sound or moving object, moving head and/or eyes.<br>• When lying on back, plays with hands and grasps feet, alternating mouthing hands/feet with focusing gaze on them, and vocalising.<br>• Rolls over from back to side, gradually spending longer on side waving upper leg before returning to back.<br>• Develops roll from back right through to front, gradually becoming happy to spend longer on tummy as able to lift head for longer<br>• Initiates 'roll' from front to back<br>• Explores objects with mouth, often picking up an object and holding it to the mouth for lips and tongue to explore (mouthing).<br>• When lying on tummy (over wedge or roll if appropriate) becomes able to lift first head and then chest, supporting self with forearms and then straight arms.<br>• Starts to creep (belly crawl commando-style) from prone (on tummy) position on the floor, often moving backwards before going forwards.<br>• Becomes increasingly able to communicate, both expressing and responding through body movements, gesture, facial expression and vocalisations.<br>• Sits unsupported for brief periods.<br>• Responds to sensation of items or textures e.g. smiles when touches item or pulls hand away.<br>• Is calmed by surroundings e.g. sensory room.<br>• Shows a reflex response e.g. blinks at a light, is startled by a sudden response.<br>• Shows awareness of moving or not moving e.g. swinging in hammock or rolling on mat.<br>• Shows preference for certain assisted movements/physical activities.<br>• Holds and explores large and small equipment with support.<br>• Develops control of body movements to interact with environment/ materials.<br>• Demonstrates intentional movement/action.<br>• Repeats action to create effect.<br>• Moves parts of body to gain sensory feedback.<br>• Develops purposeful action e.g. swiping at object.<br>• Tolerates variety of supportive equipment. | • Reaches out for, touches and begins to hold objects, developing later on into being able to release grasp.<br>• Reaches out for, touches and begins to hold objects, developing later on into being able to release grasp<br>• Hand under hand explores fine motor equipment with support.<br>• Is supported to touch and move fine motor equipment such as bricks and playdough. (T)<br>• Allows an adult to massage hands and stretch out fingers.(T)<br>• Moves hands through sensory materials (T)<br>• Has an awareness of hands (T) |

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|---|---|---|---|---|---|---|---|---|

| Range | Gross Motor | Fine Motor |
|---|---|---|
| 2 | • Belly crawling moves into crawling up on hands and knees.<br>• Becomes adept at changing position from crawling to sitting in order to stop, pick up, handle and investigate objects.<br>• Sits unsupported on the floor leaving hands free to manipulate objects with both hands.<br>• Enjoys finger and toe rhymes and games.<br>• Pulls to standing, from crawling, holding on to furniture or person for support.<br>• Walks around furniture lifting one foot and stepping sideways (cruising).<br>• Starts walking independently on firm surfaces and later on uneven surfaces.<br>• Starts to throw and release objects overarm.<br>• Pushes, pulls, lifts and carries objects, moving them around and placing with intent.<br>• Climbs inside, underneath, into corners and between objects.<br>• Remains in agreed seating place or area for specified activity when sensory factors are taken into account.<br>• Tracks and receives ball.<br>• Bounces up and down when in supported standing position.<br>• Moves from lying to sitting with support.<br>• Attempts to copy movements.<br>• Bears weight on hands and knees.<br>• Stands independently and maintains balance.<br>• Moves independently in supportive equipment, with stepping action.<br>• Steps with minimum support e.g. one hand/finger held.<br>• Stands with high level of support from adult or equipment, i.e. weight bearing through feet.<br>• Makes independent attempts to move body cooperatively e.g. lifting legs and moving arms to cooperate when getting dressed (T) | • Tolerates toothbrush to be used on teeth.<br>• Picks up objects in palmar grip and shakes, waves, bangs, pulls and tugs them between two hands while looking at them.<br>• Points with first finger, sharing attention with adult.<br>• Engages in the sensory experience of making marks in food, damp sand, water, mud, paste or paint.<br>• Manipulates objects using hands singly and together, such as squeezing water out of a sponge.<br>• Develops holding skills- grasping and releasing.<br>• Shows increased tolerance of specified touch, including sensitivity to being touched by other people as well as sensitivity to different textures and materials.<br>• Responds to finger and toe rhymes and games.<br>• Pushes, pulls, lifts and carries objects, moving them around and placing with intent<br>• Attempts to stack bricks on top of one another (T)<br>• Manipulates play dough in different ways, squeezing / patting (T)<br>• Moves hands and shows recognition of hand massage. (T)<br>• |