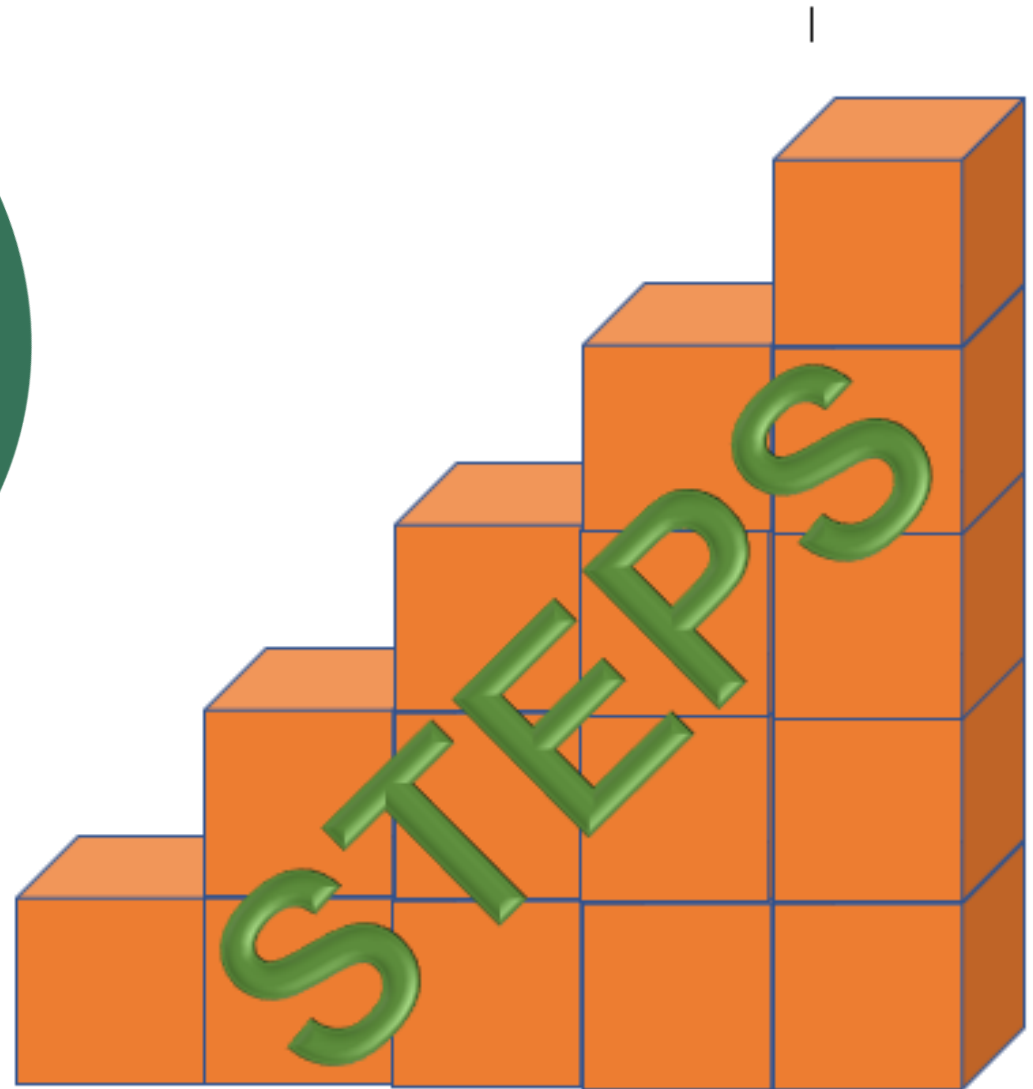


Early Years Developmental Journal

Child's Name: _____

Date of Birth: _____



Developmental Profile – summary sheet

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

	Communication and Language	Personal, social and emotional	Physical	Thinking
Step 1 (0-3 months)				
Step 2 (2-5 months)				
Step 3 (4-7 months)				
Step 4 (6-10 months)				
Step 5 (9-13 months)				
Step 6 (12-16 months)				
Step 7 (15- 19 months)				

Step 8 (18-22 months)				
Step 9 (21-25 months)				
Step 10 (24-31 months)				
Step 11 (30-36 months)				
Step 12 (35-41 months)				
Step 13 (40-51 months)				
Step 14 (50-60+ months)				

Age Chart

Each Developmental Step corresponds to an approximate age-range in a typically developing child. It's important to assess a child's developmental level and is often necessary for report-writing, acquiring financial support and selecting appropriate support packages or intervention.

It is important to remember that each child is unique and their development varies greatly and it is not unusual for a typically developing child to be at a Step that is not exactly in line with their chronological age. The Early Years Developmental Journal/STEPS age-ranges are narrower at the earlier Steps and they also overlap. This shows that the Steps are not discrete events which happen at exactly the same time for all children.

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

Summary of development

We have detailed the summaries of development as identified in the Developmental Journal for the chronological age of Nursery children. This is because you need to begin at the child's chronological age and work backwards. We have linked this to the Observation Checkpoints as detailed in Development Matters 2021. ¹

Full summaries for each Step can be found in the Developmental Journal².

Communication and Language

Step 6 (around 12 months)

- Children are beginning to understand short phrases and sentences and working out how it is done.
- Children may be vocalising a few recognisable words.
- Children may use gestures and sounds to communicate.
- Although helping and encouraging them to learn to talk is important, it's communication, getting the message across, that's the key thing.
- Children will begin to look at picture books with adults, pointing to pictures and playing picture-matching games.

Step 10 (around 2 years)

- Children are beginning to understand and use longer sentences and experiment with putting words together in different ways.
- They are learning the rules of grammar that adults use, so they may say things like "Mummy goed to work" or "There are lots of sheeps." This is a good sign, because it shows they're trying to work out what the 'rules' are.
- During this Step, children may stutter or stammer as they have a lot to say and are still just learning to talk, putting words and sentences together.
- Many children will go through a phase such as this, though it is important to seek advice if a child is anxious or if there is a family history of stammering. If a child does struggle to get words out, it is best to give lots of time and reassurance.

¹ Development Matters 2021

² Developmental Journal [Untitled \(councilfordisabledchildren.org.uk\)](https://www.councilfordisabledchildren.org.uk)

Step 12 (around 3 years)

- Language flourishes in children during Step 12.
- They not only learn many new words, but they're also talking about the past, whereas before, much of their talk was about the here and now.
- As well as speaking in longer and more complex sentences, they may also talk to themselves while they're doing things.
- Alongside their use of more words, children are also understanding important new ideas through words and in sentences.
- They will be getting an understanding of past and future, will know about what particular objects are for and will make more sense of questions involving 'who' and possibly 'why'.
- Children are likely to be taking more interest in stories, ones that are told to them, as well as ones that are read to them from books.
- They play simple turn taking activities, such as kicking a ball or very simple jigsaws because turn taking and listening are really important for conversations.

Communication and Language	Term 1	Term 2	Term 3
Step 1			
Cries to express needs – for example, when hungry, or in discomfort			
Uses sounds – for example, gurgling and cooing to communicate when relaxed			
Turns eyes and/or head towards you when you speak			
Step 2			
Makes sounds in response when you talk			
Turns quickly to your voice across the room			
Shows excitement at approaching voices, or footsteps or other familiar sounds			
Reacts by smiling, looking and moving when you interact			
Step 3			
Looks carefully at person talking			
Stops communicating if speaker turns away			
Enjoys listening to nursery rhymes			
Responds to changes in tone of voice			

Vocalises back when talked to (making own sounds) especially to familiar adult and when a smiling face is used			
Step 4			
Begins to develop and use some consonant sounds – for example, ‘g’, ‘m’, ‘p’, ‘d’			
Begins to develop and use vowel sounds – for example, ‘aa’			
Understands words they hear a lot and that are said with gestures – for example, “all gone” and “bye bye”			
Uses simple sounds or gestures to mean a particular thing – for example, “da” for ‘daddy’			
Uses voice or gesture to attract attention			
Babbles by repeating a series of the same sounds – for example, “ba-ba-ba”, “ma-ma-ma”			
Step 5			
Responds to own name by turning or looking up at whoever said their name			
Recognises some family names such as Mummy, Daddy, names of carers, brothers and sisters, or pets, and will turn to look when the names is said			
Asks for favourite games using sounds or gestures – for example, playing peek-a-boo, saying “Boo” or hiding face in hands			
Copies the speech of others, especially the vowels and ‘ups and downs’ (intonation)			
Babbles, using varied consonants and vowels – for example, “baga”, “maba”			
Points to objects and people, using first finger			
Step 6			
Takes part in a simple ‘conversation’ with an adult, focusing on things happening in the here and now or frequent events that are about to happen – for example, meals or bath time			
Uses sounds instead of words to represent different objects – for example “brmm” for ‘car’, “yum” for ‘dinner’, “dodi” for ‘dummy’			
Voice has the ‘ups and downs’ (intonation) of the language spoken at home even though individual words may not be clear			
Responds to familiar words and short sentences based on familiar routines – for example, runs to the door when an adult holds their keys and says “It’s time to go”			

Uses approximately five different words without any help			
Step 7			
Understands and follows simple instructions in context – for example, “Give me the ball” or “Kiss Daddy night-night”			
When asked, can show simple body parts on self by pointing at them on self or others – for example, hair, eyes, ears and nose			
Copies expressions they hear a lot – for example, “Oh dear” or “All fall down”			
Enjoys nursery rhymes and shows they are listening by trying to join in with actions or sounds			
Uses different single words to comment on what’s happening – for example, says “Bird” if they see one in the garden			
Recognises and will identify many objects and pictures (by pointing) when asked questions – for example, “Where’s the ball?”			
Step 8			
Is learning new words almost every day			
Uses words for actions as well as objects and people			
Listens and responds to simple information or instructions out of context – for example, “Ben, find your car” or “Ali, put your teddy in bed”			
Begins to use words to refer to people and things that are not present			
Sings or gestures along with favourite action rhymes, although words may not be clear			
Says two words together – for example, “teddy sleeping”, “more juice”			
Step 9			
Repeats words or phrases from familiar stories			
Fills in the missing word or phrase in a known rhyme, story or game – for example, ‘Humpty Dumpty sat on a...’			
Understands simple instructions involving two people or objects such as “Get Mummy’s shoes” or “Find Jacob’s car”			
Uses words to ask for help – for example, when washing hands			
Uses ‘adult’ form of vowels (a, e, i, o, u) most of the time			

Recognises and joins in with songs and actions – for example, ‘The Wheels on the Bus’			
Step 10			
Learns new words very rapidly and uses them when communicating with other people			
Understands more complex sentences – for example, “Put your toys away and we’ll read a book”			
Shows sustained engagement and interaction when sharing a picture storybook with an adult			
Tries to repeat many things adults say, either saying the actual word or making a close match – for example, says “Umbeya” for ‘umbrella’			
Uses a variety of question words – for example, ‘what’, ‘where’, ‘who’			
Says three words together – for example, “go park today”, “big red bus”			
Step 11			
Shows understanding of position words such as ‘in’, and ‘on’ – for example, carries out the action ‘Put dolly in the box’ or selects a picture correctly from ‘Find the apple in the bag’			
Talks about ownership – for example, ‘my teddy’, ‘your book’ ‘the man’s car’			
Uses pronouns correctly – for example, ‘I’, ‘me’ and ‘you’			
Knows full name			
Says all or part or simple nursery rhymes			
Listens eagerly to short stories, is able to talk about particular parts of them and requests favourites over and over again			
Step 12			
Uses sentences involving more than three words			
Understands use of objects – for example, can give the right answer to “What do we use to cut things with?”			
Can retell a simple past event in correct order – for example, “went down slide and hurt finger”			
Uses correct form of verbs such as ‘be’, ‘do’ and ‘have’ – for example, “I am hungry” rather than “I be hungry” or “I did that” rather than “I doed that”			

Talks about own life and favourite things			
Asks questions with yes/no answers – for example “Was he singing?”			
Says negative sentences – for example, “He wasn’t singing”			
Uses a range of tenses to talk about past, present and future – for example, ‘play’, ‘playing’, ‘will play’ and ‘played’			
Step 13			
Begins to use language for pretending and organising play – for example, “you be the mum and I be the baby”			
Produces nearly all the consonant sounds accurately			
Easily understood by a range of people			
Retells stories in the correct sequence, drawing on language patterns of stories such as ‘Once upon a time’			
Understands ‘when’ and ‘why’			
Talks about what might happen next in a familiar situation			
Uses longer sentences to link more than one idea, for example “ We walked to the park and we watched the ducks”			
Step 14			
Can produce most speech sounds, although may have difficulty with some consonant blends – for example, ‘tr’ in tree, ‘bl’ in blue			
Can pick out words that rhyme			
Shows on understanding of the elements of stories – for example, main character, sequence of events and story beginnings and endings			
Asks “Why?” frequently and considers replies			
Adapts language to the needs of the listener			
Can pick out the first sound in a word			

Personal, Social and Emotional Development

Step 6 (around 12 months)

- Children become more sociable towards other children and begin to show interest in what they're doing and try to join in.
- Children are learning how to be gentle with other people, how to take turns and so on.
- Many children develop a strong attachment to a particular soft toy or blanket and cuddle it when then they feel tired or unhappy.
- Children are growing in independence and may also become more wilful. They may 'play up' at mealtimes and sleeping difficulties can become a real issue.
- Children are beginning to learn to behave in ways that are socially acceptable. Children are also beginning to want their own space, this means they are becoming more aware of others around them.

Step 10 (around 2 years)

- The boundaries of the world are expanding for children at this age. Although they will appreciate familiar adults being there as a source of security – particularly in new situations.
- Children are brave explorers and they're often unaware of the dangers around them, so they need to be watched carefully, as they can now open doors and wander off.
- They're curious about people and will often 'people watch' and copy other people's behaviour. By the time they reach this Step, children are growing more and more independent, particularly with feeding, dressing and toileting, and will defend their own space and toys, and their right to do things in their own way.
- Children may need help and encouragement to adjust their behaviour to fit in with other people – for example, when playing with friends.
- Children sometimes get angry and frustrated when they can't make themselves understood. They may also be jealous for an adult's attention when it's not on them.
- Children may be confrontational when what they want isn't the same as what an adult wants. How you handle these small conflicts can stop them turning into big issues.
- Children are beginning to learn to wait, this is often an important issue for young children.
- Children at this Step can find self-discipline quite difficult; it is important to give them lots of praise.

Step 12 (around 3 years)

- Children are getting a stronger sense of their own abilities and, understandably, want to use them as much as possible. This can lead to conflicts between growing independence and the need to understand risks, limits and boundaries. This may come out as stubbornness, negativity or anger when frustrated, but these are also positive signs of a child's motivation.
- One of the key things that is learned during this stage by children is to understand that the feelings of other's need to be taken into account. This forms the basis for sharing and cooperating, which become increasingly important from now on.

Personal, Social and Emotional Development	Term 1	Term 2	Term 3
Step 1			
Enjoys the company of others			
Looks at faces			
Copies facial expressions and mouth shapes – for example, sticking out tongue, opening mouth and widening eyes			
Is comforted by touch			
Is comforted by people's faces			
Smiles at people			
Holds eye contact briefly (5 seconds or more)			
Step 2			
Gains physical and emotional comfort from 'snuggling in'			
Makes sounds and movements to initiate interaction with another person			
Calms from being upset when held, rocked, spoken or sung to with soothing voice			
Holds eye contact during interactions with a familiar person			
Recognises and is most responsive to main carer, face brightens, activity increases when familiar carer appears			
Step 3			
Shows pleasure at being tickled and other physical games			

Laughs and gurgles			
Likes cuddles and being held – for example, calms, snuggles in, smiles, gazes at carer’s face or strokes carer’s skin			
Shows pleasure at return of familiar carer			
Shows emotional responses to other people’s emotions – for example, smiles when smiled at and becomes distressed if hears another child crying			
Step 4			
Smiles at image of self in mirror, shows a developing understanding and awareness of themselves			
Takes turns in interactions with others, quietens when other person talks			
Makes own sounds when talked to, especially when a smiling face is used by parent			
Uses voice or gesture to refuse – for example by pushing object away, shaking head			
Lifts arms in anticipation of being picked up			
Shows attachment to special people – for example by being distressed when they are separated, staying close and showing affection			
Step 5			
Seeks to gain attention in a variety of ways, drawing others into social interaction			
Likes to be close to adult and may cry and try to follow (by looking, reaching or crawling) when familiar adult leaves room			
Is wary of strangers			
Builds relationships with special people – for example, by showing affection or holding your attention by vocalising			
Points to draw other people’s attention to things of interest			
Shows interest in the activities of others and responds differently to children and adults – for example, may be more interested in watching children than adults or may pay more attention when children talk to them			
Enjoys finding their nose, eyes or tummy as part of naming games			

Follows with gaze when an adult directs attention to an object by looking and pointing – for example, when an adult points to a bus and says “Look at the bus” and the child looks at the bus			
Step 6			
Looks to familiar adult to check if not sure about something – for example, looks at you to check your reaction if a stranger tries to pick them up			
Uses familiar adult for ‘emotional refuelling’ when feeling tired, stressed or frustrated – for example, stops playing to have a cuddle or sits quietly snuggled in on your lap for a few minutes			
Clings to special person and hides face when feeling scare or overwhelmed			
Gets distressed and anxious if left somewhere without their familiar adult			
Uses comfort toy or object to calm self			
Uses other person to help achieve a goal – for example, to get an object that’s out of reach or activate a wind-up toy			
Step 7			
Starts interaction with and plays alongside, other children			
Explores new toys and environments, but looks back to you regularly to ‘check in’			
Responds to a small number of boundaries, with encouragement and support			
Reacts to an audience – for example, repeats an activity or action which is received positively by a smile, or which is laughed at, applauded or cheered			
Is aware of other people’s feelings – for example, looks concerned if hears crying, or looks excited if hears a familiar happy voice			
Step 8			

Helps with dressing – for example, holds out arm for sleeve or foot for shoe			
Can tolerate brief separations from special people			
Expresses emotions and seeks reaction – for example, may cry at a minor injury and ask for help or comfort			
Starts to share and ‘give and take’			
Plays ball cooperatively with an adult – for example, may kick or roll the ball back and forth			
Uses a familiar adult as a secure base from which to explore independently in new environments – for example, goes away to play and interact with other, but returns for a cuddle if becomes anxious			
Step 9			
Understands that some things are theirs, some things are shared and some things belong to other people			
Actively draws others into social interaction			
Hands a toy to an adult for assistance when unable to get it to work, sees adult as someone who can help			
Spends time in groups of other children engaged in own play, but watching the other children			
Demonstrates sense of self as an individual – for example, wants to do things independently, says “No” to adult			
Step 10			
Responds positively to a variety of familiar adults			
Shows affection towards other children and younger siblings			

Takes a lead in positive interactions with special people – for example, initiates interaction, shows spontaneous affection, can wait a little while before seeking other for comfort and security			
Uses other as sources of information by asking questions			
Makes choices that involve challenge, when adults ensure their safety			
Shows understanding of some rules and routines			
Step 11			
Demonstrates concern towards others who are upset – for example, offers favourite toy, pats arm or back, offers cuddle and so on			
Seeks out other to share experiences			
Understands they have to share and take turns but might not always be willing to do so – for example, with toys			
Participates and helps with familiar routines with help from adults – for example, dusting, setting table or putting away toys			
Includes another child in their, play sequence and may talk to them as they do so – for example, gives child a cup to drink from			
Recognises self in mirror or photo – for example, if looks in a mirror and sees dirt or food on face, tries to wipe it off, or points to self in photo when asked			
Step 12			
Forms a special friendship with another child			
Is sometimes stubborn or negative and reacts with annoyance to frustration			
Enjoys responsibility of carrying out small task such as carrying a bag back from the shops			

Regularly uses adults as sources of knowledge, comfort and share activities			
Takes pride in appearance – for example, prefers certain clothes			
Shows independence in selecting and carrying out activities			
Step 13			
Is more outgoing towards strangers and more confident in new social situations – for example, in playgroup although may be anxious at first			
Understands that own actions affect other people – for example, becomes upset or tries to comfort another child when they realise they have upset them			
Has an awareness and pride in self as having and abilities and welcomes praise			
Can express wishes and needs clearly and understands when these are not immediately met			
Often actively seeks sharing and fairness			
Shows care and concern for others, for living things and the environment			
Enjoys joining in with family customs and routines			
Is curious about others and can adapt behaviour to fit in with different events and social situations – for example, removing shoes and socks before going on slide after seeing others doing this			
Step 14			
Can describe self in positive terms and talk about own strengths and weaknesses			
Enjoys and joins in with shared play appropriately – for example, turn-taking and sharing			

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

Physical Development

Step 6 (around 12 months)

- Children begin to feed themselves with a spoon or other utensil.
- They may want to try and feed themselves with finger foods.
- Children also become more independent in moving around. They can use furniture to ‘walk’ around the room and to lower themselves to the floor rather than just falling back down.
- During this Step, many children also take their first steps.

Step 10 (around 2 years)

- Many young children are very energetic, and they run around, kick balls and go climbing, or express their energy in other physical ways.

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- Children will experiment with new ways of moving and balancing. This brings new risks, so they will need help them to stay within their 'safety zone'.
- Children need to be encouraged to assess the risks for themselves and each situation can give valuable opportunities to talk about "What might happen if..." or "Remember when you ..."
- They can also use their hands to do more 'fiddly' tasks when dressing or undressing themselves, such as unfastening their coat.

Step 12 (around 3 years old)

- Physical children are becoming more independent and more confident about tackling physical challenges and learning new motor skills.
- Children will still tire easily and need help with pacing themselves and with 'wind-down' or quiet times. They also need help with assessing risks so that they are aware of the limits to their abilities and don't over-reach themselves.
- Children can now use more equipment and tools, it's important they do safely and appropriately.
- Children are generally aware of what their body needs in terms of eating, sleeping and toileting.

Physical	Term 1	Term 2	Term 3
Step 1			
Turns head to the side when placed on tummy			
Opens mouth to feed when corner of mouth is touched			
Sucking is strong and rhythmic with coordinated swallowing			
Lift head clear of ground			
Looks steadily at things for short periods (5 seconds or more)			
Presses down foot/straightens body when held standing on a hard surface			
Makes smooth movements with arms and legs, which gradually become more controlled			
Step 2			
Able to control head when supported in an upright position, head does not flop forward or backwards			

When lying on tummy, lifts head up and uses forearms to support			
Uses movement and senses to focus on, reach for and grasp objects			
Closes hand firmly around objects placed in palm			
Sits with support			
Explores hands and fingers – for example, watches them, presses hands together, clasps and unclasps hands			
Step 3			
Rolls over from front to back, from back to front			
When lying on back, lifts legs into vertical position and grasps feet			
Can lift head and chest and support self with straight arms and flat hands when lying on tummy			
Picks up and explores objects – for example, by holding to mouth			
Step 4			
Sits unsupported on the floor			
Passes toys from one hand to the other			
Pulls to standing, holding on to furniture or person for support			
Can move from a sitting position to hands and knees (crawl position)			
Moves around on the floor by wriggling			
When sitting, can lean forward to pick up small toys			
Step 5			
Crawls, bottom shuffles or rolls continuously to move around			
Holds own bottle or sipper cup			
Picks up small objects between thumb and fingers			
Enjoys making marks in damp sand, paste or paint			
Throws toys or objects deliberately			
Stretches out with one hand to grasp toy if offered			
Opens mouth for spoon			
Can let go of things – for example, to drop something or give it to you			

Can reach and grasp a moving object by moving towards where the object will go			
Actively cooperates with nappy changing – for example, lies still, holds legs up			
Step 6			
Starts to communicate urination and bowel movements			
Pulls self up to standing against furniture and can lower self back down again			
Walks around furniture lifting one foot and stepping sideways (cruising)			
Walks with one or both hands held by adult			
Grasps finger foods and brings them to mouth			
Attempts to use spoon or other utensil, can guide towards mouth but food often falls off			
Holds an object in each hand and brings them together in the middle – for example, holds two blocks and bangs them together			
Holds pen or crayon using a whole hand (palmar) grasp and scribbles with different strokes			
Takes first few steps, feet wide apart, uneven steps, arms raised for balance			
Step 7			
Builds tower of two blocks			
Walks with shorter steps and legs closer together, no longer needs to hold arms up for balance			
Walks up steps holding hand of adult			
Comes downstairs backwards on knees (crawling)			
Accepts new textures and tastes – for example, larger pieces of food and different types			
Shows awareness of what a potty or toilet is used for			
Develops own likes and dislikes in food and drink and may refuse disliked food or drink			
Takes off easily removed clothes – for example, socks			
Turns knobs and removes easy screw lids			
Signals wet or soiled nappy or pants			
Step 8			
Holds cup with both hands and drinks without much spilling			
Is aware of where clothes are kept – for example, outdoor coat and shoes by the door			

Gets onto child's chair without assistance, either backwards or sideways			
Brushes own hair			
Can kick a large ball			
Starts to help with dress and hygiene routines			
Step 9			
Runs safely on whole foot, stopping and starting easily and avoiding obstacles			
Squats steadily to rest or play with object on the ground and rises to feet without using hands			
Feeds self competently with spoon			
Drinks well without spilling			
Puts on hat and slip-on shoes			
Indicates need for toilet by behaviour – for example, dancing movements or holding self			
Holds pencil between thumb and two fingers no longer using whole hand grasp			
Step 10			
Climbs confidently and uses nursery play climbing equipment			
Builds a tower of up to six blocks			
Fits small shapes and objects into holes during posting activities			
Takes off loose coat or shirt when undone			
Turns pages in a book one at a time			
Unzips front zipper on coat or jacket			
Can undo Velcro fasteners			
Shows control in holding and using hammers, books and mark-making tools			
Step 11			
Walks downstairs safely, two feet to each step while carrying a toy			
Stands on one foot when shown			
Makes snips in paper with child scissors			
Usually able to control bowel with occasional accidents			
Takes pleasure in personal hygiene including toileting			

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

Takes responsibility for self-care in washing, teeth cleaning and toileting			
Dresses and undresses independently			
Can pick out the first sound in a word			

Thinking

Step 6 (around 12 months)

- Children are learning by watching other people, this is becoming more important and children begin to learn about language by listening to adults talking with other people.
- Children are beginning to understand what it means to pretend. They are learning that toys can represent real objects, just as words can.

Step 10 (around 2 years)

- Children are increasingly able to follow routines and are learning about the idea of time and may be able to understand some time words such as 'soon'.
- Children's ability to focus their attention on things for longer periods is increasing, so they can now do activities that take more time. However, your child is still learning to shift attention when you want them to.
- Some children also want everything to be done in the same order – this expresses a wish to control things around them.
- Sometimes the world can seem very complicated to a young child and order and predictability helps them feel more secure. You could try visual ways of presenting routines, like charts and timetables.
- Help children to pay attention when you're saying something important to them, by asking them to stop and listen first.

Step 12 (around 3 years)

- With children's developing cognitive abilities comes an increasing ability to think about how to approach more complicated situations where solutions aren't immediately obvious, like fitting shapes into simple jigsaw puzzles, putting together plastic bricks and threading beads.
- Children they have been building the foundations for understanding numbers since they were born, but it's at this stage of development that children start to really think about ideas like counting and simple adding up.
- This is the time when children's fears can increase as they begin to appreciate more about the wider world.
- Children are likely to become more curious in this step about how things work.

Thinking	Term 1	Term 2	Term 3
Step 1			
Moves hanging rattle or soft toy while moving arms or legs			
When lying on back or propped up, moves eyes to follow face or toy moving slowly from side to side, close to face			
Turns eyes and or head towards new sounds			
Is startled by sudden noise			
Shows interest in new experiences – for example, when you show a new toy			
Step 2			
Shows interest in small objects or the detail of a toy – for example, will gaze at small beads in a rattle			
Reacts with sudden behaviour change when a face or object disappears suddenly from view			
Looks around a room with interest, visually scans environment for new and interesting objects and events			
Smiles with pleasure at recognisable playthings			
Shows interest in moving pictures and sound – for example, on television			
Can shift visual attention by looking from one object to another and back again			
Repeats actions that have an effect – for example, kicking or batting a mobile to create movement, shaking a rattle so it makes a sound again			
Step 3			
Plays with and explores objects by touching them, looking at them, bringing them to the mouth and listening to the sounds they make			
Persistently and deliberately reaches out for toys			
Notices changes in groupings of objects, pictures and sounds – for example, they may look puzzled, unsettled or stop what they are doing			

Shows anticipation and enjoyment of familiar caring routines and simple games – for example, sucks or licks lips in response to sounds of preparation for feeding or gets excited upon seeing spoon or other eating utensil or familiar toy			
Step 4			
Plays with objects, by banging, shaking, turning them around in their hands			
Reacts to familiar sounds or sights by changes in behaviour – for example, extends arms and legs, smiles, searches with eyes when hears the vacuum cleaner, running bath, footsteps			
Shows interest in toys and other things that incorporate technology			
Can release toy from grasp if attention disturbed			
Watches toy being hidden and tries to find it			
Step 5			
Shows excitement during turn-taking games such as peek-a-boo – for example, claps hands as their turn gets closer			
Looks towards the floor when object is dropped by other people and looks for objects they drop themselves			
Explores new objects in an orderly way to investigate cause and effect – for example can pull on a string to get the connected toy			
Understands the meaning of some sounds – for example, hears a telephone ring and looks at the telephone			
Anticipates what will happen next – for example, expects to be fed if placed in high chair and may become distressed if the expected routine doesn't happen			
Stays absorbed in activities and can ignore distractions for at least 30 seconds			
Imitates and improvises actions they have observed – for example, clapping or waving			
Struggles to get objects that are out of reach and pulls a mat towards them to make a toy or object come closer			
Step 6			

Knows there are different ways to play with different toys – for example, that a ball is for rolling or throwing and a car is for pushing			
Realises one object can act as a container for another – for example, puts smaller objects inside bigger ones and removes them again			
Interested in things that go together – for example, cup and saucer			
Recognises favourites toys, games and activities – for example, sees character in favourites book and brings same toy for you to play with			
Experiments – for example, if two things don't fit together one way then tries another way			
Engages in simple pretend play with soft toys – for example, hugs and kisses teddy or pretends to be asleep by covering self with a blanket and closing eyes			
Step 7			
Remembers where objects belong			
Actively explores objects using different senses – for example, links together different ways of handling objects, shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking			
Shows understanding that things exist, even when out of sight, will refer to, request or search for objects that are not currently in sight			
Enjoys playing with objects of different sizes that go together – for example, stacking cups			
Matches shape of piece to hole – for example, in a shape sorter			
Step 8			
Matches objects with parts that fit together – for example, puts lid on teapot			
Uses understanding of cause and effect – for example, straightens up a tower of blocks if it starts to wobble			

Shows a curiosity about how things work – for example, looks closely at the parts of a mechanical toy			
Is interested in pushing and pulling things			
Builds simple structures			
Shows interest in toys with buttons, flaps and simple mechanisms			
Asks for a desired object by pointing, which may be accompanied by vocalisations or single words, checking back to adult that request has been noticed			
Can organise and categorise objects – for example, putting all red things and all blue things in separate piles			
Starts to help with dress and hygiene routines			
Step 9			
Copies everyday actions in play – for example, brushing doll’s hair, cleaning dolls’ house, feeding teddy toy food			
Makes pretend sequences - for example, pouring pretend tea then drinking, washing then drying a doll, getting in a toy car and going to work			
Creates and experiments with blocks, colours and marks			
Tries to work out problems by thinking first – for example, how to switch something on or how to get something that’s out of reach			
Operates mechanical toys – for example, turns the knob on a wind-up toy, pulls back on a friction car, pushes button to open flap			
Step 10			
Matches sets of identical objects, understands the ideas of ‘the same’			
Begins to develop sense of time, understands terms such as ‘late’, ‘tomorrow’ and ‘yesterday’			

Understands simple explanations and reasons given by others			
Understands size differences (bigger, smaller and so on) – for example, selects the bigger or smaller object or picture when asked			
Names two or three colours			
Completes simple puzzle board with shapes that fit together			
Step 11			
Seeks to learn basic skills in turning on some ICT equipment			
Engages in imaginative play and role-play based on own experiences – for example, ‘driving a car’			
Shows curiosity about the world by asking questions and thinking about reasons why things happen			
Joins in with learning activities led by more able partner and can perform new actions after they have seen them demonstrated			
Enjoys playing with small-world models such as a farm, a garage, or a train track			
Notices deliberate mistake in story telling or rhyme			
Uses and understands the logic of ‘if....then’ – for example ‘If I stand on a step, then I can reach the toy’, ‘If I eat my sandwich, then I can have some chocolate pudding’			
Repeats a two digit number sequence, e.g. 7, 2			
Is more organised, gathering together the toys they want to play with before starting play – for example, getting the doll and the tea set before starting to play tea-parties or getting the train and tracks and setting them out before playing trains			
Step 12			

Puts three pictures in correct order to represent a sequence in a familiar activity or story			
Uses various building materials			
Follows directions if not intently focused on own choice of activity			
Shows awareness of danger – for example, is careful on playground equipment			
Builds stories around toys – for example, farm animals climbing an armchair ‘cliff’ and having to be rescued			
Notices what adults do, copying what is observed and then doing it when the adult is not there			
Uses ICT to perform more complex functions, such as selecting a channel on the TV remote control			
Repeats a three digit number sequence – for example, 2, 8, 5			
Draws person with head and one or two other features or parts			
Step 13			
Shows interest in different occupations and ways of life			
Remembers three or four items shown on a list – for example, a picture shopping list of apples, oranges and bananas			
Comments and asks questions about where they live and the natural world			
Builds complex things with a wide range of objects, selecting appropriate resources and adapting their work where necessary			
Talks about personal intentions, describing what they are trying to do			

Is able to ignore distractions and concentrate on a chosen task			
Concentrates and listens for more than ten minutes in adult-led activities that they enjoy			
Step 14			
Selects the tools and techniques they need to shape, assemble and join materials they are using			
Explains own knowledge and understanding and asks appropriate questions of others			
Finds out about and identifies the uses of everyday technology and uses information and communication technology and programmable toys, to support their learning			
Makes short-term future plans			
Finds out about their environment and talks about the features that they like and dislike			
Shows flexibility in trying different ways of tackling problems			