



Early Years Development Journal

Child's Name: _____

Date of Birth: _____



Summary Sheet

Enter the date in the corresponding box when you have filled out the more detailed charts and have ticked 'Achieved' for nearly all the items in a Step. Children are likely to be achieving new things in different Steps at any one time, so check backwards and forwards as well.

	Personal, social and emotional	Communication	Physical	Thinking
Step 1 (0-3 months)				
Step 2 (2-5 months)				
Step 3 (4-7 months)				
Step 4 (6-10 months)				
Step 5 (9-13 months)				
Step 6 (12-16 months)				
Step 7 (15- 19 months)				
Step 8 (18-22 months)				
Step 9 (21-25 months)				
Step 10 (24-31 months)				
Step 11 (30-36 months)				
Step 12 (35-41 months)				
Step 13 (40-51 months)				
Step 14 (50-60+ months)				

Age Chart

Each Developmental Step corresponds to an approximate age-range in typical development. For practitioners, assessing a child's developmental level is often necessary for report-writing, acquiring financial support and selecting appropriate support packages or intervention.

It is important to remember that there is a great deal of variation from child to child throughout development, especially in the early years, and it is not unusual for a typically developing child to be at a Step that is not exactly in line with their chronological age. The Early Years Developmental Journal age-ranges are narrower at the earlier Steps and they also overlap, highlighting that the Steps are not discrete events that happen at exactly the same time for all children.

Development Step	Typical Development Age Range	Development Matters Checklist (2021)
Step 1	0 – 3 months	Baby
Step 2	2 – 5 months	Baby; Around 6 months
Step 3	4 – 7 months	Baby; Around 6, 7 months
Step 4	6 – 10 months	Around 6, 7 months
Step 5	9 – 13 months	Around 12 months
Step 6	12 – 16 months	Around 12 months
Step 7	15 – 19 months	Around 12, 18 months
Step 8	18 – 22 months	Around 18 months; Around 2
Step 9	21 – 25 months	Around 18 months; Around 2
Step 10	24 – 31 months	Around 2
Step 11	30 – 36 months	Around 2; Around 3
Step 12	35 – 41 months	Around 3
Step 13	40 – 51 months	Around 3; Around 4
Step 14	50 – 60+ months	Children in Reception



Key Indicators

At each development step, and in each area of development, a **Key Indicator** has been chosen. These items have been chosen because they are particularly important for children's development. These are shown in **bold** in the journal.

Personal, social and emotional	Date Achieved
Step 1	
Enjoys the company of others	
Looks at faces	
Copies facial expressions and mouth shapes – for example, sticking out tongue, opening mouth and widening eyes	
Is comforted by touch	
Is comforted by people's faces	
Smiles at people	
Holds eye contact briefly (5 seconds or more)	
Step 2	
Gains physical and emotional comfort from 'snuggling in'	
Makes sounds and movements to initiate interaction with another person	
Calms from being upset when held, rocked, spoken or sung to with soothing voice	
Holds eye contact during interactions with a familiar person	
Recognises and is most responsive to main carer, face brightens, activity increases when familiar carer appears	
Step 3	
Shows pleasure at being tickled and other physical games	
Laughs and gurgles	
Likes cuddles and being held – for example, calms, snuggles in, smiles, gazes at carer's face or strokes carer's skin	
Shows pleasure at return of familiar carer	
Shows emotional responses to other people's emotions – for example, smiles when smiled at and becomes distressed if hears another child crying	
Step 4	
Smiles at image of self in mirror, shows a developing understanding and awareness of themselves	
Takes turns in interactions with others, quietens when other person talks	
Makes own sounds when talked to, especially when a smiling face is used by parent	
Uses voice or gesture to refuse – for example by pushing object away, shaking head	
Lifts arms in anticipation of being picked up	
Shows attachment to special people – for example by being distressed when they are separated, staying close and showing affection	
Step 5	
Seeks to gain attention in a variety of ways, drawing others into social interaction	
Likes to be close to adult and may cry and try to follow (by looking, reaching or crawling) when familiar adult leaves room	
Is wary of strangers	
Builds relationships with special people – for example, by showing affection or holding your attention by vocalising	

Personal, social and emotional	Date Achieved
Points to draw other people's attention to things of interest	
Shows interest in the activities of others and responds differently to children and adults – for example, may be more interested in watching children than adults or may pay more attention when children talk to them	
Enjoys finding their nose, eyes or tummy as part of naming games	
Follows with gaze when an adult directs attention to an object by looking and pointing – for example, when an adult points to a bus and says “Look at the bus” and the child looks at the bus	
Step 6	
Looks to familiar adult to check if not sure about something – for example, looks at you to check your reaction if a stranger tries to pick them up	
Uses familiar adult for 'emotional refuelling' when feeling tired, stressed or frustrated – for example, stops playing to have a cuddle or sits quietly snuggled in on your lap for a few minutes	
Clings to special person and hides face when feeling scare or overwhelmed	
Gets distressed and anxious if left somewhere without their familiar adult	
Uses comfort toy or object to calm self	
Uses other person to help achieve a goal – for example, to get an object that's out of reach or activate a wind-up toy	
Step 7	
Starts interaction with and plays alongside, other children	
Explores new toys and environments, but looks back to you regularly to 'check in'	
Responds to a small number of boundaries, with encouragement and support	
Reacts to an audience – for example, repeats an activity or action which is received positively by a smile, or which is laughed at, applauded or cheered	
Is aware of other people's feelings – for example, looks concerned if hears crying, or looks excited if hears a familiar happy voice	
Step 8	
Helps with dressing – for example, holds out arm for sleeve or foot for shoe	
Can tolerate brief separations from special people	
Expresses emotions and seeks reaction – for example, may cry at a minor injury and ask for help or comfort	
Starts to share and 'give and take'	
Plays ball cooperatively with an adult – for example, may kick or roll the ball back and forth	
Uses a familiar adult as a secure base from which to explore independently in new environments – for example, goes away to play and interact with other, but returns for a cuddle if becomes anxious	
Step 9	
Understands that some things are theirs, some things are shared and some things belong to other people	
Actively draws others into social interaction	
Hands a toy to an adult for assistance when unable to get it to work, sees adult as someone who can help	
Spends time in groups of other children engaged in own play, but watching the other children	
Demonstrates sense of self as an individual – for example, wants to do things independently, says “No” to adult	

Personal, social and emotional	Date Achieved
Step 10	
Responds positively to a variety of familiar adults	
Shows affection towards other children and younger siblings	
Takes a lead in positive interactions with special people – for example, initiates interaction, shows spontaneous affection, can wait a little while before seeking other for comfort and security	
Uses other as sources of information by asking questions	
Makes choices that involve challenge, when adults ensure their safety	
Shows understanding of some rules and routines	
Step 11	
Demonstrates concern towards others who are upset – for example, offers favourite toy, pats arm or back, offers cuddle and so on	
Seeks out other to share experiences	
Understands they have to share and take turns but might not always be willing to do so – for example, with toys	
Participates and helps with familiar routines with help from adults – for example, dusting, setting table or putting away toys	
Includes another child in their, play sequence and may talk to them as they do so – for example, gives child a cup to drink from	
Recognises self in mirror or photo – for example, if looks in a mirror and sees dirt or food on face, tries to wipe it off, or points to self in photo when asked	
Step 12	
Forms a special friendship with another child	
Is sometimes stubborn or negative and reacts with annoyance to frustration	
Enjoys responsibility of carrying out small task such as carrying a bag back from the shops	
Regularly uses adults as sources of knowledge, comfort and share activities	
Takes pride in appearance – for example, prefers certain clothes	
Shows independence in selecting and carrying out activities	
Step 13	
Is more outgoing towards strangers and more confident in new social situations – for example, in playgroup although may be anxious at first	
Understands that own actions affect other people – for example, becomes upset or tries to comfort another child when they realise they have upset them	
Has an awareness and pride in self as having and abilities and welcomes praise	
Can express wishes and needs clearly and understands when these are not immediately met	
Often actively seeks sharing and fairness	
Shows care and concern for others, for living things and the environment	
Enjoys joining in with family customs and routines	
Is curious about others and can adapt behaviour to fit in with different events and social situations – for example, removing shoes and socks before going on slide after seeing others doing this	
Step 14	
Can describe self in positive terms and talk about own strengths and weaknesses	
Enjoys and joins in with shared play appropriately – for example, turn-taking and sharing	
Understands and follows agreed values when in group situations with adults and children	

Personal, social and emotional	Date Achieved
Selects and uses activities and resources independently	
Understands that people have different needs, views, cultures and beliefs, which need to be treated with respect	
Understands that they can expect others to treat their needs, views, cultures and beliefs with respect	
Is confident and skilled in seeking comfort, reassurance and help from special people	
Enjoys talking about past experiences, the present and future plans	
Knows about their culture and beliefs and those of other people	
Works as part of a group or class, taking turns and sharing fairly, understanding that there need to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously	



Communication	Date Achieved
Step 1	
Cries to express needs – for example, when hungry, or in discomfort	
Uses sounds – for example, gurgling and cooing to communicate when relaxed	
Turns eyes and/or head towards you when you speak	
Step 2	
Makes sounds in response when you talk	
Turns quickly to your voice across the room	
Shows excitement at approaching voices, or footsteps or other familiar sounds	
Reacts by smiling, looking and moving when you interact	
Step 3	
Looks carefully at person talking	
Stops communicating if speaker turns away	
Enjoys listening to nursery rhymes	
Responds to changes in tone of voice	
Vocalises back when talked to (making own sounds) especially to familiar adult and when a smiling face is used	
Step 4	
Begins to develop and use some consonant sounds – for example, ‘g’, ‘m’, ‘p’, ‘d’	
Begins to develop and use vowel sounds – for example, ‘aa’	
Understands words they hear a lot and that are said with gestures – for example, “all gone” and “bye bye”	
Uses simple sounds or gestures to mean a particular thing – for example, “da” for ‘daddy’	
Uses voice or gesture to attract attention	
Babbles by repeating a series of the same sounds – for example, “ba-ba-ba”, “ma-ma-ma”	
Step 5	
Responds to own name by turning or looking up at whoever said their name	
Recognises some family names such as Mummy, Daddy, names of carers, brothers and sisters, or pets, and will turn to look when the names is said	
Asks for favourite games using sounds or gestures – for example, playing peek-a-boo, saying “Boo” or hiding face in hands	
Copies the speech of others, especially the vowels and ‘ups and downs’ (intonation)	
Babbles, using varied consonants and vowels – for example, “baga”, “maba”	
Points to objects and people, using first finger	
Step 6	
Takes part in a simple ‘conversation’ with an adult, focusing on things happening in the here and now or frequent events that are about to happen – for example, meals or bath time	
Uses sounds instead of words to represent different objects – for example “brmm” for ‘car’, “yum” for ‘dinner’, “dodi” for ‘dummy’	
Voice has the ‘ups and downs’ (intonation) of the language spoken at home even though individual words may not be clear	
Responds to familiar words and short sentences based on familiar routines – for example, runs to the door when an adult holds their keys and says “It’s time to go”	
Uses approximately five different words without any help	

Communication	Date Achieved
Step 7	
Understands and follows simple instructions in context – for example, “Give me the ball” or “Kiss Daddy night-night”	
When asked, can show simple body parts on self by pointing at them on self or others – for example, hair, eyes, ears and nose	
Copies expressions they hear a lot – for example, “Oh dear” or “All fall down”	
Enjoys nursery rhymes and shows they are listening by trying to join in with actions or sounds	
Uses different single words to comment on what’s happening – for example, says “Bird” if they see one in the garden	
Recognises and will identify many objects and pictures (by pointing) when asked questions – for example, “Where’s the ball?”	
Step 8	
Is learning new words almost every day	
Uses words for actions as well as objects and people	
Listens and responds to simple information or instructions out of context – for example, “Ben, find your car” or “Ali, put your teddy in bed”	
Begins to use words to refer to people and things that are not present	
Sings or gestures along with favourite action rhymes, although words may not be clear	
Says two words together – for example, “teddy sleeping”, “more juice”	
Step 9	
Repeats words or phrases from familiar stories	
Fills in the missing word or phrase in a known rhyme, story or game – for example, ‘Humpty Dumpty sat on a...’	
Understands simple instructions involving two people or objects such as “Get Mummy’s shoes” or “Find Jacob’s car”	
Uses words to ask for help – for example, when washing hands	
Uses ‘adult’ form of vowels (a, e, i, o, u) most of the time	
Recognises and joins in with songs and actions – for example, ‘The Wheels on the Bus’	
Step 10	
Learns new words very rapidly and uses them when communicating with other people	
Understands more complex sentences – for example, “Put your toys away and we’ll read a book”	
Shows sustained engagement and interaction when sharing a picture storybook with an adult	
Tries to repeat many things adults say, either saying the actual word or making a close match – for example, says “Umbeya” for ‘umbrella’	
Uses a variety of question words – for example, ‘what’, ‘where’, ‘who’	
Says three words together – for example, “go park today”, “big red bus”	
Step 11	
Shows understanding of position words such as ‘in’, and ‘on’ – for example, carries out the action ‘Put dolly in the box’ or selects a picture correctly from ‘Find the apple in the bag’	
Talks about ownership – for example, ‘my teddy’, ‘your book’ ‘the man’s car’	
Uses pronouns correctly – for example, ‘I’, ‘me’ and ‘you’	
Knows full name	

Communication	Date Achieved
Says all or part of simple nursery rhymes	
Listens eagerly to short stories, is able to talk about particular parts of them and requests favourites over and over again	
Step 12	
Uses sentences involving more than three words	
Understands use of objects – for example, can give the right answer to “What do we use to cut things with?”	
Can retell a simple past event in correct order – for example, “went down slide and hurt finger”	
Uses correct form of verbs such as ‘be’, ‘do’ and ‘have’ – for example, “I am hungry” rather than “I be hungry” or “I did that” rather than “I doed that”	
Talks about own life and favourite things	
Asks questions with yes/no answers – for example “Was he singing?”	
Says negative sentences – for example, “He wasn’t singing”	
Uses a range of tenses to talk about past, present and future – for example, ‘play’, ‘playing’, ‘will play’ and ‘played’	
Step 13	
Begins to use language for pretending and organising play – for example, “you be the mum and I be the baby”	
Produces nearly all the consonant sounds accurately	
Easily understood by a range of people	
Retells stories in the correct sequence, drawing on language patterns of stories such as ‘Once upon a time’	
Understands ‘when’ and ‘why’	
Talks about what might happen next in a familiar situation	
Uses longer sentences to link more than one idea, for example “ We walked to the park and we watched the ducks”	
Step 14	
Can produce most speech sounds, although may have difficulty with some consonant blends – for example, ‘tr’ in tree, ‘bl’ in blue	
Can pick out words that rhyme	
Shows on understanding of the elements of stories – for example, main character, sequence of events and story beginnings and endings	
Asks “Why?” frequently and considers replies	
Adapts language to the needs of the listener	
Can pick out the first sound in a word	

Physical	Date Achieved
Step 1	
Turns head to the side when placed on tummy	
Opens mouth to feed when corner of mouth is touched	
Sucking is strong and rhythmic with coordinated swallowing	
Lift head clear of ground	
Looks steadily at things for short periods (5 seconds or more)	

Physical	Date Achieved
Presses down foot/straightens body when held standing on a hard surface	
Makes smooth movements with arms and legs, which gradually become more controlled	
Step 2	
Able to control head when supported in an upright position, head does not flop forward or backwards	
When lying on tummy, lifts head up and uses forearms to support	
Uses movement and senses to focus on, reach for and grasp objects	
Closes hand firmly around objects placed in palm	
Sits with support	
Explores hands and fingers – for example, watches them, presses hands together, clasps and unclasps hands	
Step 3	
Rolls over from front to back, from back to front	
When lying on back, lifts legs into vertical position and grasps feet	
Can lift head and chest and support self with straight arms and flat hands when lying on tummy	
Picks up and explores objects – for example, by holding to mouth	
Step 4	
Sits unsupported on the floor	
Passes toys from one hand to the other	
Pulls to standing, holding on to furniture or person for support	
Can move from a sitting position to hands and knees (crawl position)	
Moves around on the floor by wriggling	
When sitting, can lean forward to pick up small toys	
Step 5	
Crawls, bottom shuffles or rolls continuously to move around	
Holds own bottle or sipper cup	
Picks up small objects between thumb and fingers	
Enjoys making marks in damp sand, paste or paint	
Throws toys or objects deliberately	
Stretches out with one hand to grasp toy if offered	
Opens mouth for spoon	
Can let go of things – for example, to drop something or give it to you	
Can reach and grasp a moving object by moving towards where the object will go	
Actively cooperates with nappy changing – for example, lies still, holds legs up	
Step 6	
Starts to communicate urination and bowel movements	
Pulls self up to standing against furniture and can lower self back down again	
Walks around furniture lifting one foot and stepping sideways (cruising)	
Walks with one or both hands held by adult	
Grasps finger foods and brings them to mouth	
Attempts to use spoon or other utensil, can guide towards mouth but food often falls off	
Holds an object in each hand and brings them together in the middle – for example, holds two blocks and bangs them together	

Physical	Date Achieved
Holds pen or crayon using a whole hand (palmar) grasp and scribbles with different strokes	
Takes first few steps, feet wide apart, uneven steps, arms raised for balance	
Step 7	
Builds tower of two blocks	
Walks with shorter steps and legs closer together, no longer needs to hold arms up for balance	
Walks up steps holding hand of adult	
Comes downstairs backwards on knees (crawling)	
Accepts new textures and tastes – for example, larger pieces of food and different types	
Shows awareness of what a potty or toilet is used for	
Develops own likes and dislikes in food and drink and may refuse disliked food or drink	
Takes off easily removed clothes – for example, socks	
Turns knobs and removes easy screw lids	
Signals wet or soiled nappy or pants	
Step 8	
Holds cup with both hands and drinks without much spilling	
Is aware of where clothes are kept – for example, outdoor coat and shoes by the door	
Gets onto child's chair without assistance, either backwards or sideways	
Brushes own hair	
Can kick a large ball	
Starts to help with dress and hygiene routines	
Step 9	
Runs safely on whole foot, stopping and starting easily and avoiding obstacles	
Squats steadily to rest or play with object on the ground and rises to feet without using hands	
Feeds self competently with spoon	
Drinks well without spilling	
Puts on hat and slip-on shoes	
Indicates need for toilet by behaviour – for example, dancing movements or holding self	
Holds pencil between thumb and two fingers no longer using whole hand grasp	
Step 10	
Climbs confidently and uses nursery play climbing equipment	
Builds a tower of up to six blocks	
Fits small shapes and objects into holes during posting activities	
Takes off loose coat or shirt when undone	
Turns pages in a book one at a time	
Unzips front zipper on coat or jacket	
Can undo Velcro fasteners	
Shows control in holding and using hammers, books and mark-making tools	
Step 11	
Walks downstairs safely, two feet to each step while carrying a toy	
Stands on one foot when shown	
Makes snips in paper with child scissors	
Usually able to control bowel with occasional accidents	
Takes pleasure in personal hygiene including toileting	

Physical	Date Achieved
Pulls up own trousers and pulls up zipper	
Can undo large buttons	
Screws and unscrews toy nuts and bolts	
Able to blow – for example, candles or when cooling food	
Catches a large ball	
Step 12	
Holds pencil near its tip between first two fingers and thumb and uses it with good control to draw different shapes	
Asks for toilet using voice, gesture or action – for example, leads adult to toilet and asks verbally or makes a sign	
Pulls down own pants when using the toilet	
Rides tricycle, using pedals	
Can jump forward about 60 cm (2 feet)	
Puts arms into open-fronted coat or shirt when held up	
Washes and dries hands	
Step 13	
Negotiations space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles	
Handles tools, object, building and malleable materials safely and with increasing control	
Hangs up own coat	
Buttons up clothes	
Walks upstairs using alternating feet, one foot per step	
Eats competently with knife and fork	
Reliably dry and clean during the day	
Step 14	
Travels around, under, over and through balancing and climbing equipment with confidence	
Shows increasing accuracy in throwing, catching and kicking a ball	
Recognises the importance of keeping healthy, and those things which contribute to this	
Takes responsibility for self-care in washing, teeth cleaning and toileting	
Dresses and undresses independently	

Thinking	Date Achieved
Step 1	
Moves hanging rattle or soft toy while moving arms or legs	
When lying on back or propped up, moves eyes to follow face or toy moving slowly from side to side, close to face	
Turns eyes and or head towards new sounds	
Is startled by sudden noise	
Shows interest in new experiences – for example, when you show a new toy	
Step 2	
Shows interest in small objects or the detail of a toy – for example, will gaze at small beads in a rattle	
Reacts with sudden behaviour change when a face or object disappears suddenly from view	

Thinking	Date Achieved
Looks around a room with interest, visually scans environment for new and interesting objects and events	
Smiles with pleasure at recognisable playthings	
Shows interest in moving pictures and sound – for example, on television	
Can shift visual attention by looking from one object to another and back again	
Repeats actions that have an effect – for example, kicking or batting a mobile to create movement, shaking a rattle so it makes a sound again	
Step 3	
Plays with and explores objects by touching them, looking at them, bringing them to the mouth and listening to the sounds they make	
Persistently and deliberately reaches out for toys	
Notices changes in groupings of objects, pictures and sounds – for example, they may look puzzled, unsettled or stop what they are doing	
Shows anticipation and enjoyment of familiar caring routines and simple games – for example, sucks or licks lips in response to sounds of preparation for feeding or gets excited upon seeing spoon or other eating utensil or familiar toy	
Step 4	
Plays with objects, by banging, shaking, turning them around in their hands	
Reacts to familiar sounds or sights by changes in behaviour – for example, extends arms and legs, smiles, searches with eyes when hears the vacuum cleaner, running bath, footsteps	
Shows interest in toys and other things that incorporate technology	
Can release toy from grasp if attention disturbed	
Watches toy being hidden and tries to find it	
Step 5	
Shows excitement during turn-taking games such as peek-a-boo – for example, claps hands as their turn gets closer	
Looks towards the floor when object is dropped by other people and looks for objects they drop themselves	
Explores new objects in an orderly way to investigate cause and effect – for example can pull on a string to get the connected toy	
Understands the meaning of some sounds – for example, hears a telephone ring and looks at the telephone	
Anticipates what will happen next – for example, expects to be fed if placed in high chair and may become distressed if the expected routine doesn't happen	
Stays absorbed in activities and can ignore distractions for at least 30 seconds	
Imitates and improvises actions they have observed – for example, clapping or waving	
Struggles to get objects that are out of reach and pulls a mat towards them to make a toy or object come closer	
Step 6	
Knows there are different ways to play with different toys – for example, that a ball is for rolling or throwing and a car is for pushing	
Realises one object can act as a container for another – for example, puts smaller objects inside bigger ones and removes them again	
Interested in things that go together – for example, cup and saucer	
Recognises favourites toys, games and activities – for example, sees character in favourites book and brings same toy for you to play with	

Thinking	Date Achieved
Experiments – for example, if two things don't fit together one way then tries another way	
Engages in simple pretend play with soft toys – for example, hugs and kisses teddy or pretends to be asleep by covering self with a blanket and closing eyes	
Step 7	
Remembers where objects belong	
Actively explores objects using different senses – for example, links together different ways of handling objects, shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking	
Shows understanding that things exist, even when out of sight, will refer to, request or search for objects that are not currently in sight	
Enjoys playing with objects of different sizes that go together – for example, stacking cups	
Matches shape of piece to hole – for example, in a shape sorter	
Step 8	
Matches objects with parts that fit together – for example, puts lid on teapot	
Uses understanding of cause and effect – for example, straightens up a tower of blocks if it starts to wobble	
Shows a curiosity about how things work – for example, looks closely at the parts of a mechanical toy	
Is interested in pushing and pulling things	
Builds simple structures	
Shows interest in toys with buttons, flaps and simple mechanisms	
Asks for a desired object by pointing, which may be accompanied by vocalisations or single words, checking back to adult that request has been noticed	
Can organise and categorise objects – for example, putting all red things and all blue things in separate piles	
Starts to help with dress and hygiene routines	
Step 9	
Copies everyday actions in play – for example, brushing doll's hair, cleaning dolls' house, feeding teddy toy food	
Makes pretend sequences - for example, pouring pretend tea then drinking, washing then drying a doll, getting in a toy car and going to work	
Creates and experiments with blocks, colours and marks	
Tries to work out problems by thinking first – for example, how to switch something on or how to get something that's out of reach	
Operates mechanical toys – for example, turns the knob on a wind-up toy, pulls back on a friction car, pushes button to open flap	
Step 10	
Matches sets of identical objects, understands the ideas of 'the same'	
Begins to develop sense of time, understands terms such as 'late', 'tomorrow' and 'yesterday'	
Understands simple explanations and reasons given by others	
Understands size differences (bigger, smaller and so on) – for example, selects the bigger or smaller object or picture when asked	
Names two or three colours	
Completes simple puzzle board with shapes that fit together	
Step 11	
Seeks to learn basic skills in turning on some ICT equipment	

Thinking	Date Achieved
Engages in imaginative play and role-play based on own experiences – for example, ‘driving a car’	
Shows curiosity about the world by asking questions and thinking about reasons why things happen	
Joins in with learning activities led by more able partner and can perform new actions after they have seen them demonstrated	
Enjoys playing with small-world models such as a farm, a garage, or a train track	
Notices deliberate mistake in story telling or rhyme	
Uses and understands the logic of ‘if.....then’ – for example ‘If I stand on a step, then I can reach the toy’, ‘If I eat my sandwich, then I can have some chocolate pudding’	
Repeats a two digit number sequence, e.g. 7, 2	
Is more organised, gathering together the toys they want to play with before starting play – for example, getting the doll and the tea set before starting to play tea-parties or getting the train and tracks and setting them out before playing trains	
Step 12	
Puts three pictures in correct order to represent a sequence in a familiar activity or story	
Uses various building materials	
Follows directions if not intently focused on own choice of activity	
Shows awareness of danger – for example, is careful on playground equipment	
Builds stories around toys – for example, farm animals climbing an armchair ‘cliff’ and having to be rescued	
Notices what adults do, copying what is observed and then doing it when the adult is not there	
Uses ICT to perform more complex functions, such as selecting a channel on the TV remote control	
Repeats a three digit number sequence – for example, 2, 8, 5	
Draws person with head and one or two other features or parts	
Step 13	
Shows interest in different occupations and ways of life	
Remembers three or four items shown on a list – for example, a picture shopping list of apples, oranges and bananas	
Comments and asks questions about where they live and the natural world	
Builds complex things with a wide range of objects, selecting appropriate resources and adapting their work where necessary	
Talks about personal intentions, describing what they are trying to do	
Is able to ignore distractions and concentrate on a chosen task	
Concentrates and listens for more than ten minutes in adult-led activities that they enjoy	
Step 14	
Selects the tools and techniques they need to shape, assemble and join materials they are using	
Explains own knowledge and understanding and asks appropriate questions of others	
Finds out about and identifies the uses of everyday technology and uses information and communication technology and programmable toys, to support their learning	
Makes short-term future plans	
Finds out about their environment and talks about the features that they like and dislike	
Shows flexibility in trying different ways of tackling problems	

