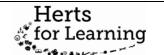
Early Years Outcomes

Age: 40 to 60+ Months - Typical Behaviour

Name of Child:

Date of Birth:



Communication and language

Listening and attention

- Maintains attention, concentrates and sits quietly during appropriate activity.
- Two-channelled attention can listen and do for short span.

Understanding

- Responds to instructions involving a two-part sequence.
- Understands humour, e.g. nonsense rhymes, jokes.
- Able to follow a story without pictures or props.
- Listens and responds to ideas expressed by others in conversation or discussion.

Speaking

- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
- Uses language to imagine and recreate roles and experiences in play situations.
- Links statements and sticks to a main theme or intention.
- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Introduces a storyline or narrative into their play.

Physical development

Moving and Handling

- Experiments with different ways of moving.
- Jumps off an object and lands appropriately.
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
- Travels with confidence and skill around, under, over and through balancing and climbing equipment.
- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
- Uses simple tools to effect changes to materials.
- Handles tools, objects, construction and malleable materials safely and with increasing control.
- Shows a preference for a dominant hand.
- Begins to use anticlockwise movement and retrace vertical lines.
- Begins to form recognisable letters.
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

Health and self-care

- Eats a healthy range of foodstuffs and understands need for variety in food.
- Usually dry and clean during the day.
- Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
- Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.
- Shows understanding of how to transport and store equipment safely.
- Practices some appropriate safety measures without direct supervision.

Self-confidence and self-awareness

 Confident to speak to others about own needs, wants, interests and opinions.

Personal, social and emotional development

 Can describe self in positive terms and talk about abilities.

Managing feelings and behaviour

- Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.
- Aware of the boundaries set, and of behavioural expectations in the setting.
- Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.

Making relationships

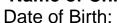
- Initiates conversations, attends to and takes account of what others say.
- Explains own knowledge and understanding, and asks appropriate questions of others.
- Takes steps to resolve conflicts with other children, e.g. finding a compromise.

Assessment Points over one year & date	Entry	1 st Review / Term 1	2 nd Review / Term 2	3 rd Review / Term 3
--	-------	---------------------------------	---------------------------------	---------------------------------

Early Years Outcomes

Name of Child:

Age: 40 to 60+ Months - Typical Behaviour





develop and act out a narrative.

Literacy Understanding the world **Expressive arts and design** Mathematics Exploring and using media and materials Reading Numbers People and communities Continues a rhyming string. Recognises some numerals of personal · Enjoys joining in with family customs and Begins to build a repertoire of songs and • Hears and says the initial sound in words. significance. routines. dances. • Can segment the sounds in simple words • Recognises numerals 1 to 5. • Explores the different sounds of and blend them together and knows which Counts up to three or four objects by saving The world instruments. letters represent some of them. one number name for each item. Looks closely at similarities, differences, Explores what happens when they mix · Links sounds to letters, naming and Counts actions or objects which cannot be patterns and change. colours. sounding the letters of the alphabet. moved. Experiments to create different textures. Begins to read words and simple Counts objects to 10, and beginning to **Technology** Understands that different media can be Completes a simple program on a sentences. count beyond 10. combined to create new effects. Uses vocabulary and forms of speech that · Counts out up to six objects from a larger computer. • Manipulates materials to achieve a planned are increasingly influenced by their Interacts with age-appropriate computer effect. aroup. experiences of books. Selects the correct numeral to represent 1 software • Constructs with a purpose in mind, using a Enjoys an increasing range of books. to 5, then 1 to 10 objects. variety of resources. Knows that information can be retrieved Counts an irregular arrangement of up to Uses simple tools and techniques competently and appropriately. from books and computers. ten objects. • Estimates how many objects they can see Selects appropriate resources and adapts Space, shape and measure and checks by counting them. work where necessary. Writina Beginning to use mathematical names for · Gives meaning to marks they make as they • Uses the language of 'more' and 'fewer' to • Selects tools and techniques needed to 'solid' 3D shapes and 'flat' 2D shapes, and draw, write and paint. compare two sets of objects. shape, assemble and join materials they are mathematical terms to describe shapes. • Begins to break the flow of speech into Finds the total number of items in two Selects a particular named shape. using. words. groups by counting all of them. • Can describe their relative position such as · Continues a rhyming string. · Says the number that is one more than a 'behind' or 'next to'. Being imaginative · Hears and savs the initial sound in words. aiven number. Orders two or three items by length or Creates simple representations of events. Can segment the sounds in simple words • Finds one more or one less from a group of people and objects. heiaht. and blend them together. • Initiates new combinations of movement up to five objects, then ten objects. · Orders two items by weight or capacity. · Links sounds to letters, naming and In practical activities and discussion, Uses familiar objects and common shapes and gesture in order to express and sounding the letters of the alphabet. beginning to use the vocabulary involved in respond to feelings, ideas and experiences. to create and recreate patterns and build Uses some clearly identifiable letters to adding and subtracting. Chooses particular colours to use for a models. • Records, using marks that they can communicate meaning, representing some purpose. Uses everyday language related to time. sounds correctly and in sequence. interpret and explain. • Introduces a storyline or narrative into their Beginning to use everyday language Writes own name and other things such as · Begins to identify own mathematical related to money. play. labels, captions, problems based on own interests and • Plays alongside other children who are Orders and sequences familiar events. • Attempts to write short sentences in fascinations. engaged in the same theme. Measures short periods of time in simple meaningful contexts. Plays cooperatively as part of a group to ways.