

ARC PATHWAY FRAMEWORK

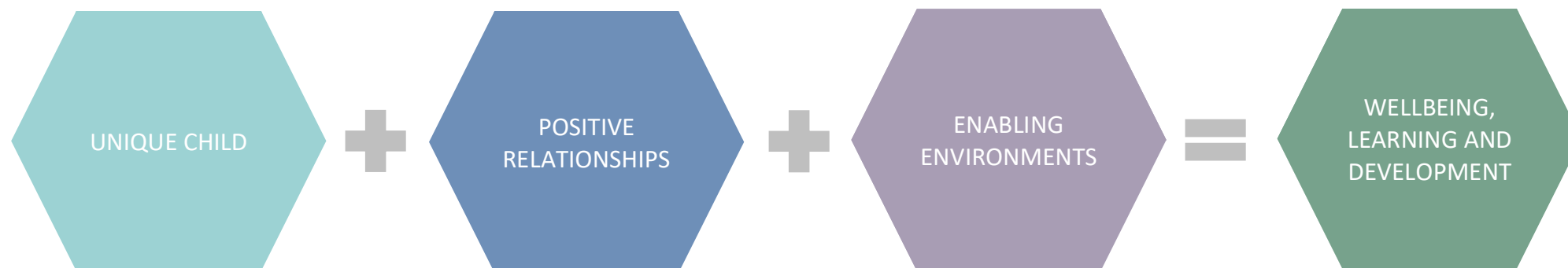


ARC PATHWAY FRAMEWORK

Children are wired to learn from birth. They are 'natural and powerful learners.' They become formidable learners when teamed with positive relationships and enabling environments. Creating a communication rich environment along with positive emotional and physical factors will have a significant impact on children's development, enabling and empowering them on their unique learning journeys. Wellbeing must be at the heart of this process.



THE FOUR FOUNDATIONS



| PRINCIPLE OF THE UNIQUE CHILD | PRINCIPLE OF POSITIVE RELATIONSHIPS | PRINCIPLE OF ENABLING ENVIRONMENTS | PRINCIPLE OF WELLBEING, LEARNING AND DEVELOPMENT |
|---|---|--|--|
| <p>Every child uniquely develops, learns and progresses with their own distinctive momentum and developmental shape.</p> <p>Practitioners</p> <ul style="list-style-type: none"> • fully understand and observe each child's development and learning, assess progress, plan for next steps • support babies and children to develop a positive sense of their own identity and culture • identify any need for additional support • keep children safe • value and respect all children and families equally | <p>Positive relationships build children who are strong and independent learners.</p> <p>Positive Relationships</p> <ul style="list-style-type: none"> • are warm, loving and encouraging, and foster a sense of belonging • remain sensitive and responsive to the child's needs, feelings and interests • are supportive of the child's own efforts and independence • are built on key person relationships in early years settings | <p>Enabling and empowering environments strongly support children's learning and development, where they can freely investigate and explore according to their individual needs and desires.</p> <p>Enabling Environments</p> <ul style="list-style-type: none"> • offer co-regulation strategies to help children develop self-regulatory skills • provide motivating and thought-provoking resources, activities and areas, relevant to all the children's cultures and communities • offer rich learning opportunities through play and playful teaching • provide support for children to take risks and explore • offer real, rich and relevant choice-making | <p>Every child's emotional needs and unique learning pathway is fully understood and supported, with numerous, ongoing playful opportunities to explore, investigate and discover.</p> <p>Wellbeing Central to Learning</p> <ul style="list-style-type: none"> • practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development • the characteristics of effective early learning are deeply engrained in the pedagogy <ul style="list-style-type: none"> ✓ Relating and rapport ✓ Playing and exploring ✓ Active learning ✓ Creating and thinking critically |

WHY ASSESS?

Best practice involves assessing what children know, what they can do and how they are building on it.

What does assessment achieve?

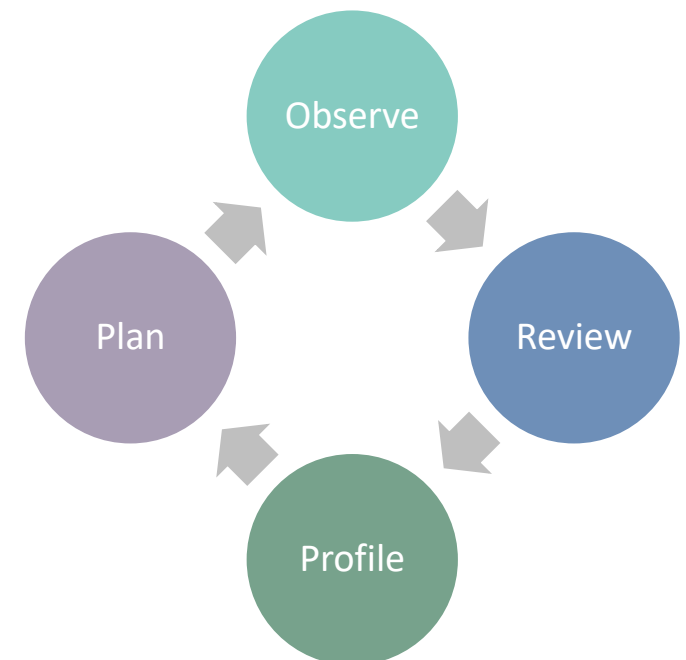
- ✓ Holistic view of a child's development and learning -
- ✓ Effective next steps planning
- ✓ An ability to measure progress
- ✓ Early intervention
- ✓ Recognises patterns of learning in a setting
- ✓ Informs resourcing
- ✓ Supports practitioners in creating an enabling environment

How can we gauge children's pattern of development, levels of understanding and their engagement in learning? Without sensitive profiling through observation and interaction, it will not be possible to understand a child's developmental shape.

How can we measure progress holistically? Without identifying a clear starting point across all areas of learning and development, it will not be possible to recognise and measure progress.

How can we best plan a child's next steps? Without understanding a child's unique pattern of development, it will not be possible to set meaningful and appropriate next steps.

How can we identify when a child needs extra support at an early stage? Without recognising a child's needs in an area of development, it will not be possible to intervene at this critical early stage.



THE CHARACTERISTICS OF EFFECTIVE LEARNING

Each unique child is an active agent of their own development

In order for children to become lifelong learners and independent thinkers, we need to support them in **how they learn**. The Characteristics of Effective Learning (CoEL) describe the learning dispositions, behaviours and learning habits that children form as they playfully learn. The early years build the foundations for children's positive dispositions towards play and learning. From this, with numerous experiences of making choices, facing challenges and thinking flexibly and critically, *children can learn how to learn*.



It is important to realise that children have an active role in their learning by:

- following their conation and curiosity
- mastering new skills
- developing and demonstrating their growing independence
- pushing themselves to become increasingly competent learners.

The Characteristics of Effective Learning represent this dynamic role in learning adopted by actively learning children. This active learning includes:

- ✓ relating and rapport - the child connects positively with other people
- ✓ playing and exploring – the child engages positively with their environment
- ✓ active learning – the child is motivated, both intrinsically (conation) and by their environment
- ✓ creating and thinking critically – the child is thinking within their environment

The prime areas of learning usually develop rapidly when relationships and experiences are positive, where children feel supported and encouraged, and when practitioners understand child development levels and are able to provide the right support at the right time. The specific areas of learning may grow out of the prime areas, but the important foundational skills found here are built from birth.

CHARACTERISTICS OF EFFECTIVE LEARNING

Relating and Rapport – Connection

Emotional connection

- ✓ Engaging in key relationships with adults, both at home and setting
- ✓ Engaging in key relationships with peers, both at home and setting
- ✓ Adjusting to different social contexts with appropriate social response

Reciprocal interactions

- ✓ Joining in serve and return of interaction
- ✓ Finding joy in relationships
- ✓ Engaging in mutually satisfying activities with others
- ✓ Enjoying peer acceptance and friendship

Secure relationships

- ✓ Exploring the physical environment with enjoyment
- ✓ Adapting to new situations
- ✓ Showing pride in achievements
- ✓ Showing roots of empathy

Playing and Exploring – Engagement

Finding out and exploring

- ✓ Showing curiosity about objects, events and people
- ✓ Using senses to explore the world around them
- ✓ Engaging in open-ended activity
- ✓ Showing particular interests

Playing with what they know

- ✓ Pretending objects are things from their experience
- ✓ Representing their experiences in play
- ✓ Taking on a role in their play
- ✓ Acting out experiences with other people

Being willing to 'have a go'

- ✓ Initiating activities
- ✓ Seeking challenge
- ✓ Showing a 'can do' attitude
- ✓ Taking a risk, engaging in new experiences, and learning by trial and error

CHARACTERISTICS OF EFFECTIVE LEARNING

Active Learning – Motivation

Being involved and concentrating

- ✓ Maintaining focus on their activity for a period of time
- ✓ Showing high levels of energy, fascination
- ✓ Not easily distracted
- ✓ Paying attention to details

Keeping trying

- ✓ Persisting with activity when challenges occur
- ✓ Showing a belief that more effort or a different approach will pay off
- ✓ Bouncing back after difficulties

Enjoying achieving what they set out to do

- ✓ Showing satisfaction in meeting their own goals
- ✓ Being proud of how they accomplished something – not just the end result
- ✓ Enjoying meeting challenges for their own sake rather than external rewards or praise

Creating and Thinking Critically

Having their own ideas

- ✓ Thinking of ideas
- ✓ Finding ways to solve problems
- ✓ Finding new ways to do things

Making links

- ✓ Making links and noticing patterns in their experience
- ✓ Making predictions
- ✓ Testing their ideas
- ✓ Developing ideas of grouping, sequences, cause and effect

Choosing ways to do things

- ✓ Planning, making decisions about how to approach a task, solve a problem and reach a goal
- ✓ Checking how well their activities are going
- ✓ Changing strategy as needed
- ✓ Reviewing how well the approach worked

Relationships, empathy and connection must be at the heart of good practice. Children thrive in the warmth of positive relationships when adults are highly responsive.

Happy children learn!
Children's positive dispositions such as curiosity, resourcefulness, and persistence, are built through positive relationships and enabling environments.

'Play is a need, a drive, a brain-building must do...'
Play is the fundamental, natural drive to generate and develop ideas, over and over again. Play prepares children like no other process. When we put play into meaningful context of the child, they will learn important concepts, and become powerful thinkers.

ARC PATHWAY'S PRINCIPLES

Thinking skills are more valuable than knowledge.
Exciting and thought-provoking activities will encourage children to engage with each other, creating opportunities for sustained shared thinking and building confidence.



Sustained attention is essential for learning and play.
Following children's interests and offering highly motivating toys and activities will give children an irresistible invitation to engage.

WELLBEING

Attachment is the warm and loving relationships that babies and children build with their primary caregivers to enable them to confidently and independently form other healthy relationships and engage in activities.

Confidence enables the child to attempt new activities, share ideas, make relationships and have a positive awareness of themselves and their identity.

Self-awareness is the child's ability to understand what and why they think, feel or behave in a particular way and recognising their likes and dislikes, strengths and weaknesses.

Social awareness is the child's developing ability to understand the feelings and perspectives of others and how they relate to them.

Self-regulation is the child's developing ability to understand and manage their emotions, thoughts and behaviour with the support of empathetic adults around them.

ARC STRANDS OF LEARNING

COMMUNICATION AND LANGUAGE

Attention is the child's ability to focus and sustain their engagement in a task as well as their ability to transition to a new activity.

Speaking is the child's development of words and phrases as well as nonverbal communication.

Social communication is the way in which the child communicates verbally or nonverbally for a social purpose.

Understanding is the child's ability to understand words, concepts and sentences.

Processing and retaining is the child's ability to take in and hold on to information.

PHYSICAL DEVELOPMENT

Gross motor is the movement that involves the child's whole body such as standing, walking, running and jumping.

Sensory (internal senses) is the child's response to internal feelings such as wanting to go to the toilet, being hungry, wanting to move about, wanting to put things in their mouths, etc.

Sensory (external senses) is the child's responses to experiences such as loud noises, bright lights, textures and temperatures.

Eating is the child's developing ability to independently manage their own eating preferences, skills and habits.

Toileting is the child's ability to learn to manage their own personal hygiene independently.

Managing routines and belongings is the child's ability to develop independence and confidence about their daily functional skills, such as dressing, finding belongings, etc.

LITERACY

Fine motor skills are the movements that involve the child's wrists, hands and fingers.

Meaningful mark-making is the child's developing ability to make marks for a wide range of purposes, starting with scribbling patterns and moving on to writing words and sentences.

Books and print is the child's developing ability to enjoy books, and recognise print, words and sentences in books and their environment.

Phonemic Awareness is the child's ability to discriminate, recognise and use different sounds in their speech, and associate these sounds with letters, thus supporting their reading and writing.

MATHEMATICS

Number is the child's ability to understand and estimate quantity, to count, to recognise numbers and number patterns, etc.

Shape is the child's ability to identify and name 2D and 3D shapes, using different materials in everyday life.

Space and spatial sense is the child's awareness of the position of themselves and objects around them, and relationships between objects, e.g. the pencil is in the pot.

Measurement is the child's awareness of the relative sizes, weights and lengths of objects.

Time and sequence is the child's awareness of times in their day, e.g. what is happening now/next, and recognising sequence in their routines.

Colour and patterning is the child's ability to recognise colours, along with things that repeat in a logical way, such as stripes on a jumper.

EXPRESSIVE ARTS AND DESIGN

Imagination is the child's ability to create and be resourceful.

Initiative and curiosity is where children show sustained interest in their environment, new activities and new experiences.

Exploring/using media, materials and ideas is the child's ability to choose and use different materials and tools to a creative end.

Exploring music is the child's response to and engagement in music and rhythm.

UNDERSTANDING THE WORLD

People, culture and communities is the child's understanding of themselves, their families, and their local communities and traditions, along with the similarities and differences between people.

The world is the child's understanding of their physical and natural world through observing, exploring and experiencing.

Technology is the child's ability to use a range of technology at home and in schools, with increasing skill.

Problem solving is the child's ability to link previous knowledge with new situations and think flexibly to create ideas/solutions.

12 MONTHS

WELLBEING

Attachment - The child has a favourite adult, e.g. parent, family member, etc.

Confidence - The child laughs and interacts with people they love, using voice, gesture, eye contact or facial expression.

Self-Awareness - The child can estimate the distance/reach for an object around them.

Social Awareness - The child recognises and seeks contact with familiar people in their environment.

Self-Regulation - The child demonstrates preference for favourite people in their environment, seeking comfort with trusted adults.

COMMUNICATION AND LANGUAGE

Attention Skills - The child is able to direct their attention to a motivating toy or new stimulus.

Speaking - The child is able to make a range of different sounds.

Social Communication - The child uses vocalisations to gain attention.

Understanding - The child can recognise one or two common words in their environment such as car, daddy, biscuit.

Processing and Retaining - The child shows understanding of what is happening in their daily routine.

PHYSICAL DEVELOPMENT

Movement: Gross Motor - The child has good balance while sitting and moves around independently by crawling or standing and holding onto furniture.

Sensory: Internal Senses - The child starts to move over and under objects and can crawl into small spaces in a coordinated way.

Sensory: External Senses - The child remains calm and engaged in a busy environment with a range of sounds and visual stimuli.

Health & Self-Care: Eating - The child shows interest in food and is feeding themselves small pieces of finger food.

Health & Self-Care: Toileting - The child tolerates having nappy changed with encouragement.

Managing Routines and Belongings - The child recognises the routine leading up to nap time and can generally settle to sleep for a daytime nap.



LITERACY

Fine Motor - The child can use their index finger to poke or point.

Meaningful Mark-Making - The child reaches for toys, sometimes banging them on the floor.

Books and Print - The child looks at highly appealing pictures in board books.

Phonemic Awareness - The child listens when an adult sings them a song.

MATHEMATICS

Number - The child has an understanding that the word 'more' means they will be offered the same again, e.g. 'More juice?'

Shape - The child explores different sized and shaped objects and knows whether to use one hand or two hands to pick up an object.

Space and Spatial Sense - The child reaches for and grasps objects in their environment.

Measurement - The child can adjust their reach to pick up an object.

Time and Sequence - The child gets excited when they see preparation for an event that they enjoy, e.g. shoes on for going out.

Colour and Patterning - The child can follow a moving



EXPRESSIVE ARTS AND DESIGN

Imagination - The child shows evident enjoyment and endeavour in all their play.

Initiative and Curiosity - The child plays in their environment with evident enjoyment and endeavour, i.e. exploring with hands, mouth, etc.

Exploring/Using Media, Materials and Ideas - The child enjoys exploring all areas of their environment.

Exploring Music - The child moves their body when they hear music with a strong beat.



UNDERSTANDING THE WORLD

People, Culture and Communities - The child displays enjoyment at being with favourite people.

The World - The child shows interest in their surroundings by touching, smiling, looking at people and objects around them.

Technology - The child can pick up a cup or plate for a purpose, e.g. drink out of cup, eat off a plate.

Problem Solving - The child repeats actions to cause desired effect, e.g. pushes ball to see it roll.



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WELLBEING

Attachment - The child has a favourite adult, e.g. parent, and may become distressed when they leave.

Confidence - The child uses context cues to engage another person in their daily routine, e.g. finding shoes to go outside.

Self-Awareness - The child knows what belongs to them, e.g. fetches/finds their coat/shoe on request.

Social Awareness - The child displays enjoyment in being with familiar people, drawing them into social interaction.

Self-Regulation - The child uses a familiar adult for emotional reassurance, calming down quickly when a familiar adult offers them verbal or non-verbal comfort.

COMMUNICATION AND LANGUAGE

Attention Skills - The child is able to show shared enjoyment when attending to a toy or a book with an adult, by looking from the toy to the adult.

Speaking - The child uses several words or word approximations including symbolic sounds such as animal sounds, 'ch ch' for train etc.

Social Communication - The child uses some simple gestures such as waving goodbye or lifting arms to be picked up.

Understanding - The child can find or show some everyday objects when asked. For example, when sharing a book and asked, 'Where's shoe?' they point to the shoe. When outside, asking 'Where's the ball?' they pick up the ball.

Processing and Retaining - The child anticipates what is going to happen next through a phrase or key words.



PHYSICAL DEVELOPMENT

Movement: Gross Motor - The child is starting to walk without assistance.

Sensory: Internal Senses - The child enjoys being bounced on an adult's knee, held up in the air, spun around, etc.

Sensory: External Senses - The child likes messy play activities, exploring a range of textures with their hands.

Health & Self-Care: Eating - The child has started holding and drinking from different kinds of cups, e.g. sippy cups, cups with or without handles.

Health & Self-Care: Toileting - The child actively cooperates with the nappy change routine, even though they may resist having clothes put on/taken off.

Managing Routines and Belongings - The child associates certain objects with their routine, e.g. shoes/hat when going outside, spoon with snack time, nappy/trousers with changing.

LITERACY

Fine Motor - The child can pick up small objects between their thumb and index finger.

Meaningful Mark-Making - The child understands the functional use of a marker or crayon by sometimes scribbling.

Books and Print - During shared reading the child finds characters or objects on adult request, e.g. "Where is the baby?"

Phonemic Awareness - The child responds to and recognises different sounds in their environment such as familiar voices or symbolic sounds.



MATHEMATICS

Number - The child enjoys number songs and rhymes and joins in with little or no understanding of concepts.

Shape - The child recognises big things and small things in meaningful contexts, e.g. attempts to place block into hole, sometimes with random accuracy.

Space and Spatial Sense - The child can place objects into a container, e.g. small blocks into a toy bucket.

Measurement - The child understands relative sizes by putting small objects in and out of containers.

Time and Sequence - The child knows and enjoys daily routines and can show impatience when waiting.

Colour and Patterning - The child plays with coloured blocks and shapes.

18 MONTHS

EXPRESSIVE ARTS AND DESIGN

Imagination - The child enjoys the physical actions of manipulating familiar toys, e.g. lifting flaps, poking fingers.

Initiative and Curiosity - The child actively and eagerly explores their environment.

Exploring/Using Media, Materials and Ideas - The child explores a range of sensory media, and does not mind getting their hands sandy, wet or covered in paint.

Exploring Music - The child recognises/responds to familiar music, sometimes attempting to join in with vocalisations and movement.

UNDERSTANDING THE WORLD

People, Culture and Communities - The child recognises favourite people in their community, drawing them into social interaction.

The World - The child uses familiar objects for a purpose, e.g. rolls ball, pushes a toy car.

Technology - The child enjoys cause and effect toys, laughing or smiling when the light comes on/toys makes a noise.

Problem Solving - The child knows what familiar/common things are used for, e.g. hairbrush, spoon, phone.



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WELLBEING

Attachment - The child has a clear preference for their caregiver in contrast to unknown adults, openly and warmly welcoming them after an absence.

Confidence - The child demonstrates some independence and assertion in everyday activities, e.g. wants to pour their own drink, carry their own bag.

Self-Awareness - The child demonstrates that they know that it is them when they look in the mirror or at photos of themselves.

Social Awareness - The child enjoys interacting with others, with or without an adult, e.g. displays enjoyment in songs and rhymes, sometimes joining in.

Self-Regulation - When upset the child expresses their own feelings of anger and frustration, preferring the comfort of a familiar adult over an unfamiliar adult.



COMMUNICATION AND LANGUAGE

Attention Skills - The child can attend for short periods on an activity of their choosing.

Speaking - The child combines 2 words to form simple phrases and new words are regularly emerging

Social Communication - The child points out objects to share interest in their environment, e.g., 'Look, Mummy, bubbles!'

Understanding - The child can point to four different body parts such as eyes, tummy, head, hair, etc.

Processing and Retaining - The child can follow simple instructions in context such as "Sit down", "Get shoes".

PHYSICAL DEVELOPMENT

Movement: Gross Motor - The child starts to walk up at least 4 steps, holding on to a hand or rail (placing one or both feet on each step).

Sensory: Internal Senses - The child's awareness of the position of their arms in space allows them to imitate simple actions in songs.

Sensory: External Senses - The child is comfortable exploring different areas in bare feet, e.g. sand box, grassed areas, carpet, tiles, etc.

Health & Self-Care: Eating - The child can bite down and use chewing actions for most chewy/crunchy foods offered to them in their daily routine.

Health & Self-Care: Toileting - The child responds when asked if they have soiled their nappy.

Managing Routines and Belongings - The child can take their own socks and shoes off, if fastenings on shoes are already undone.



LITERACY

Fine Motor - The child stacks blocks or objects on top of each other to make a tower.

Meaningful Mark-Making - The child enjoys making marks on paper/easel/floor with marker pen/crayon.

Books and Print - The child enjoys choosing favourite books to share over and over with a familiar adult.

Phonemic Awareness - Although the child's speech sounds are immature, at least 50% of their speech is intelligible.

MATHEMATICS

Number - The child uses random number words in their play.

Shape - The child creates their own simple shape structures, e.g. makes arrangement with blocks, makes round 'biscuits' from play dough.

Space and Spatial Sense - The child has a go at inset puzzles, sometimes with success.

Measurement - The child is beginning to use size words, e.g. says, 'Big dog'.

Time and Sequence - The child demonstrates anticipation when it is a favourite part of their daily routine, e.g. says, "Coat!" when going outside.

Colour and Patterning - The child can recognise the musical and action patterns of a favourite song and join in, e.g. The Wheels on the Bus'.



24
MONTHS

EXPRESSIVE ARTS AND DESIGN

Imagination - The child can express themselves e.g. roar like a lion, stamp like a giant, smile at the camera.

Initiative and Curiosity - The child initiates some activities, e.g. brings a book to an adult to share.

Exploring/Using Media, Materials and Ideas - The child experiments with media such as paint using either fingers and hands or sponges, paint brushes, etc.

Exploring Music - The child focuses on familiar chunks of music, reacting to the general feel/mood, e.g. smiles and claps/sings parts of favourite song/nursery rhyme.

UNDERSTANDING THE WORLD

People, Culture and Communities - The child demonstrates interest and curiosity in people they know, e.g. approaches familiar adult to present a toy.

The World - The child purposefully explores their natural world in a variety of ways, i.e. looking, listening, lifting, pulling, pushing, etc.

Technology - The child anticipates sounds/action/light when an adult demonstrates a cause and effect toy.

Problem Solving - The child attempts inset puzzles, sometimes with success.



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WELLBEING

Attachment - The child plays with purpose in their environment, either checking in with a favourite adult or playing happily independently.

Confidence - The child has the confidence to check in, capture and keep an adult's attention, using verbal or non-verbal communication.

Self-Awareness - The child expresses some strong interests, at times demonstrating ownership over their toys or belongings, "This is mine, you can't play with it."

Social Awareness - The child seeks out others to share an activity, e.g. looking through books and pointing out objects to the adult.

Self-Regulation - The child expresses their own feelings to a familiar adult, calming down quickly after an emotional episode when offered verbal or non-verbal comfort.

COMMUNICATION AND LANGUAGE

Attention Skills - The child is able to listen and respond to an adult in their play.

Speaking - The child combines words into short 3-4 word phrases such as 'Mama gone home now', 'More juice, please'.

Social Communication - The child can engage in 2 to 3 turns within conversations with familiar adults.

Understanding - The child demonstrates understanding of some early language concepts, such as 'big', 'little', 'in', 'on', 'up', 'hot.'

Processing and Retaining - The child can follow a two-part direction, e.g. 'Touch your nose and then your ears.'



PHYSICAL DEVELOPMENT

Movement: Gross Motor - The child runs safely on their whole foot.

Sensory: Internal Senses - The child enjoys playing on outdoor play equipment that involves movement, e.g. ride-on toys, swings, see-saws, slides.

Sensory: External Senses - The child can distinguish between edible and inedible objects and generally does not mouth non-food items.

Health & Self-Care: Eating - The child tries eating a variety of healthy food, although they may have distinct food preferences, expressing these verbally or non-verbally.

Health & Self-Care: Toileting - The child shows understanding of the nappy change routine, e.g. may communicate need for potty or toilet, helps with clothing, knows where the wipes are.

Managing Routines and Belongings - The child recognises their own belongings (shoes, hat, coat, bag, drink, etc.) and can follow a simple instruction to help put their belongings in a familiar location.

30 MONTHS



LITERACY

Fine Motor - The child is interested in using a pencil/crayon and is starting to make controlled marks on the paper, e.g. lines or circular scribble (possibly still using fist grip).

Meaningful Mark-Making - The child imitates and makes some deliberate marks on paper/easel e.g., circular scribbles, lines.

Books and Print - The child anticipates some features of a favourite story, e.g. "Balloon goes POP!"

Phonemic Awareness - The child is able to fill in or use some correct words in a song, e.g. 'Head, shoulders, knees and ____'.

MATHEMATICS

Number - When asked, the child can carry out some one-to-one matching in play, e.g. Let's give the teddies one cup and one plate each.

Shape - The child notices simple shapes, e.g. will point to a round ball at the playdough table when requested.

Space and Spatial Sense - The child can successfully navigate their body into a range of small spaces, e.g. getting into/sitting in box or crawling through play tunnel.

Measurement - The child fills and empties containers for a purpose, e.g. fills jug with water and pours it into cup during water play.

Time and Sequence - The child knows what happens after part of the daily routine, e.g. after snack time, we go outside.

EXPRESSIVE ARTS AND DESIGN

Imagination - The child shows clear preferences for favourite toys and plays purposefully with them, frequently drawing make believe into their play.

Initiative and Curiosity - The child explores a familiar environment independently.

Exploring/Using Media, Materials and Ideas - The child is beginning to manipulate tools for a purpose, e.g. use large paint brush to paint/shape cutter to cut play dough.

Exploring Music - The child makes sounds intentionally with others in familiar settings, e.g. sings/chants chunks of songs/nursery rhymes.



UNDERSTANDING THE WORLD

People, Culture and Communities - The child will occasionally play alongside other children.

The World - The child is generally aware of where things belong, e.g. goats/farm, books/library, flowers/garden.

Technology - The child attempts to touch/press buttons, flaps, etc. on a range of cause and effect toys in order to make them work.

Problem Solving - The child is aware that cause and effect toys can be manipulated, e.g. buttons make lights/sounds work.



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WELLBEING

Attachment - The child intentionally searches for a particular favourite adult when they are feeling upset or vulnerable.

Confidence - The child has the confidence to state their own preferences and interests, even when different from others, e.g. 'I don't like milk,' 'My favourite is banana.'

Self-Awareness - The child makes simple independent choices throughout the day to show their preferences, e.g. chooses to paint a picture on an easel rather than on a table, chooses role play over a cooking activity.

Social Awareness - The child seeks out specific people to share experiences, according to what they want, e.g. initiating play with a peer who has similar interests.

Self-Regulation - The child can seek out an adult to comfort them when they are upset, e.g. key person or parent/carer.



COMMUNICATION AND LANGUAGE

Attention Skills - The child is able to follow an adult chosen and directed task.

Speaking - The child asks simple questions such as "Where's my mummy gone?" "What's this in here?" "Where's my teddy gone?"

Social Communication - The child initiates a topic of conversation with a familiar adult, e.g. "You have a chocolate cake."

Understanding - The child can understand action words, e.g. "Which one do we cook with?" "Which one do we ride on?"

Processing and Retaining - The child can travel across the room to get two named objects out of several in response to a verbal direction given once, e.g. "Can you get the car and the horse."

PHYSICAL DEVELOPMENT

Movement: Gross Motor - The child can jump in place with both feet together and will sometimes jump off a step or over obstacles.

Sensory: Internal Senses - The child is able to negotiate space, moving around obstacles and people in a busy space.

Sensory: External Senses - The child is comfortable with a range of smells, textures and tastes of food, and with encouragement will try new foods.

Health & Self-Care: Eating - The child competently feeds themselves a variety of food with a spoon, with a little spillage.

Health & Self-Care: Toileting - The child can tend to some toileting needs, e.g. is able to sit on the potty as part of their toileting routine.

Managing Routines and Belongings - The child locates their own shoes and coat and attempts to put them on, with assistance for fastenings and help to identify correct shoe for foot.



LITERACY

Fine Motor - The child is beginning to show signs of a dominant hand and will use this hand to grasp a pencil, scissors, blocks, etc.

Meaningful Mark-Making - The child enjoys drawing and writing on different media (paper, sand, etc.) and is beginning to make recognisable marks, e.g. a person (head with one or two features).

Books and Print - The child displays understanding of favourite stories, e.g. they laugh when it is funny, pretends to be scared.

Phonemic Awareness - The child's speech may still not always be clear but final sounds in words are evident and their speech is mainly intelligible.



MATHEMATICS

Number - The child holds up their fingers to represent numbers, sometimes accurately.

Shape - The child is beginning to categorise and talk about objects according to their shape or size, e.g. "Round bubbles!" "My biscuit is big."

Space and Spatial Sense - The child builds a tower of 7 bricks with a preferred hand.

Measurement - The child is using some measurement words appropriately, e.g. "I'm big." "I want more water."

Time and Sequence - The child can give simple interpretations of what they have done today.

Colour and Patterning - The child can match items, e.g. same colour socks, put toys away in the right box.

EXPRESSIVE ARTS AND DESIGN

Imagination - The child takes part in some pretend play according to their interests, e.g. feeding teddy and then putting teddy to bed.

Initiative and Curiosity - The child notices new materials/activities in their environment and expresses interest in having a go.

Exploring/Using Media, Materials and Ideas - The child notices colours and uses them for a purpose, e.g. chooses blue to paint the sky.

Exploring Music - The child shows some intentional rhythmic skill when they bang/shake percussion instruments.

UNDERSTANDING THE WORLD

People, Culture and Communities - The child is beginning to have friends, showing an interest in others, seeking out those who are familiar.

The World - The child enjoys talking about and playing with small world toys, using key props for a purpose, e.g. placing Peppa Pig in car, putting tractor in 'barn'.

Technology - The child explores the manipulative properties of objects to identify their use, sometimes with success, e.g. works out how to make the light work on an unfamiliar toy car.

Problem Solving - The child can work a range of simple toys, e.g. peg boards, cause and effect toy, child's garden rake.

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MONTHS



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WELLBEING

Attachment - The child can separate from their caregiver with support.

Confidence - The child enjoys carrying out small acts of responsibility, e.g. wipe the table, put away the books.

Self-Awareness - The child talks to other children about their physical attributes and their abilities, e.g. "I am 3." "I have brown hair." "I am big." "I can run."

Social Awareness - The child plays with others, following another child's lead in play, e.g. actively and willingly allowing another child to direct the play.

Self-Regulation - The child is aware of and expresses a range of simple feelings and can label them, seeking out an adult to share/show that feeling, e.g. 'I am cross.'

COMMUNICATION AND LANGUAGE

Attention Skills - The child can move their attention from an activity to listen to an adult independently.

Speaking - The child connects their phrases with connectives such as 'and', 'because', e.g. "I like ice cream because it's yummy." and also uses articles, e.g. 'the', 'a'.

Social Communication - The child uses language to express emotion, such as "I feel sad", "You are making me cross."

Understanding - The child understands Who, Where and Why questions, e.g. "Where is your plate?" "Who is jumping?" "Why are you sad?"

Processing and Retaining - The child can follow a three-part direction, e.g. 'Show me teddy's ears, nose and tummy.'

PHYSICAL DEVELOPMENT

Movement: Gross Motor - The child is able to balance on one leg for a few seconds.

Sensory: Internal Senses - The child can maintain an upright sitting or standing position for at least 5 minutes without leaning on furniture or people.

Sensory: External Senses - The child can continue with an activity (such as painting or gluing) with messy hands, showing awareness that their hands are messy without displaying undue discomfort.

Health & Self-Care: Eating - The child drinks from an open cup, with or without handles, with minimal or no spills.

Health & Self-Care: Toileting - The child is gaining more bladder and bowel control, e.g. requests to go to the toilet but may be having accidents.

Managing Routines and Belongings - The child follows a familiar routine for participating with a group of children, following both simple instructions and models of other children to sit in a circle, stand in a line, etc.



LITERACY

Fine Motor – The child is able to manipulate one handed tools or toys, e.g. align simple puzzle pieces, cut playdough with a child's knife.

Meaningful Mark-Making – The child knows that writing is meaningful, e.g. they will 'write a card' for Mummy.

Books and Print – The child recognises familiar symbols/logos out of context, e.g. McDonald's, Coca-Cola, favourite breakfast cereal.

Phonemic Awareness - The child's speech is easy to understand in and out of context for most of the time.



42 MONTHS

MATHEMATICS

Number – The child can verbally count by ones in the correct order to 'five'.

Shape – The child recognises and labels some simple shapes in their environment, e.g. triangle, square.

Space and Spatial Sense - The child shows an interest in/explores space, manipulating objects to fit, e.g. pushing train through a small tunnel.

Measurement – The child shows awareness of similarities of size, e.g. can divide playdough between children.

Time and Sequence – The child uses some words to describe time with little/no understanding/accuracy, e.g. today, yesterday, next week.

Colour and Patterning – The child can make a pattern with play materials, e.g. pegs on a pegboard, coloured blocks etc.


EXPRESSIVE ARTS AND DESIGN

Imagination – The child builds stories around toys, sometimes involving other children, either directly or alongside.

Initiative and Curiosity – The child plays purposefully in several areas of play during a session, i.e. scooter, painting, construction, role-play.

Exploring/Using Media, Materials and Ideas – The child sources and uses a range of familiar materials to build and construct in play.

Exploring Music – The child enjoys copying other children's rhythmic sounds or movements, e.g. copies child chanting, 'bang, bang, bang!'.



UNDERSTANDING THE WORLD

People, Culture and Communities – The child remembers and talks about some special events in their life, e.g. "I had birthday cake."

The World – The child demonstrates understanding of cause and effect through talking about why things happen and intentional manipulation of resources, e.g. makes small objects move down a water chute/ "I put my boat here and it goes down the water."

Technology – The child shows increasing skill in technological toys with knobs, pulleys, buttons, or in real objects, e.g. cameras.

Problem Solving – The child can work out a problem with support, e.g. move object out of way of tricycle as the child rides round track.



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WELLBEING

Attachment - The child is able to share their toys (without frustration or resignation).

Confidence - The child shows confidence by talking freely to familiar or unfamiliar children/adults when playing.

Self-Awareness - The child is aware of the similarities and differences between himself/herself and others, and communicates this freely regarding their home and their setting, e.g. "I have a blue bike like this at home." "My auntie gave me that book for my birthday."

Social Awareness - The child is aware that other children have different preferences to them and responds to what they say or do, e.g. "James doesn't like trains. I like trains!"

Self-Regulation - With support, the child can recover and re-engage in an activity after an emotional episode or when their needs are not immediately met.

COMMUNICATION AND LANGUAGE

Attention Skills - The child is able to sustain their attention on a given activity of interest for 10 minutes.

Speaking - The child uses verb tenses, e.g., 'He jumped', 'He is jumping' as well as pronouns he/she/they, his/her/their on a consistent basis.

Social Communication - The child engages in longer conversations with a number of exchanges.

Understanding - The child understands concepts relating to position including under, on top, behind.

Processing and Retaining - The child can travel across the room to get three named objects out of a group of objects in response to a verbal direction given once, e.g. "Can you get the car, the ball and the shoe?"

48 MONTHS

PHYSICAL DEVELOPMENT

Movement: Gross Motor - The child moves freely, playing with purpose and balance on playground equipment, e.g. climbs up ladders, goes down the slide.

Sensory: Internal Senses - The child enjoys running, spinning and jumping during movement-based play, rarely losing balance or momentum.

Sensory: External Senses - The child can generally focus their attention on the verbal instruction/visual information presented by the adult without becoming distracted by other auditory/visual input in the room.

Health & Self-Care: Eating - The child can independently pour themselves a drink of water/milk from a small container into a cup with minimum/no spillage.

Health & Self-Care: Toileting - The child goes to the toilet independently but may need assistance for wiping and supervision for washing hands.

Managing Routines and Belongings - The child enjoys and follows familiar routines and customs, e.g. washing hands before snack time, singing 'Happy Birthday'.

LITERACY

Fine Motor - The child can use scissors with some success, e.g. snip bits off, attempt to cut out pictures.

Meaningful Mark-Making - The child writes a recognisable approximation of their name, attempting to write other names or familiar words.

Books and Print - The child recognises and shows interest in familiar letters and environmental print, e.g. letters on keyboard, their book bag label, weather chart, calendar.

Phonemic Awareness - The child recognises that letters have sounds and can identify rhyming words.

MATHEMATICS

Number - The child can answer the question, "How many are there?" by saying the number/holding up fingers, e.g. 3 biscuits.

Shape - The child can recognise, name and sort simple shapes, e.g. circle, square, rectangle and triangle.

Space and Spatial Sense - The child uses positional words, e.g. 'Will you sit next to me?'

Measurement - The child can describe an object in terms of its size in comparison to another object, e.g. "You have the short stick," "I want the big ball."

Time and Sequence - The child recognises that time can be measured, e.g. uses kitchen timer to wait for activity.

Colour and Patterning - The child can copy a simple sequence of actions, e.g. in a song such as 'Head, shoulders, knees and toes.'



EXPRESSIVE ARTS AND DESIGN

Imagination - The child enhances their pretend play with props, e.g. wears a pirate hat.

Initiative and Curiosity - The child has an idea for a game/activity and gathers together a selection of toys for that purpose, e.g. fetches car mat, cars and garage, finds dolls, blankets and buggy.

Exploring/Using Media, Materials and Ideas - The child knows that paint can be mixed to make different colours and mixes paint to make a specific colour, requesting adult help if needed.

Exploring Music - The child knows the words of some of their favourite songs/nursery rhymes, and sings them with accurate pitch.

UNDERSTANDING THE WORLD

People, Culture and Communities - The child understands and carries out familiar routines/social rituals, e.g. at snack time spontaneously pours own drink, finds place to sit next to another child.

The World - The child comments and asks questions on features of their natural environment, e.g. "Here's a spider", "What does it eat?"

Technology - The child can use a mouse/touchscreen to operate simple games on a tablet/desktop computer, e.g. simple matching games.

Problem Solving - The child can explain why simple events happen, e.g. no outdoor play because it rained, a friend is absent because he is not well.



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WELLBEING

Attachment - The child can wait for something they want (without frustration or resignation).

Confidence - The child has the confidence to ask for and gather all the materials needed for an activity they have independently chosen to do.

Self-Awareness - The child speaks to others about how they are physically feeling, e.g. "I am tired." "I am cold." "I want my lunch."

Social Awareness - The child is aware that they need to turn-take and can usually take steps to resolve a conflict with a peer over an object they both want.

Self-Regulation - With support, the child can communicate in words a specific feeling to an adult, rather than engaging in a negative behavioural response.



COMMUNICATION AND LANGUAGE

Attention Skills - The child is able to do two things at a time, such as listen while they continue to play.

Speaking - The child is able to retell a simple story that has been read to them.

Social Communication - The child shows understanding that they need to change how they talk according to who they are talking to, e.g. using simple and gentle language with a young child.

Understanding - The child can understand time concepts, such as today, tomorrow, before, after.

Processing and Retaining - The child can follow a four-part direction e.g. 'Can you hop, jump, clap and sit down?'

PHYSICAL DEVELOPMENT

Movement: Gross Motor - The child shows increasing control over grasping and releasing an object, e.g. can throw a ball (both underarm/overarm) and catch the ball when it is thrown towards them.

Sensory: Internal Senses - The child is aware of the position of their own body and can stand in line or sit in a circle without frequently bumping other children.

Sensory: External Senses - The child shows preferences in their choice of clothes and dressing up but does not become distressed by being asked to wear a non-preferred item.

Health & Self-Care: Eating - The child is able to use a blunt knife safely to spread or cut, always using their other hand to steady and hold the item, i.e. spreading soft butter on bread, cutting a piece of banana.

Health & Self-Care: Toileting - During the toilet routine the child is able to manage simple fastenings on clothing, e.g. large buttons and zips.

Managing Routines and Belongings - The child can handle their own belongings (bag, lunchbox, drink bottle, coat, etc.) and independently put these away and retrieve them during a learned



LITERACY

Fine Motor - The child is imitating the pre-writing formations (diagonal lines, circles, interlocking lines, triangles and squares) and forms recognisable letters, using a digital grasp.

Meaningful Mark-Making - The child knows how to make some letters and knows the direction of writing on a page.

Books and Print - The child recognises and reads letters and words in their environment.

Phonemic Awareness - The child is showing skills in sound awareness, such as clapping syllables in words (e.g. clap three times for 'but-ter-fly.') and blending sounds in simple words, e.g. h-e-n.

MATHEMATICS

Number - The child can use one-to-one correspondence to count several items, e.g. get three biscuits, one for each person.

Shape - The child is beginning to talk about properties of shapes, e.g. round, wavy, corners, straight, sides.

Space and Spatial Sense - The child uses 'landmarks' in their speech to describe location of objects to others, e.g. "The scooter is behind the bench," "Your hat is on the chair."

Measurement - The child understands and talks about simple concepts relating to measure, e.g. "My cup is empty." "You've got a lot of play dough."

Time and Sequence - The child can tell you how many days/sleeps until a special event by counting fingers, symbols, pictures or signs.

Colour and Patterning - The child can recognise and continue a repeated pattern, e.g. red/blue/red/blue on pegboard.



EXPRESSIVE ARTS AND DESIGN

Imagination - During role-play the child creates simple representations of events, people and objects. pretending to be someone else, e.g. superhero, brother/sister.

Initiative and Curiosity - The child makes choices as they play according to their preference, e.g. chooses thick paintbrush to paint the sky.

Exploring/Using Media, Materials and Ideas - The child can initiate, carry out and finish a creative activity, e.g. source card/crayons/stickers, and make card for parent.

Exploring Music - The child can anticipate key features in familiar songs/nursery rhymes and music, e.g. knows that music gets noisy/quiet and sings accordingly.

UNDERSTANDING THE WORLD

People, Culture and Communities - The child frequently volunteers information about their home and family, e.g. talks about going swimming with family.

The World - The child notices, comments and asks questions on their local environment, e.g. "I have a slide at my house," "What is behind that gate?"

Technology - The child can explain to an adult how to turn on a torch, work a simple cause and effect toy, e.g. "You press this button."

Problem Solving - The child uses strategy they have used before in a new activity, i.e. demonstrates that they understand that glue sticks will not stick cardboard by choosing stronger glue.

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MONTHS



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60 MONTHS

WELLBEING

Attachment - The child is able to adapt to new situations with ease.

Confidence - The child has the confidence to talk positively about themselves and others, e.g. "I am really good at painting." "I like your drawing."

Self-Awareness - The child remembers events in their life and enjoys speaking to others about them.

Social Awareness - The child listens to and acknowledges what others say and feel, e.g. makes attempts to comfort a friend who is upset.

Self-Regulation - The child talks about how they are feeling and why, successfully negotiating in an interaction.

COMMUNICATION AND LANGUAGE

Attention Skills - The child can listen and remain focused in a group activity.

Speaking - The child uses language in narrative to express imagination and create roles and experiences in play.

Social Communication - The child will recognise when someone has not understood them and will try to clarify in a different way.

Understanding - The child understands and responds to instructions containing sequencing words such as first, next, and then, e.g. "First get your book, next get a blue pencil and then draw a car."

Processing and Retaining - The child can recall four facts or elements of a story read to them.

PHYSICAL DEVELOPMENT

Movement: Gross Motor - The child travels with confidence and skill along a low balance beam, placing one foot in front of the other.

Sensory: Internal Senses - The child enjoys moving their body in a range of different ways, e.g. attempting somersaults, hanging upside down on monkey bars, going down the slide on their stomach.

Sensory: External Senses - The child notices visual and auditory input in the room but is usually able to independently redirect their attention back to an activity.

Health & Self-Care: Eating - The child is aware of and eats a healthy range of foodstuffs and understands the need for variety in the food they eat.

Health & Self-Care: Toileting - The child is independent in toileting, i.e. requiring only reminders for hand washing if distracted and minimal assistance for wiping after bowel motions.

Managing Routines and Belongings - The child is able to manage fastenings on clothing and shoes, i.e. medium-sized buttons/zippers/Velcro.

LITERACY

Fine Motor - The child can write, paint or draw recognisable letters/objects (e.g., house, car, person) using a static tripod grasp or quadrupod grasp.

Meaningful Mark-Making - The child enjoys using known letters of the alphabet to write meaningful words and short sentences that they use or hear often, e.g. mummy, daddy, the child, etc.

Books and Print - The child listens attentively and enjoys talking about a range of stories and books, reading words that are meaningful.

Phonemic Awareness - The child knows the beginning and end sound of simple words.



MATHEMATICS

Number - The child understands cardinality, i.e. can count a small group of items up to 5, 10 and beyond, always understanding that the last number they count represents the quantity.

Shape - The child regularly uses a range of mathematical names for solid 3D and 'flat' 2D shapes during their play, e.g. "I've made a flat rectangle."

Space and Spatial Sense - The child can give simple directions to find an object, e.g. "Go down the path and round the corner."

Measurement - The child orders two or three items by length or height.

Time and Sequence - The child can retell what has happened recently in the right sequence, without true accuracy, e.g. "I went to the park and we played. We had a picnic."

EXPRESSIVE ARTS AND DESIGN

Imagination - The child has ideas that they want to share with other children in a creative context, e.g. "Let's make a treasure map/have a picnic."

Initiative and Curiosity - The child seeks out art materials for different purposes, e.g. uses tissue paper to decorate cardboard box/scrunches up white tissue paper to make 'snow' on picture.

Exploring/Using Media, Materials and Ideas - The child constructs with a purpose in mind, e.g. "I'm going to build a castle," - and then sourcing appropriate materials.

Exploring Music - The child imitates with some precision the sounds and rhythm of music, e.g. sings a range of familiar songs, moves body in time to music.



UNDERSTANDING THE WORLD

People, Culture and Communities - The child comments or enquires when other children have different customs, preferences, or traditions, e.g. "Why don't you like Superman?"

The World - The child looks closely at things around them and talks about how these things work, e.g. "I turn the handle and it moves".

Technology - The child can manipulate simple technology for their own purpose, e.g. complete a simple programme on the computer.

Problem Solving - The child exchanges problem-solving ideas/strategies with others, sometimes with success, "We need more blocks".



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WELLBEING

Attachment - The child can confidently and independently transition between different situations or settings. The child shows ongoing pride in their achievements, sharing these often with adults/peers. The child is able to accept correction from a trusted adult without getting frustrated.

Confidence - The child is confident to try out new activities and to ask for help if needed. The child talks about why they like some activities more than others. The child regularly seeks out resources to use for their chosen activities and can show persistence and resilience in the face of challenge. The child is able to share their ideas with a familiar adult or peer and to speak/communicate in a familiar group.

Self-Awareness - The child recalls events from the past, talking to friends and adults about their experiences (past and future) and their likes and dislikes. The child talks about the connections between home and community. The child makes choices, showing clear preferences, and knows what belongs to themselves or to others. The child understands that they are part of a group.

Social Awareness - The child engages in positive, enjoyable relationships and shows sensitivity to others' needs by following or taking the lead in play, by showing an awareness of other children's preferences, by responding to the need to turn-take, and by making attempts to comfort a friend who is upset.

Self-Regulation - The child knows what the key emotion words mean and how they feel and usually understands the reason for feeling that way. The child is able to interact successfully as part of a group or class and understand and follow routines, wait for what they want and control their immediate impulses. The child adapts to new or different situations and takes changes of routine in their stride.



COMMUNICATION AND LANGUAGE

Attention Skills - The child listens attentively and remains focused in a range of situations. The child listens to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. The child is able to sustain attention on an activity of interest. The child can give their attention to what others say and respond appropriately whilst engaged in another activity.

Speaking - The child can express themselves effectively, showing awareness of their listeners' needs. The child makes good eye contact and takes turns speaking. The child uses past/present/future forms accurately when talking about events that have happened/are going to happen. The child uses connectives and pronouns accurately. The child is able to retell stories, question outcomes and offer solutions to problems. The child develops their own narratives and explanations by connecting ideas or events.

Social Communication - The child gives their attention to what others say and responds appropriately. The child can recognise and respond to non-verbal cues from speakers and will modify their behaviour accordingly, e.g. sees a frown, stops talking. The child can adjust their speech according to whom they are speaking, e.g. speak gently to young baby. The child shows ease interacting with peers and demonstrates empathetic responses.

Understanding - The child can understand, respond to and follow multilevel instructions involving several ideas or actions. The child can understand concepts such as time and sequencing words. The child can respond to 'how' and 'why' questions about their experiences or in response to stories or events.

Processing and Retaining - The child can recall four facts or elements of a story or recent experiences. The child can remember information without reminders, e.g. getting several items from another place/room. The child listens to information in conversation and asks relevant questions.

PHYSICAL DEVELOPMENT

Movement: Gross Motor - The child shows good control, co-ordination and strength in a range of large movements. The child moves confidently and purposefully in a range of ways, safely negotiating space. The child has good static and dynamic balance and is able to ride a range of bikes or scooters, balance along low beams, jump off steps or over obstacles with confidence.

Sensory: Internal Senses - The child enjoys running, spinning and jumping during movement-based play, rarely losing balance or momentum. The child shows awareness of the position of their body, standing or sitting without bumping other children. The child enjoys challenges such as somersaults, hanging upside down on monkey bars, going down the slide.

Sensory: External Senses - The child copes well in busy/noisy environments, demonstrating good attention in a range of contexts, despite visual and auditory input. The child sits at a table/desk/on the floor, independently following instructions or instigating their own play. The child plays with a range of messy play without displaying undue discomfort. The child enjoys playing with other children in a variety of social play activities.

Health & Self-Care: Eating - The child manages and enjoys their own feeding and drinking needs successfully, using appropriate tools (spoon, fork, etc.). The child talks about ways to keep healthy and what constitutes a healthy diet in their own experience. The child is aware that they need to drink water regularly to be healthy.

Health & Self-Care: Toileting - The child is independent in toileting and can manage their own basic hygiene and personal needs successfully, with reminders.

Managing Routines and Belongings - The child manages their own belongings independently, putting them away/retrieving them during a known routine. The child can dress themselves independently and is able to manage fastenings on their clothes and shoes. The child is familiar with the daily routine and confidently moves from one part of the routine to the next, taking unexpected changes to the routine in their stride.

ARC LEARNING GOALS (ALG)



LITERACY

Fine Motor – The child shows good control and co-ordination in small movements, handling a range of equipment and tools effectively and competently. The child can write letters, short sentences and draw a range of recognisable features. The child can coordinate using two hands together to grasp scissors and paper to cut around shapes.

Meaningful Mark-Making – The child uses letters of the alphabet to represent meaningful words. The child can write words, phrases or simple sentences for a purpose, using their phonic knowledge and memory. Some words are spelt correctly, and others are phonetically plausible. The child writes simple sentences that can be read by themselves and others.

Books and Print – The child listens attentively to stories and demonstrates that they understand by talking about storybooks, and retelling stories and narratives using their own words. The child recognises and reproduces simple and meaningful words in context. The child reads and understands simple sentences in context. The child uses phonic knowledge to decode regular words and read them aloud accurately. The child also reads some common irregular words.

Phonemic Awareness - The child knows the beginning and end sounds of words and can recognise how words can be broken down into smaller parts (syllables, sounds). The child can produce rhyming words. The child can sound out and blend words.



MATHEMATICS

Number – The child can represent numbers to twenty (link the number of objects to the numeral) and count beyond. The child can say which number is one more or one less than a given number. Using quantities and objects, the child can add and subtract two single-digit numbers and count on or back to find the answer. The child can solve problems, including doubling, halving and sharing.

Shape – The child explores and understands characteristics of everyday objects and shapes and regularly uses mathematical language to describe them. The child has moved beyond recognising 2D shapes to understand some properties of 3D shapes (spheres and cubes).

Space and Spatial Sense - The child uses everyday language (pointy, flat) to talk about characteristics of everyday objects, using mathematical language (corners, sides) to describe them. The child talks about position, direction, dimensions and distance. The child understands that shapes/constructions stay the same when viewed from a different perspective. The child draws pictures within the context of a 'scene', e.g. Mummy and Daddy, trees, sun, grass.

Measurement – The child uses everyday language to talk about size, weight, capacity, distance and money to compare quantities and objects. The child understands simple measuring concepts, e.g. many, larger, shorter, and can order by size using language such as big, bigger and biggest. The child can use units to compare things such as centimetre cubes to measure the height of a plant. The child understands that weight or height can stay the same, even when the size is different. The child demonstrates understanding of measurement by using strategies to determine whether object is same length or area, e.g. overlaying or aligning objects.

Time and Sequence – The child can accurately order a sequence of events, i.e. Now is lunch, then we go outside. After that is story time and then we go home. The child uses accurate time positional language, 'after lunch', 'before snack', along with 'today', 'yesterday' and 'tomorrow'. The child uses some seasonal words in context, e.g. Christmas, other festival names. The child can keep track of events, i.e. knows that they have had lunch.

Colour and Patterning – The child can recognise and create patterns in a range of contexts, such as printed patterns, numbers, colours, movements and sounds, etc. The child can identify and continue a repeated pattern, such as ABB/ABBC, describing the pattern to others.



EXPRESSIVE ARTS AND DESIGN

Imagination – The child uses what they have learned about media and materials in original ways, thinking about uses and purposes. The child has their own ideas, thoughts and feelings, and shares these in a creative context, e.g. through design and technology, art, music, dance, role-play and stories.

Initiative and Curiosity – The child regularly and enthusiastically seeks out a range of media and materials in original ways, thinking about uses and purposes.

Exploring/Using Media, Materials and Ideas – The child safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Exploring Music – The child sings songs alone and within a group. The child makes music, experimenting with ways of changing or varying the music. The child dances with a sense of rhythm and control over their body.

UNDERSTANDING THE WORLD

People, Culture and Communities – The child talks about past and present events in their own life and in the lives of family members. The child is aware that other children do not always enjoy the same things and is sensitive to this. The child knows about some similarities and differences between themselves and others, and among families, communities and traditions.

The World – The child knows about similarities and differences to places, objects, materials and living things. The child talks about the features of their own immediate environment and how environments might vary from one another. The child makes observations of animals and plants and explain why some things occur and talk about changes.

Technology – The child recognises that a range of technology is used in places such as homes and schools. The child selects and uses technology for particular purposes.

Problem Solving – The child can adapt existing ideas and use their knowledge to solve new problems. The child can offer/exchange solutions and strategies with others.

ARC LEARNING GOALS (ALG)



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WELLBEING

Attachment – The child speaks confidently in a group of known/unknown children, speaking and listening with enjoyment and ease. The child is confident to take on responsibility for others, e.g., taking part in a 'buddy' system, helping show visitors round the classroom. The child has one or two close friends.

Confidence – The child regularly talks with confidence in a group or one to one about what they enjoy and are good at, as well as the things they do not find easy. The child is confident in finding support when they need help or information, e.g., locate and find teacher to ask/request help, go to a specific person who they know will be able to help. The child shows resilience in not giving up when faced with difficulties. The child enjoys challenges and is reflective about them.

Self-Awareness – The child is motivated and is enjoying meeting challenges for their own sake rather than external rewards or praise. The child is aware of what they need in order to make plans or to carry out activities and is able to talk about them and what they might change if they were to repeat them. The child is aware of their own areas of challenge and can talk/reflect about this. The child is resourceful in finding support when they need help or information.

Social Awareness – The child regularly and happily plays in groups, taking on the role of both 'leader' or 'led', whenever appropriate. The child can play group games with rules, playing fairly and showing good negotiation skills. The child understands that someone else's point of view can be different from theirs and may ask questions of another child in order to find out their perspective. The child understands what bullying is and that it is unacceptable. The child can compromise, resolving minor disagreements.

Self-Regulation – The child will confidently use some strategies to support their self-regulation when they face a challenge. The child can listen to and consider another child's suggestions and plan how to achieve an outcome without adult help. The child is able to acknowledge other children's feelings and can alert the teacher to the feelings of another child. The child demonstrates understanding of the perspective of another child.

COMMUNICATION AND LANGUAGE

Attention Skills – The child listens to instructions and follows them accurately, asking for clarification if necessary. The child listens attentively with sustained concentration to a story without pictures or props. The child can listen for more prolonged lengths of time in a larger group, for example, at assembly. The child can listen to information or stories and make inferences based on the bigger picture rather than specific details. The child expresses views about events or characters in books. The child recognises and interprets contextual cues, e.g., someone using an irritated tone.

Speaking – The child recounts experiences with detail and in sequence and imagines possibilities. The child uses a range of vocabulary to add information, express ideas and problem solve. The child explains and justifies to others about what they know, can do, and what they are suggesting. The child uses a wide range and breadth of descriptive language with peers and in new activities.

Social Communication – The child shows increasing awareness of the listener by making changes to language, tone of voice and facial expressions. The child is able to praise other children, "That was very good!" The child can recognise when something they have said makes another child upset or angry. The child understands simple jokes and attempts to tell them to others. The child is able to use language to create friendships, resolve conflict and initiate games.

Understanding – After listening to stories, the child can express views about events or characters in the story and answer questions about why things happened. The child can carry out instructions which contain several parts in a sequence. The child understands comparatives and directional concepts as well as more complex time intervals, such as seasons. The child understands the difference between imaginary and reality. The child is able to infer meaning and make connections with other areas of learning.

Processing and Retaining – The child can listen to directions for a task with 3-4 steps and complete it independently. The child can listen to information read to them about a topic and recall 4 elements. The child learns and retains new concepts in the curriculum and generalises these across different contexts.

PHYSICAL DEVELOPMENT

Movement: Gross Motor – The child can hop confidently and skip in time to music. The child shows high level gross motor skills, e.g., dribbling a ball. The child shows increasing balance, agility and co-ordination in a range of movements. The child is beginning to participate in some team games and shows understanding in attacking and defending. The child carries out simple movement patterns in either dance or gymnastics.

Sensory: Internal Senses – The child is comfortable in a range of movement-based play, with good balance and momentum. The child is comfortable in prolonged bouts of sitting still, e.g., assemblies, etc. The child regularly uses a range of climbing apparatus, demonstrating enjoyment and competency in swinging, hanging upside down, etc. The child enjoys and shows skill in balancing on a range of apparatus, e.g., balance beams, stepping-stones, logs, etc.

Sensory: External Senses – The child is unfazed by busy or noisy environments and does not over-react to sudden loud noises, such as fire bell, chairs scraping or doors slamming. The child demonstrates good attention when listening to adults or peers/during task or skill, filtering out any external sensory inputs, e.g., people outside the window, plane going overhead.

Health & Self-Care: Eating – The child talks about health and healthy choices, using a wide vocabulary to demonstrate knowledge, e.g., bones, muscles, energy. The child demonstrates healthy choices at mealtimes. The child demonstrates good understanding of healthy eating and the impact on the body. The child makes links, e.g., knows that certain food types affect oral hygiene, demonstrating understanding of the effect of sugar on the teeth.

Health & Self-Care: Toileting – The child is independent in toileting and personal hygiene, dressing and undressing independently, successfully managing most buttons or zips.

Managing Routines and Belongings – The child understands safety rules in the classroom. The child knows the routines of the day, clearing up or tidying without being asked. The child takes on responsibilities in the classroom with enjoyment and endeavour. The child demonstrates independence in managing their own belongings, placing them at the beginning of the day, collecting them at the end of the day, and managing them during the day.

LITERACY

Fine Motor – The child can hold paper in position and use their preferred hand for writing, using a correct pencil grip. The child is able to write on lines and control letter size. The child can cut out precise shapes with scissors. The child can cut up food with supervision using their stabilising hand and sufficient pressure through the chopping utensil. The child can confidently open and close clothing fasteners. The child can open and close food packets and containers independently.

Meaningful Mark-Making – The child uses key features of narrative in their own writing, including characters, setting, plot, etc. The child is able to draft a story, thinking about key points and writing them down. The child looks at what they have written and is able to revise/edit the draft.

Books and Print – The child can describe the main events in the simple stories they have read. The child can answer simple information retrieval questions about what they have read. The child asks simple questions about what they have read or what has been read to them. The child successfully uses a range of strategies to read unfamiliar vocabulary. The child has awareness of word meanings and punctuation. The child is aware of the features of expression in words, e.g., bold, speech marks, etc. The child reads a wide variety of self-chosen books.

Phonemic Awareness – The child can read phonically regular words of more than one syllable as well as many irregular words. The child uses phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. The child recognises consonant blends initially and finally in simple words, e.g., lost, stop. The child reads words containing common suffixes.



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MATHEMATICS

Number – The child can identify, read and write (represent) numbers and check quantities by counting up to 20. The child can solve practical problems that involve combining groups of 2, 5 or 10 or sharing into equal groups. The child can count past 20 and uses numbers to 100, forwards and backwards. The child can estimate a number of objects, and is familiar with the words equal to, more than, less than (fewer), most, least. The child applies knowledge to larger numbers. The child can explain their thinking. The child can mentally calculate using 2 digit numbers.

Shape – The child is familiar with a wide range of 2-D and 3-D shapes (3-D includes cuboids, pyramids and spheres). The child fluently talks about properties of shapes and their size, position, and (dis-)similarities, using the language of position, direction and motion, e.g., left/right, top/middle/bottom, forwards/backwards, close and far.

Space and Spatial Sense – The child frequently and accurately uses a range of contextual spatial relations language, describing location, position, distance, dimensions, perspectives. The child is able to follow and give directions. The child is able to describe the perspectives of shapes/objects in different locations.

Measurement – The child uses specific mathematical language to talk about size, length, weight, height, capacity, volume, distance and money to compare quantities and objects, e.g., lighter than, heavier than, least, most, narrower, wider, farther than, double, half. The child regularly applies prior knowledge of measurement to activities, e.g., "I am going to measure this one, this will be the heaviest." "This one weighs 50g." The child uses strategies to measure and compare objects of different lengths and widths using a variety of units (cubes, etc.) and measuring tools. The child recognises and knows the values of different coins and notes. The child uses vocabulary to describe money and coins, and what we do with them, e.g., coin, penny, pence, pound, price, cost, buy, sell, change, spend, pay, costs more, costs less, cheaper, costs the same as.

Time and Sequence – The child is able to sequence events in chronological order, using a range of contextual vocabulary, e.g., before, after, yesterday, tomorrow, morning, afternoon and evening. The child recognises and accurately uses language relating to dates, i.e., days of the week, months of the year, years. The child is able to tell the time to the hour and half past the hour and can draw the hands on a clock face to show these times.

Colour and Patterning – The child recognises and creates repeating patterns with objects and with shapes. The child can describe simple patterns and relationships involving numbers or shapes, talking about first, second, third. The child can recognise and decide whether patterns satisfy given conditions.

EXPRESSIVE ARTS AND DESIGN

Imagination – The child creates different story lines, either original or to extend a familiar story. The child demonstrates creative play, adding elements and new rules. The child suggests original ideas in a range of creative tasks. The child talks about and reflects on the ideas and processes which have led them to make music, designs, images or products.

Initiative and Curiosity – The child is proactive and intentional about their ideas and designs. 'I want to make a boat/card/write a letter.' The child regularly chooses to create, design, produce creative designs, plan, suggest, showing enthusiasm and zeal for a project they are undertaking. The child regularly and enthusiastically seeks to find out or understand how things work, asking questions, or independently investigating the function of objects. The child is open to trying and investigating new and unfamiliar activities and objects.

Exploring/Using Media, Materials and Ideas – The child demonstrates specific creative design/purpose in their ideas. The child develops and combines creative ideas, and if necessary, changes their ideas. The child plans, adapts, amends and makes clear decisions, talking through the processes. The child is able to review how well an approach worked, changing strategy if necessary.

Exploring Music – The child uses their voice expressively and creatively, singing a wide range of songs in tune, both solo and in a group. The child uses their voice expressively and creatively by speaking a range of rhymes and chants. The child plays some untuned and tuned instruments with musicality. The child enjoys listening with concentration and understanding to a range of live and recorded music. The child creates, experiments, selects, and combines musical sounds using voice and instruments, e.g., plays a keyboard and accurately and musically sings along, moves with skill to a beat whilst hitting a tambourine, selects instrument to accompany accurately to recorded music.

UNDERSTANDING THE WORLD

People, Culture and Communities – The child knows the difference between past and present events in their own life and some reasons why people's lives were different in the past. The child knows that other children have different likes and dislikes and that they may be good at different things. The child understands that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect. The child knows their own cultural calendar of events. The child demonstrates that they know about changes that may be happening in the local community, e.g., a new library, the park is having new tennis courts. The child can suggest ideas for improving the school environment.

The World – The child shows keen curiosity/interest in the natural world, asking questions, looking beyond labelling. The child is familiar with scientific concepts such as floating, sinking, experimentation. The child can make simple maps and plans and can understand and use simple maps of the local area. The child uses location words, such as near, far, left, right, to talk about where they are. The child knows that the environment and living things are influenced by human activity, e.g., pollution. The child can describe some actions which people in their own community do that help to maintain the area that they live in. The child knows the properties of some materials and can suggest some of the purposes they are used for, e.g., clay.

Technology – The child can find out about and use a range of everyday technology. The child can predict the behaviour of certain simple information technology programmes. The child selects appropriate applications that support an identified need, e.g., the quickest route to the supermarket. (Google Maps, etc.). The child is intentional about their use of technology, e.g., what is the best tool to do this? The child uses technology purposefully to manipulate digital content.

Problem Solving – The child can describe ways of solving puzzles and problems. The child can explain and justify ideas and decisions. The child shows flexibility in being able to adjust their thinking to a problem, following a different process.



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