

The choice of whether to use Development Matters, Birth to 5 Matters, or something else, is for each setting to decide. The purpose of this document is to help inform your decision by giving a side by side comparison of the detailed content of the areas of learning within both Development Matters (2020 updated July 2021) and Birth to 5 Matters (2021) .

This document focuses on the birth to 3 sections only (please see the document for 3-4 years and reception)

Communication and Language	
Development Matters	Birth to 5 Matters
Birth to 3	Range 1,2,3 & 4
	Listening and Attention
<ul style="list-style-type: none"> • Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person’s voice, such as their key person or a parent. • Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods. • Watch someone’s face as they talk. • Enjoy singing, music and toys that make sounds. • Listen and respond to a simple instruction. • Generally focus on an activity of their own choice and find it difficult to be directed by an adult • Listen to other people’s talk with interest, but can easily be distracted by other things. • Listen to simple stories and understand what is happening, with the help of the pictures. 	<p>Range 1</p> <ul style="list-style-type: none"> • Turns toward a familiar sound then locates range of sounds with accuracy • Listens to, distinguishes and responds to intonations and sounds of voices • Reacts in interaction with others by smiling, looking and moving • Quietens or alerts to the sound of speech • Looks intently at a person talking, but stops responding if speaker turns away • Listens to familiar sounds, words, or finger plays • Fleeting Attention – not under child’s control, new stimuli takes whole attention <p>Range 2</p> <ul style="list-style-type: none"> • Moves whole body to sounds they enjoy, such as music or a regular beat • Concentrates intently on an object or activity of own choosing for short periods • Pays attention to dominant stimulus – easily distracted by noises or other people talking. • Enjoys laughing and being playful with others

	<p>Range 3</p> <ul style="list-style-type: none"> • Listens to and enjoys rhythmic patterns in rhymes and stories, trying to join in with actions or vocalisations • Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations • Pays attention to own choice of activity, may move quickly from activity to activity <p>Range 4</p> <ul style="list-style-type: none"> • Listens with interest to the noises adults make when they read stories • Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door • Shows interest in play with sounds, songs and rhymes • Single channelled attention; can shift to a different task if attention fully obtained – using child’s name helps focus.
Understanding	
<ul style="list-style-type: none"> • Recognise and are calmed by a familiar and friendly voice. • Understand single words in context – ‘cup’, ‘milk’, ‘daddy’. • Understand frequently used words such as ‘all gone’, ‘no’ and ‘bye-bye’. • Understand simple instructions like “give to nanny” or “stop”. • Recognise and point to objects if asked about them. • Identify familiar objects and properties for practitioners when they are described: for example: ‘Katie’s coat’, ‘blue car’, ‘shiny apple’. • Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’. • Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’). 	<p>Range 1</p> <ul style="list-style-type: none"> • Turns when hears own name • Starts to understand contextual clues, e.g. familiar gestures, words and sounds <p>Range 2</p> <ul style="list-style-type: none"> • Is developing the ability to follow others’ body language, including pointing and gesture • Responds to simple questions when in a familiar context with a special person (e.g. <i>Where’s Mummy?</i>, <i>Where’s your nose?</i>) • Understanding of single words in context is developing, e.g. <i>cup, milk, daddy</i> <p>Range 3</p> <ul style="list-style-type: none"> • Understands different situations - able to follow routine events and activities using nonverbal cues

	<ul style="list-style-type: none"> • Selects familiar objects by name and will go and find objects when asked, or identify objects from a group • Understands simple sentences (e.g. <i>Throw the ball</i>) <p>Range 4</p> <ul style="list-style-type: none"> • Identifies action words by following simple instructions, e.g. <i>Show me jumping</i> • Beginning to understand more complex sentences, e.g. <i>Put your toys away and then sit on the carpet</i> • Understands <i>who, what, where</i> in simple questions (e.g. <i>Who's that? Who can? What's that? Where is?</i>) • Developing understanding of simple concepts (e.g. <i>fast/slow, good/bad</i>)
Speaking	
<ul style="list-style-type: none"> • Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements. • Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling). • Babble, using sounds like 'baba', 'mamama'. • Use gestures like waving and pointing to communicate. • Reach or point to something they want while making sounds. • Copy your gestures and words. • Constantly babble and use single words during play. • Use intonation, pitch and changing volume when 'talking'. • Make themselves understood, and can become frustrated when they can't. • Start to say how they are feeling, using words as well as actions. • Start to develop conversation, often jumping from topic to topic. • Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'. 	<p>Range 1</p> <ul style="list-style-type: none"> • Communicates needs and feelings in a variety of ways including crying, gurgling, babbling and squealing • Makes own sounds in response when talked to by familiar adults • Lifts arms in anticipation of being picked up • Practises and gradually develops speech sounds (babbling) to communicate with adults; says sounds like <i>baba, nono, gogo</i> • Points and looks to make requests and to share an interest <p>Range 2</p> <ul style="list-style-type: none"> • Uses sounds in play, e.g. <i>brrrm</i> for toy car • Uses single words • Frequently imitates words and sounds • Enjoys babbling and increasingly experiments with using sounds • Uses words to communicate for a range of purposes (e.g. <i>teddy, more, no, bye-bye</i>) • Uses pointing with eye gaze, and then fingers or hands, to make requests and to share an interest • Creates personal words as they begin to develop language

<ul style="list-style-type: none"> Use the speech sounds p, b, m, w. Pronounce: - l/r/w/y - f/th - s/sh/ch/dz/j - multi-syllabic words such as 'banana' and 'computer' 	<p>Range 3</p> <ul style="list-style-type: none"> Copies familiar expressions, e.g. <i>Oh dear, All gone'</i> Uses different types of everyday words (nouns, verbs and adjectives, e.g. <i>banana, go, sleep, hot</i>) Beginning to put two words together (e.g. <i>Want ball, More juice</i>) Beginning to ask simple questions Beginning to talk about people and things that are not present Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying <i>Want it</i> <p>Range 4</p> <ul style="list-style-type: none"> Uses language to share feelings, experiences and thoughts Holds a conversation, jumping from topic to topic Learns new words very rapidly and is able to use them in communicating Uses a variety of questions (e.g. <i>what, where, who</i>) Uses longer sentences (e.g. <i>Mummy gonna work</i>) Beginning to use word endings (e.g. <i>going, cats</i>)
Personal, Social and Emotional Development	
Development Matters	Birth to 5 matters
Birth to 3	Range 1,2,3 & 4
Making relationships	
<ul style="list-style-type: none"> Engage with others through gestures, gaze and talk. Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting. Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. 	<p>Range 1</p> <ul style="list-style-type: none"> Enjoys the company of others and seeks contact with others from birth Shows their readiness to be social through using their sensory abilities; following movement and gazing at faces intently Moves body, arms and legs and changes facial expression in response to others, e.g. sticking out tongue, opening mouth and widening eyes Responds to what carer is paying attention to, e.g. following their gaze Distinguishes between people, recognising the look, sound and smell of their close carer

<ul style="list-style-type: none"> • Develop friendships with other children. 	<ul style="list-style-type: none"> • They will usually calm, smile or reduce crying when they hear their carers'/parent's voice, or smell their clothing, for example • Holds up arms to be picked up and cuddled and is soothed by physical touch such as being held, cuddled and stroked • Begins to display attachment behaviours such as wanting to stay near their close carer and becoming upset when left with an unfamiliar person • Becomes wary of unfamiliar people or people they haven't seen for a while <p>Range 2</p> <ul style="list-style-type: none"> • Draws others into social interaction through calling, crying and babbling, smiling, laughing and moving their bodies and limbs • Shares interest and attention by looking to where the adult is looking, pointing and using their gaze to direct the adult's attention to something • Engages another person to help achieve a goal, e.g. to get an object out of reach • Cooperates with caregiving experiences, such as dressing • Builds relationships with special people • Displays attachment behaviours such as wanting to stay near to their close carers, checking where they are and protesting when separated • Is wary of unfamiliar people • Explores confidently when they feel secure in the presence of a familiar adult and is more likely to engage in new or challenging situations • Closely watches others' body language to begin to understand their intentions and meaning • Is fascinated by other children, watching them and interacting with them through offering toys, food etc, and by reaching for objects that another has <p>Range 3</p> <ul style="list-style-type: none"> • Explores the environment, interacts with others and plays confidently while their parent/carer or key person is close by; using them as a
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	<p>secure base to return to for reassurance if anxious or in unfamiliar situations</p> <ul style="list-style-type: none"> • Shows empathy by offering comfort that they themselves would find soothing, e.g. their dummy • Enjoys playing alone and alongside others and is also interested in being together and playing with other children • Will often watch, follow and imitate each other in their play and will experiment with influencing others, co-operating together and also resisting coercion in their interactions • Asserts their own ideas and preferences and takes notice of other people's responses • Will sometimes experience long periods of social engagement as overwhelming and may withdraw or collapse with frustration <p>Range 4</p> <ul style="list-style-type: none"> • Builds relationships with special people but may show anxiety in the presence of strangers • Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult • Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it • Shows empathy and concern for people who are special to them by partially matching others' feelings with their own, e.g. may offer a child a toy they know they like • Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety. • Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest.
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<ul style="list-style-type: none"> • Establish their sense of self. • Express preferences and decisions. They also try new things and start establishing their autonomy. • Thrive as they develop self-assurance. • Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person • Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums. • Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. • Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. 	<p>Range 1</p> <ul style="list-style-type: none"> • Learns about their physical self through exploratory play with their hands and feet and movement • Is becoming aware of self as they imitate sounds and expressions that are mirrored back to them by close adults: Laughing and gurgling during physical interactions • Shows awareness of being a separate individual through initiating contact with others using voice, gesture, eye contact and facial expression and through secure-base behaviours • Expresses awareness of their physical self through their own movements, gestures and expressions and by touching their own and other’s faces, eyes, and mouth in play and care events • Shows growing confidence that their needs will be met by freely expressing their need for comfort, nourishment or company <p>Range 2</p> <ul style="list-style-type: none"> • Responds to their own name and enjoys finding own nose, eyes or tummy as part of interactive games • Shows an interest in their reflection in a mirror, although may not yet realise that the reflection is them • Shows separation anxiety as they become more aware of themselves as separate individuals • Shows an emerging autonomy through asserting choices and preferences such as different tastes and rejects things they don’t want, for example by pushing them away • Understands that their own voice and actions causes an effect on others, e.g. clapping hands starts a game • Shows growing self-confidence through playing freely and with involvement

	<p>Range 3</p> <ul style="list-style-type: none"> • Is aware of and interested in their own and others' physical characteristics, pointing to and naming features such as noses, hair and eyes • Experiments with what their bodies can do through setting themselves physical challenges, e.g. pulling a large truck upstairs • Begins to use <i>me</i>, <i>you</i> and <i>I</i> in their talk and to show awareness of their social identity of gender, ethnicity and ability • Shows their growing sense of self through asserting their likes and dislikes, choices, decisions, and ideas. These may be different to those of the adult or their peers; often saying <i>no</i>, <i>me do it</i> or <i>mine</i> <p>Range 4</p> <ul style="list-style-type: none"> • Knows their own name, their preferences and interests and is becoming aware of their unique abilities • Is developing an understanding of and interest in differences of gender, ethnicity and ability • Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions • Experiments with their own and other people's views of who they are through their play, through trying out different behaviours, and the way they talk about themselves • Is gradually learning that actions have consequences but not always the consequences the child hopes for
Understanding Emotions	
<ul style="list-style-type: none"> • Find ways to calm themselves, through being calmed and comforted by their key person. • Find ways of managing transitions, for example from their parent to their key person. • Feel strong enough to express a range of emotions • Be increasingly able to talk about and manage their emotions. 	<p>Range 1</p> <ul style="list-style-type: none"> • Communicates a range of emotions (e.g. pleasure, interest, fear, surprise, anger and excitement) through making sounds, facial expressions, and moving their bodies • Expresses feelings strongly through crying in order to make sure that their needs will be met

<ul style="list-style-type: none"> • Safely explore emotions beyond their normal range through play and stories. • Talk about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”. • Learn to use the toilet with help, and then independently. 	<ul style="list-style-type: none"> • May whimper scream and cry if hurt or neglected. If their needs are not responded to, they may become withdrawn and passive • Seeks physical and emotional comfort by snuggling in to trusted adults • Is affirmed and comforted by familiar carers through voice, physical presence and touch, for example singing, cuddles, smiles or rocking • Reacts emotionally to other people’s emotions; smiling when smiled at and becoming distressed if they hear another child crying or see a blank unresponsive face <p>Range 2</p> <ul style="list-style-type: none"> • Shows a wider variety of feelings, using crying, gestures and vocalisations freely to express their needs • Begins to become aware of their emotions as the connections in the brain that make feelings conscious grow and develop • Uses familiar adult to share feelings such as excitement and for “emotional refuelling” when feeling tired or anxious • Uses a comfort object, familiar others, routines or spaces to soothe themselves, particularly when separated from their close carer • Becomes more able to adapt their behaviour and increase their participation and co-operation as they become familiar with and anticipate routine • Explores the boundaries of behaviours that are accepted by adults and become aware of basic rules as they use their emerging agency and autonomy <p>Range 3</p> <ul style="list-style-type: none"> • Expresses positive feelings such as joy and affection and negative feelings such as anger, frustration and distress, through actions, behaviours and a few words • Experiences a wide range of feelings with great intensity, such as anger and frustration, which can be overwhelming and result in losing control of feelings, body and thinking • Is aware of others’ feelings and is beginning to show empathy by offering a comfort object to another child or sharing in another child’s excitement
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	<ul style="list-style-type: none"> • Asserts their own agenda strongly and may display frustration with having to comply with others' agendas and with change and boundaries <p>Range 4</p> <ul style="list-style-type: none"> • Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feeling • Can feel overwhelmed by intense emotions, resulting in an emotional collapse when frightened, frustrated, angry, anxious or over-stimulated • Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions • Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset • Responds to the feelings of others, showing concern and offering comfort • May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions • Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows
Physical Development	
Development Matters	Birth to 5 Matters
Birth to 3	Range 1,2,3 & 4
Moving and Handling	
<ul style="list-style-type: none"> • Lift their head while lying on their front. • Push their chest up with straight arms. • Roll over: from front to back, then back to front. • Enjoy moving when outdoors and inside. • Sit without support. • Begin to crawl in different ways and directions. • Pull themselves upright and bouncing in preparation for walking. 	<p>Range 1</p> <ul style="list-style-type: none"> • Gradually develops ability to hold up own head • Makes movements with arms and legs which gradually become more controlled - moves hands together/legs together • Follows and tracks a sound or moving object, moving head and eyes • When lying on back, plays with hands and grasps feet, alternating mouthing hands/feet with focusing gaze on them, and vocalising

<ul style="list-style-type: none"> • Reach out for objects as coordination develops. • Lift objects up to suck them. • Pass things from one hand to the other. Let go of things and hand them to another person, or drop them. • Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. • Clap and stamp to music. • Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. • Enjoy starting to kick, throw and catch balls. • Build independently with a range of appropriate resources. • Begin to walk independently – choosing appropriate props to support at first. • Walk, run, jump and climb – and start to use to use the stairs independently. • Spin, roll and independently use ropes and swings (for example, tyre swings). • Sit on a push-along wheeled toy, use a scooter or ride a tricycle. • Develop manipulation and control. • Explore different materials and tools. • Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. 	<ul style="list-style-type: none"> • Reaches out for, touches and begins to hold objects, developing later on into being able to release grasp • Rolls over from back to side, gradually spending longer on side waving upper leg before returning to back • Develops roll from back right through to front, gradually becoming happy to spend longer on tummy as able to lift head for longer • Explores objects with mouth, often picking up an object and holding it to the mouth for lips and tongue to explore (mouthing) • When lying on tummy becomes able to lift first head and then chest, supporting self with forearms and then straight arms • Starts to creep (belly crawl commando-style) from prone (on tummy) position on the floor, often moving backwards before going forwards • Becomes increasingly able to communicate, both expressing and responding through body movements, gesture, facial expression and vocalisations <p>Range 2</p> <ul style="list-style-type: none"> • Belly crawling moves into crawling up on hands and knees • Becomes adept at changing position from crawling to sitting in order to stop, pick up, handle and investigate objects • Sits unsupported on the floor, leaving hands free to manipulate objects with both hands • Picks up objects in palmar grip and shakes, waves, bangs, pulls and tugs them between two hands while looking at them • Enjoys finger and toe rhymes and games. • Pulls to standing from crawling, holding on to furniture or person for support • Walks around furniture lifting one foot and stepping sideways (cruising) • Starts walking independently on firm surfaces and later on uneven surfaces • Points with first finger, sharing attention with adult. • Starts to throw and release objects overarm. • Enjoys the sensory experience of making marks in food, damp sand, water, mud, paste or paint
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	<ul style="list-style-type: none"> • Pushes, pulls, lifts and carries objects, moving them around and placing with intent • Climbs inside, underneath, into corners and between objects • Manipulates objects using hands singly and together, such as squeezing water out of a sponge <p>Range 3</p> <ul style="list-style-type: none"> • Develops security in walking upright using feet alternately and can also run short distances • Walks upstairs facing forwards holding rail or hand of adult, with both feet onto a single step at a time • Changes position from standing to squatting and sitting with little effort • Participates in finger and action rhymes, songs and games, imitating the movements and anticipating actions • Hands start to operate independently during a task that uses both, with each hand doing something different at the same time (e.g. holding a block in one hand and steadying the other block with the other hand. • Shows interest, dances and sings to music rhymes and songs, imitating movements of others • Can walk considerable distance with purpose, stopping, starting and changing direction • Looks closely at small items and creatures, and can also see items at substantial distance, comfortably changing focus from one to the other • When holding crayons, chinks etc, makes connections between their movement and the marks they make • Uses gesture and body language to convey needs and interests and to support emerging verbal language use <p>Range 4</p> <ul style="list-style-type: none"> • Sits up from lying down, stands up from sitting and squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. • Sits comfortably on a chair with both feet on the ground • Runs safely on whole foot
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	<ul style="list-style-type: none"> • Moves in response to music, or rhythms played on instruments such as drums or shakers • Jumps up into the air with both feet leaving the floor and can jump forward a small distance • Begins to walk, run and climb on different levels and surfaces • Begins to understand and choose different ways of moving • Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it • Climbs up and down stairs by placing both feet on each step while holding a handrail for support • Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride • May be beginning to show preference for dominant hand and/or leg/foot • Turns pages in a book, sometimes several at once • Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools • Holds mark-making tools with thumb and all fingers
Health and Self care	
<ul style="list-style-type: none"> • Eat finger food and develop likes and dislikes. • Try a wider range of foods with different tastes and textures. • Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. <p>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. Start eating independently and learning how to use a knife and fork</p>	<p>Range 1</p> <ul style="list-style-type: none"> • Responds to and thrives on warm, sensitive physical contact and care • Makes needs known through crying and body movements • Responds to being rocked as a means of soothing • Sleeps for 14-16 hours a day, with several short naps. Substantial sleeping is vital for processing sensory information taken in while awake • Responds and turns to sounds, especially voices • Expresses discomfort, hunger or thirst, distress and need for holding or moving • Alert for periods of increasing length, interspersed with naps

	<ul style="list-style-type: none"> • Anticipates food routines with interest • Starts to move to solid feeding (current recommendations are at around 6 months) as well as milk • Communicates discomfort or distress with wet or soiled nappy • First teeth usually appear – first two lower incisors and then two upper incisors • Chews on baby toothbrush • Opens mouth for spoon <p>Range 2</p> <ul style="list-style-type: none"> • Sleeps for 11-15 hours a day with at least 2 naps • Self-soothes and is able to drop off to sleep when conditions are right for them • Expresses feelings and communicates through gesture, facial expression, movements, body language and vocalisations (such as joy, distress, frustration and fear) • Shows rapid changes in energy levels, from highly active to a sudden need for adult support in order to restore • Grasps finger foods and brings them to mouth and shares control of spoon and bottle or cup, moving towards independence with support • Attentive to sounds in the environment, even at distance and overhead, often pointing, vocalising and sharing attention with adults • Interested in making and exploring sounds with objects • Generally has up to 12 teeth - willing to allow baby toothbrush to be used on teeth • Can actively cooperate with nappy changing, dressing/undressing • Starts to communicate regarding urination and bowel movement <p>Range 3</p> <ul style="list-style-type: none"> • Sleeps for 12-14 hours a day with one/two naps Daytime sleeping continues to be important for healthy development • Highly active in short bursts, with frequent and sudden need for rest or withdrawal • Enjoys hugs and cuddles and seeks comfort from attachment figure when they feel the need
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	<ul style="list-style-type: none"> • Uses physical expression of feelings to release stress. • Generally has up to 16 teeth – helps adult with brushing teeth • Intentionally makes sounds with objects and actively responds to music and singing with whole-body dancing • Develops own likes and dislikes in food and drink, willing to try new food textures and tastes • Shows interest in indoor and outdoor clothing and shoes/wellingtons • Clearly communicates wet or soiled nappy or pants, showing increasing awareness of bladder and bowel urges • Helps with dressing/undressing and care routines, enjoying the rituals established for hand washing and teeth cleaning • Feeds self with increasing need to be in control and holds cup with both hands, drinking without much spilling <p>Range 4</p> <ul style="list-style-type: none"> • Very energetic in short bursts and needs time for rest and calm with at least three hours of a day of exercise including moderate- to vigorous-intensity physical activity, spread throughout the day • Needs to sleep for 10–13 hours in a 24-hour period which may include a nap, with regular sleep and wake-up times • Feeds self competently • Can hold a cup with two hands and drink well without spilling • Develops some independence in self-care and shows an awareness of routines such as handwashing or teeth cleaning but still often needs adult support • Develops increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet • Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots • Begins to recognise danger and seeks the support and comfort of significant adults • Can increasingly express their thoughts and emotions through words as well as continuing to use facial expressions
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Literacy	
Development Matters	Birth to 5 Matters
Birth to 3	Range 1,2,3, & 4
Reading	
<ul style="list-style-type: none"> • Enjoy songs and rhymes, tuning in and paying attention. • Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. • Say some of the words in songs and rhymes. • Sing songs and say rhymes independently, for example, singing whilst playing. • Enjoy sharing books with an adult. • Pay attention and respond to the pictures or the words. • Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. • Repeat words and phrases from familiar stories. • Ask questions about the book. • Make comments and shares their own ideas. • Develop play around favourite stories using props. • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. • 	<p>Range 1</p> <ul style="list-style-type: none"> • Notices and engages with sounds and images in the environment • As part of sensory exploration, may touch and handle books and digital reading devices • Enjoys looking at books and other suitable printed or digital material with familiar people, and being read to <p>Range 2</p> <ul style="list-style-type: none"> • Handles books, printed and digital reading material with interest • Responds to sounds in the environment such as cars, sirens and birds • Is interested in and explores the sounds made by banging and tapping familiar objects and simple instruments • Waves and taps arms, bounces or stamps to simple rhythms in songs and rhymes • Notices pictures and symbols and beginning to recognise what they stand for in their familiar experiences <p>Range 3</p> <ul style="list-style-type: none"> • Is interested in and anticipates books and rhymes and may have favourites • Begins to join in with actions and sounds in familiar song and book sharing experience <p>Range 4</p> <ul style="list-style-type: none"> • Has some favourite stories, rhymes, songs, poems or jingles • Repeats and uses actions, words or phrases from familiar stories • Fills in the missing word or phrase in a known rhyme, story or game, e.g. "Humpty Dumpty sat on a ..." Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps

	<ul style="list-style-type: none"> Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes
Writing	
<ul style="list-style-type: none"> Copy finger movements and other gestures. Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name. 	<p>Range 1 & 2 <i>Writing systems are complicated ways to symbolise meaning, and children need to learn many skills and develop a lot of knowledge as they begin to write. Writing skills and understanding start to develop in babies and toddlers. Firstly, children begin to understand that written texts are symbolic and carry meaning. Later they begin to produce and read written marks purposefully (See the roots of Writing in Communication and language).</i></p> <p><i>What is often referred to as 'early mark-making' is the beginning of writing. It is a sensory and physical, and cognitive experience for babies and toddlers, which enables them to see the connection between their actions and the resulting marks, recognising their own agency. (See roots of mark-making and handwriting in Playing and exploring and Physical Development).</i></p> <p>Range 3 <i>As toddlers develop, they increase their understanding of how their marks are symbolic and convey meaning. Their marks may not yet resemble letters and words but nonetheless may carry meaning for the child.</i></p> <ul style="list-style-type: none"> Begins to understand the cause and effect of their actions in mark making Knows that the marks they make are of value Enjoys the sensory experience of making marks <p>Range 4</p> <ul style="list-style-type: none"> Distinguishes between the different marks they make Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.

Mathematics

Development Matters	Birth to 5 Matters
Birth to 3	Range 1,2,3 & 4
<ul style="list-style-type: none"> • Combine objects like stacking blocks and cups. Put objects inside others and take them out again. • Take part in finger rhymes with numbers. • React to changes of amount in a group of up to three items. • Compare amounts, saying 'lots', 'more' or 'same'. • Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. • Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' • Climb and squeeze themselves into different types of spaces. • Build with a range of resources. • Complete inset puzzles • Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy' • Notice patterns and arrange things in patterns. 	<p>Range 1</p> <p>Number</p> <ul style="list-style-type: none"> • Reacts to obvious changes of amount when those amounts are significant (more than double) <p>Spatial awareness</p> <ul style="list-style-type: none"> • Explores space when they are free to move, roll and stretch • Developing an awareness of their own bodies, that their body has different parts and where these are in relation to each other <p>Shape</p> <ul style="list-style-type: none"> • Explores differently sized and shaped objects • Beginning to put objects inside others and take them out again <p>Pattern</p> <ul style="list-style-type: none"> • Shows interest in patterned songs, rhymes and movements • Experiences patterned objects and images • Begins to predict what happens next in predictable situations <p>Measures</p> <ul style="list-style-type: none"> • Responds to size, reacting to very big or very small items that they see or try to pick up <p>Range 2</p> <p>Number</p> <ul style="list-style-type: none"> • May be aware of number names through their enjoyment of action rhymes and songs that relate to numbers • Looks for things which have moved out of sight <p>Spatial Awareness</p> <ul style="list-style-type: none"> • Explores space around them and engages with position and direction, such as pointing to where they would like to go <p>Shape</p> <ul style="list-style-type: none"> • Stacks objects using flat surfaces

	<ul style="list-style-type: none"> • Responds to changes of shape • Attempts, sometimes successfully, to match shapes with spaces on inset puzzles <p>Pattern</p> <ul style="list-style-type: none"> • Joins in with repeated actions in songs and stories • Initiates and continues repeated actions <p>Measures</p> <ul style="list-style-type: none"> • Shows an interest in objects of contrasting sizes in meaningful contexts • Gets to know and enjoys daily routine • Shows an interest in emptying containers <p>Range 3</p> <p>Comparison</p> <ul style="list-style-type: none"> • Responds to words like <i>lots</i> or <i>more</i> <p>Counting</p> <ul style="list-style-type: none"> • Says some counting words • May engage in counting-like behaviour, making sounds and pointing or saying some numbers in sequence <p>Cardinality</p> <ul style="list-style-type: none"> • May use number words like <i>one</i> or <i>two</i> and sometimes responds accurately when asked to give one or two things <p>Spatial Awareness</p> <ul style="list-style-type: none"> • Enjoys filling and emptying containers • Investigates fitting themselves inside and moving through spaces <p>Shape</p> <ul style="list-style-type: none"> • Pushes objects through different shaped holes, and attempts to fit shapes into spaces on inset boards or puzzles • Beginning to select a shape for a specific space • Enjoys using blocks to create their own simple structures and arrangements <p>Pattern</p> <ul style="list-style-type: none"> • Becoming familiar with patterns in daily routines • Joins in with and predicts what comes next in a familiar story or rhyme • Beginning to arrange items in their own patterns, e.g. lining up toys
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	<p>Measures</p> <ul style="list-style-type: none"> • Shows an interest in size and weight • Explores capacity by selecting, filling and emptying containers e.g. fitting toys in a pram • Beginning to understand that things might happen now or at another time, in routines <p>Range 4</p> <p>Comparison</p> <ul style="list-style-type: none"> • Beginning to compare and recognise changes in numbers of things, using words like <i>more</i>, <i>lots</i> or <i>same</i> <p>Counting</p> <ul style="list-style-type: none"> • Begins to say numbers in order, some of which are in the right order (ordinality) <p>Cardinality (<i>How many?</i>)</p> <ul style="list-style-type: none"> • In everyday situations, takes or gives two or three objects from a group • Beginning to notice numerals (number symbols) • Beginning to count on their fingers. <p>Spatial Awareness</p> <ul style="list-style-type: none"> • Moves their bodies and toys around objects and explores fitting into spaces • Begins to remember their way around familiar environments • Responds to some spatial and positional language • Explores how things look from different viewpoints including things that are near or far away <p>Shape</p> <ul style="list-style-type: none"> • Chooses puzzle pieces and tries to fit them in • Recognises that two objects have the same shape • Makes simple constructions <p>Pattern</p> <ul style="list-style-type: none"> • Joins in and anticipates repeated sound and action patterns • Is interested in what happens next using the pattern of everyday routines <p>Measures</p>
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	<ul style="list-style-type: none"> • Explores differences in size, length, weight and capacity • Beginning to understand some talk about immediate past and future • Beginning to anticipate times of the day such as mealtimes or home time
Understanding the World	
Development Matters	Birth to 5 Matters
Birth to 3	Ranges 1,2,3 & 4
	People and communities
<ul style="list-style-type: none"> • Repeat actions that have an effect • Make connections between the features of their family and other families. • Notice differences between people. 	<p>Range 1</p> <ul style="list-style-type: none"> • Starts to realise they influence people, e.g. as they laugh and smile so do the people they are with • Develops a sense of belonging to their family and their key carer • Recognises key people in their own lives <p>Range 2</p> <ul style="list-style-type: none"> • Starts to realise they influence people, e.g. as they laugh and smile so do the people they are with • Develops a sense of belonging to their family and their key carer • Recognises key people in their own lives <p>Range 3</p> <ul style="list-style-type: none"> • Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them • Is interested in photographs of themselves and other familiar people and objects • Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc) and is interested in photographs of themselves with these. <p>Range 4</p> <ul style="list-style-type: none"> • Has a sense of own immediate family and relations and pets

	<ul style="list-style-type: none"> • In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird • Beginning to have their own friends • Learns that they have similarities and differences that connect them to, and distinguish them from, others
The World	
<ul style="list-style-type: none"> • Explore materials with different properties. • Explore natural materials, indoors and outside • Explore and respond to different natural phenomena in their setting and on trips. 	<p>Range 1</p> <ul style="list-style-type: none"> • Moves eyes, then head, to follow moving objects • Reacts with abrupt change when a face or object suddenly disappears from view • Looks around with interest when in a room, garden, balcony or park, visually scanning the environment for novel, interesting objects and events • Smiles with pleasure at recognisable playthings • Repeats actions that have an effect, e.g. kicking or hitting a mobile or shaking a rattle <p>Range 2</p> <ul style="list-style-type: none"> • Closely observes what animals, people and vehicles do • Watches toy being hidden and tries to find it, watches intently where a spider has scuttled away under leaves • Looks for dropped objects • Becomes absorbed in combining objects, e.g. banging two objects or placing objects into containers • Knows things are used in different ways, e.g. a ball for rolling or throwing, a toy car for pushing <p>Range 3</p> <ul style="list-style-type: none"> • Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life • Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking

	<ul style="list-style-type: none"> • Remembers where objects belong • Matches parts of objects that fit together, e.g. puts lid on teapot <p>Range 4</p> <ul style="list-style-type: none"> • Notices detailed features of objects in their environment • Can talk about some of the things they have observed such as plants, animals, natural and found objects • Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake
Technology	
	<p>Range 1 <i>The beginnings of understanding technology lie in babies exploring and making sense of objects and how they behave (see Playing and exploring, Thinking creatively and critically)</i></p> <p>Range 2 <i>The beginnings of understanding technology lie in babies exploring and making sense of objects and how they behave (see Playing and exploring, Thinking creatively and critically)</i></p> <p>Range 3</p> <ul style="list-style-type: none"> • Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times • Shows interest in toys with buttons, flaps and simple mechanisms and begins to learn to operate them <p>Range 4</p> <ul style="list-style-type: none"> • Seeks to acquire basic skills in turning on and operating some digital equipment • Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car

	<ul style="list-style-type: none"> Plays with water to investigate “low technology” such as washing and cleaning Uses pipes, funnels and other tools to carry/transport water from one place to another
Expressive Art and Design	
Development Matters	Birth to 5 Matters
Birth to 3	Range 1,2,3 & 4
	Creating with Materials
<ul style="list-style-type: none"> Notice patterns with strong contrasts and be attracted by patterns resembling the human face. Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas. 	<p>Range 1</p> <ul style="list-style-type: none"> Experiments with a range of media – tools, materials, sound and whole body movement -- through multi-sensory exploration <p>Range 2</p> <ul style="list-style-type: none"> Experiments with a range of media – tools, materials, sound and whole body movement -- through multi-sensory exploration <p>Range 3</p> <ul style="list-style-type: none"> Continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression Moves while singing/vocalising, whilst listening to sounds and music, while playing with sound makers/instruments Mirrors and improvises actions they have observed, e.g. clapping or waving Sings/vocalises whilst listening to music or playing with instruments/sound makers Notices and becomes interested in the transformative effect of their action on materials and resources <p>Range 4</p> <ul style="list-style-type: none"> Joins in singing songs Creates sounds by rubbing, shaking, tapping, striking or blowing Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. <i>loud/quiet, fast/slow</i>

	<ul style="list-style-type: none"> • Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects • Enjoys and responds to playing with colour in a variety of ways, for example combining colours • Uses 3D and 2D structures to explore materials and/or to express ideas
Being Imaginative and Expressive	
<ul style="list-style-type: none"> • Show attention to sounds and music. • Respond emotionally and physically to music when it changes. • Move and dance to music. • Anticipate phrases and actions in rhymes and songs, like 'Peepo'. • Explore their voices and enjoy making sounds • Join in with songs and rhymes, making some sounds. • Make rhythmical and repetitive sounds. • Explore a range of soundmakers and instruments and play them in different ways • Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. • Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone. 	<p>Range 1</p> <ul style="list-style-type: none"> • Responds to and engages with the world that surrounds her, e.g. sounds, movement, people, objects, sensations, emotions (her own and others) <p>Range 2</p> <ul style="list-style-type: none"> • Responds to and engages with the world that surrounds her, e.g. sounds, movement, people, objects, sensations, emotions (her own and others) <p>Range 3</p> <ul style="list-style-type: none"> • Expresses self through physical actions and sound • Pretends that one object represents another, especially when objects have characteristics in common • Creates sound effects and movements, e.g. creates the sound of a car, animals <p>Range 4</p> <ul style="list-style-type: none"> • Uses everyday materials to explore, understand and represent his world – his ideas, interests and fascinations • Begins to make believe by pretending using sounds, movements, words, objects Beginning to describe sounds and music imaginatively, e.g. <i>scary music</i> • Creates rhythmic sounds and movements