

Early Years Outcomes Age: 40 to 60+ Months -Typical Behaviour		Name of Child: Date of Birth:	
Communication and language	Physical development	Personal, social and emotional development	
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.	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. • 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 ☐
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Early Years Outcomes Age: 40 to 60+ Months -Typical Behaviour Name of Child: Date of Birth: 			
Literacy	Mathematics	Understanding the world	Expressive arts and design
Reading • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Links sounds to letters, naming and sounding the letters of the alphabet. • Begins to read words and simple sentences. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoys an increasing range of books. • Knows that information can be retrieved from books and computers. Writing • Gives meaning to marks they make as they draw, write and paint. • Begins to break the flow of speech into words. • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together. • Links sounds to letters, naming and sounding the letters of the alphabet. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Writes own name and other things such as labels, captions. • Attempts to write short sentences in meaningful contexts.	Numbers • Recognises some numerals of personal significance. • Recognises numerals 1 to 5. • Counts up to three or four objects by saying one number name for each item. • Counts actions or objects which cannot be moved. • Counts objects to 10, and beginning to count beyond 10. • Counts out up to six objects from a larger group. • Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. • Counts an irregular arrangement of up to ten objects. • Estimates how many objects they can see and checks by counting them. • Uses the language of 'more' and 'fewer' to compare two sets of objects. • Finds the total number of items in two groups by counting all of them. • Says the number that is one more than a given number. • Finds one more or one less from a group of up to five objects, then ten objects. • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. • Records, using marks that they can interpret and explain. • Begins to identify own mathematical problems based on own interests and fascinations.	People and communities • Enjoys joining in with family customs and routines. The world • Looks closely at similarities, differences, patterns and change. Technology • Completes a simple program on a computer. • Interacts with age-appropriate computer software Space, shape and measure • Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. • Selects a particular named shape. • Can describe their relative position such as 'behind' or 'next to'. • Orders two or three items by length or height. • Orders two items by weight or capacity. • Uses familiar objects and common shapes to create and recreate patterns and build models. • Uses everyday language related to time. • Beginning to use everyday language related to money. • Orders and sequences familiar events. • Measures short periods of time in simple ways.	Exploring and using media and materials • Begins to build a repertoire of songs and dances. • Explores the different sounds of instruments. • Explores what happens when they mix colours. • Experiments to create different textures. • Understands that different media can be combined to create new effects. • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. • Uses simple tools and techniques competently and appropriately. • Selects appropriate resources and adapts work where necessary. • Selects tools and techniques needed to shape, assemble and join materials they are using. Being imaginative • Creates simple representations of events, people and objects. • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. • Chooses particular colours to use for a purpose. • Introduces a storyline or narrative into their play. • Plays alongside other children who are engaged in the same theme. • Plays cooperatively as part of a group to develop and act out a narrative.