**Introduction to document and notes on use:**

This publication is based on the recent updates from the Department of Education in regard to the Early Years Foundation Stage (EYFS) Curriculum 2021. The reforms to the Early Years Foundation Stage are statutory from September 2021. They will help you to improve outcomes for all children, especially disadvantaged children. They put early language at the heart of a broad curriculum. This change aims to help you to reduce the time you spend on unnecessary assessment paperwork in order to spend more time with the children.

Whilst this is the aim, there are times where we may benefit from using the following guide to support our professional judgments in regard to children who may be at risk or are struggling with their early learning.

This form is not intended to be used as checklist but as an easy reference pathway for children’s development. It is arranged in broader age ranges in line with the EYFS 2021 Changes: Birth to 3, 3-4, and children in reception. The actual learning of young children is not so neat and orderly. For that reason, accurate and proportionate assessment is vital. This tool may help you to make informed decisions about what a child needs to learn next.

The guidance can help you check that children are secure in all the earlier steps of learning before you look at their ‘age band’ (0-3, 3-4, reception). Depth in learning matters much more than moving from one band to the next or trying to cover everything. For example, it is important to give a child many opportunities to deepen their understanding of numbers to 5. There is no value in rushing to 10.

For practitioners’ awareness, and to support their understanding and confidence of the updated EYFS 2021, we have tried to align (approximately) the document with the previously used Revised Developmental Journal 2013 and current Birth to 5 matters documents.

Please refer to the following publications as required.

* <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>
* [www.gov.uk/government/publications/development-matters--2](http://www.gov.uk/government/publications/development-matters--2)

|  |
| --- |
| **EYFS 2021: 0-3 Years** **Prime Area: Communication and Language** |
|  | **E** | **D** | **S** |  | **Dev J****2013** | **0-5 Mat.** |
| **Listening, Attention and Understanding** |
| Turns towards familiar sounds/voice /touch/smells. They are also startled by loud noises. |  |  |  |  | **0-11** | **1** |
| Responds to familiar sounds/voice/touch/smells (can be a physical or vocal response) |  |  |  |
| Gazes at faces, copying some facial expressions and body movements |  |  |  |
| Looks carefully at the person talking |  |  |  |
| Shows enjoyment to listening to nursery rhymes, singing, music or sound toys through smiling/dancing/change of facial expression |  |  |  |
| Turns towards familiar sounds/voice /touch/smells. They are also startled by loud noises. |  |  |  |
| Responds to photograph of self |  |  |  | **8-20** | **2** |
| Turns when name is called |  |  |  |
| Responds to photograph/visual of familiar people (demonstrates an awareness of them) |  |  |  |
| Responds to some familiar names (or sign) such as “mummy” “daddy” “keyworker” |  |  |  |
| Understands familiar gestures such as waving |  |  |  |
| Understands words they hear a lot – such as “all gone” “bye bye” |  |  |  |
| Responds to familiar key words (or object of reference/sign) such as “arm out” during dressing, “coat on” during playtime |  |  |  |
| Reacts to environmental sounds (for example, they may stop still in response to the tidy up music even though they may not yet tidy up.) |  |  |  |
| Understands and follows an established routine in response to visual prompt (object of reference or visual first then) (nappy time – shows nappy) |  |  |  |
| Tries to join in by copying some actions to nursery rhymes |  |  |  |
| Responds to stop and go |  |  |  |
| Understands and follows simple spoken instructions in context (give me the ball) (kiss daddy night night) (nappy time) |  |  |  | **16-26** | **3** |
| When asked, will identify body parts such as eyes nose ears |  |  |  |
| Listens and responds to simple one-part instructions out of context (find the car) |  |  |  |
| Responds to changes in tone of voice |  |  |  |
| Listens and responds to simple (key word) information out of context such as “find a **car**.” “Put teddy in **bed**” |  |  |  |
| Listens and responds to instructions including 2 key words (find mummy’s shoes) in context. |  |  |  |
| Joins in with song and attempts most actions to familiar nursery rhymes, such as the wheels on the bus |  |  |  |
| Concentrates intently on object or activity of own choosing for short periods – easily distracted by noise. Attention may appear rigid – as though they cannot hear you. May move quickly between activities. |  |  |  |
| Understands more complex spoken instructions such as “put your toy away and then we will read a book” following spoken instruction |  |  |  | **22-36** | **4** |
| Shows sustained attention when sharing a book/resource with an adult (1:1) |  |  |  |
| Shows sustained attention when sharing a book/resource within a small group |  |  |  |
| Shows an understanding of preposition words (in/on) |  |  |  |
| Listens eagerly to short stories, demonstrating a keen interest and showing anticipation of what is happening next |  |  |  |
| Single channelled attention: can shift to a different task if adult gets attention fully using their name. Beginning to listen and then do with adult prompts. |  |  |  |
| **Speaking (and other Expressive Communication)** |
| Cries to express needs – for example, a different cry for hunger/pain/boredom |  |  |  |  | **0-11** | **1** |
| Explores different sounds and vocalisations – such as gurgling/cooing to self |  |  |  |
| Makes sounds in response to somebody talking/interacting |  |  |  |
| Responds to person using non-verbal communication such as smiling, looking and moving |  |  |  |
| Begins to explore and use some consonant sounds “g, m, p, d” |  |  |  |
| Begins to explore and use some vowel sounds “aa, oo” |  |  |  |
| Begins to use simple gestures to communicate – such as grasping hands to indicate want |  |  |  |
| Begins to use simple sounds to communicate – such as “da” for daddy |  |  |  | **2** |
| Begins to explore with babbling (repeating series of the same sounds) either to self or to communication partner |  |  |  |
| Asks for favourite game using non-verbal or verbal means (saying boo or covering face) |  |  |  | **8-20** |
| Begins to copy intonation of others (sing song tune when either babbling or using words) |  |  |  |
| Explores with babbling (using both consonants and vowels.)  |  |  |  |
| Uses adult hand/leads adult to request something |  |  |  |
| Points to objects and people/areas to make simple request |  |  |  |
| Uses some sounds (instead of words) to represent different objects (“brum” for car, “yum” for dinner, “moo” for cow |  |  |  |
| Takes part in simple conversations during familiar and established routines in the here and now – such as bath time  |  |  |  |
| Uses approximately 5 different words (or signs) following adult prompt |  |  |  |
| Uses approximately 5 different words (or signs) without any help |  |  |  |
| Copies and uses simple (rote learnt) expressions such as “oh dear” “all fall down” |  |  |  | **3** |
| Uses single words (or signs) to comment on the here and now – “bird” “ball” |  |  |  |
| Is learning new words (or signs) almost every day (some speech sound errors may be present) |  |  |  | **16-26** |
| Uses single words (or signs) for actions as well as objects/people “pushing/push” |  |  |  |
| Is putting 2 words (or signs) together such as teddy sleeping, more juice |  |  |  |
| Repeats familiar words/phrases from familiar stories “uh oh a Gruffalo” |  |  |  |
| Fills in the blank for familiar rhymes (humpty dumpty sat on a …) |  |  |  |
| Leads the adult by the hand to request help |  |  |  |
| Uses words (or sign) to ask for help |  |  |  |
| Uses question words (or signs) (who, what, where) |  |  |  | **22-** **36** | **4** |
| Puts 3 + key words (or signs) together such as big red bus, more orange and apple |  |  |  |
| Uses pronouns correctly such as My teddy, your book. |  |  |  |
| **EYFS 2021: 0-3 Years** **Prime Area: Personal, Social and Emotional Development** |
| **Self-Regulation** |
| May whimper or cry if needs are not met. May withdraw. |  |  |  |  | **0-11** | **1** |
| Seeks physical and emotional comfort in trusted adults. |  |  |  |
| Comforted by familiar voices/touch (such as gentle singing, or being rocked) |  |  |  |
| Expresses positive feelings such as joy/happiness |  |  |  |
| Shows pleasure in response to positive interactions such as tickling |  |  |  |
| Communicates a range of emotions (whether proportionately appropriate or not) |  |  |  | **8-20** | **2** |
| Uses voice or gesture to refuse objects (e.g., nods/pushes object) |  |  |  |
| Demonstrates crying when upset or frustrated |  |  |  |
| Gets distressed/anxious if left somewhere new or with someone new |  |  |  |
| Uses familiar adult for emotional refuelling |  |  |  |
| Uses a comfort object when needed |  |  |  |
| Shows emotional response to other people’s emotions e.g., smiles when smiled at, cries when a child is in distress |  |  |  |
| Explores the boundaries of behaviours that are expected by adults; understands but tests simple yes/no boundaries |  |  |  |
| Begins to show an awareness of their emotions |  |  |  | **16-26** | **3** |
| Experiences a wide range of feelings that may result in loss of control |  |  |  |
| Asserts their own agenda strongly and may demonstrate frustration towards boundaries – “no” |  |  |  |
| Begins to adapt their behaviour and increase participation/cooperation widely with routines and boundaries |  |  |  | **22-36** | **4** |
| Overall, will follow the adult agenda with little protest |  |  |  |
| **Managing Self** |
| Learns about the physical self through exploring with their bodies (think exploratory play) |  |  |  |  | **0-11** | **1** |
| Expresses self through movement/actions |  |  |  |
| Shows an interest in their reflection |  |  |  |
| Responds to their own name or photograph |  |  |  | **8-20** | **2** |
| Understand that their voice/actions have an effect on something/one else |  |  |  |
| Is interested in their own physical features and others such as eyes (enjoys finding their nose, or tummy etc). |  |  |  |
| Becoming aware of self as they begin to imitate others |  |  |  | **16-26** | **3** |
| Gradually learning that actions have consequences |  |  |  | **22-36** |
| Shows an emerging autonomy through asserting choices and preferences (sometimes leading to frustration) |  |  |  | **4** |
| Develops growing self of “I” through developing stronger opinions (sometimes leading to frustration) |  |  |  |
| **Building Relationships** |
| Tolerates the company of everything. |  |  |  |  | **0-11** | **1** |
| Enjoys the company of others. |  |  |  |
| Looks at faces of others with intent – makes brief eye contact |  |  |  |
| Responds to others by copying facial expressions  |  |  |  |
| Calm or smile in response to familiar person |  |  |  |
| Holds arms up to be cuddled/picked up |  |  |  |
| Laughs and Gurgles |  |  |  |
| Laughs and gurgles |  |  |  |
| Smiles at others with social purpose |  |  |  | **8-20** | **2** |
| Begins to display attachment behaviours such as becoming clingy  |  |  |  |
| Becomes wary of unfamiliar people |  |  |  |
| Shares joint attention – sharing resource through pointing/eye gaze, following gaze of other |  |  |  |
| Seeks to gain attention from others in a variety of ways (verbally or non-verbally.) |  |  |  |
| Uses another person to achieve a goal – such as to reach an object |  |  |  |
| Is most responsive to familiar/key person |  |  |  |
| Demonstrates pretend play action in isolation |  |  |  |
| Explores the environment confidents using familiar adult as secure base |  |  |  | **16-26** | **3** |
| Is fascinated by other children – will watch them but may continue to play alongside them |  |  |  |
| Takes turns in interactions with others following prompts |  |  |  |
| Starts to share (may need adults prompting at times or during highly motivating activities) |  |  |  |
| Plays cooperatively with an adult (rolling ball) |  |  |  |
| Demonstrates pretend play actions (sequence of 2) |  |  |  |
| Builds a special bond with certain people (e.g., parent, keyworker, friend) |  |  |  | **22-36** | **4** |
| Enjoys playing alone but is beginning to join in with others |  |  |  |
| Holds eye contact with others (appropriately) |  |  |  |
| Takes turns with natural cues only |  |  |  |
| Starts interaction with other children, may continue to play alongside |  |  |  |
| **EYFS 2021: 0-3 Years** **Prime Area: Physical Development** |
| **Gross Motor Skills** |
| Demonstrates reflex actions  |  |  |  |  | **0-11** | **1** |
| Demonstrated intentional movements |  |  |  |
| Turns head to side when placed on tummy |  |  |  |
| Opens mouth feed following corner of mouth being touched |  |  |  |
| Lifts head during tummy time (can use assist tools such as wedge) |  |  |  |
| Looks steadily at things for short periods (5 secs+) |  |  |  |
| Presses foot down when supported to stand up |  |  |  |
| Makes smooth movements with arms and legs (becoming more controlled) |  |  |  |
| Stable head in upright position |  |  |  |
| During tummy time, will push up onto hands/forearms |  |  |  |
| Attempts to reach out for objects. |  |  |  |
| Sits with support (from person or cushions) |  |  |  |
| Rolls over front to back, and back to front |  |  |  |
| When lying on back, will lift up and grab at own feet/legs |  |  |  |
| Explores objects by bringing them to mouth |  |  |  |
| Sits unsupported (for at least 2 minutes) |  |  |  | **2** |
| \*If physical disability tolerates a range of supportive equipment |  |  |  |
| Passes toys from one hand to the other, crossing the midline |  |  |  |
| Pulls to standing (using furniture or person) |  |  |  |
| Moves from sitting into crawling position |  |  |  |
| Holds own bottle/cup |  |  |  | **8-20** |
| Throws toys deliberately |  |  |  |
| Reaches out to take item when offered |  |  |  |
| Opens mouth for spoon visual |  |  |  |
| Let’s go of objects on purpose |  |  |  |
| Walks with furniture  |  |  |  |
| Walks with one or two hands (adult) |  |  |  |  |
| Takes some steps independently  |  |  |  |
| Walks up steps with adult support |  |  |  |
| Comes downstairs backwards/crawling |  |  |  | **3** |
| Can use a simple balance bike/ride on toy |  |  |  | **16-26** |
| Kicks a large ball |  |  |  |
| Brushes own hair or teeth |  |  |  |
| Attempts to use tools to interact with materials. |  |  |  |
| Runs safely on whole foot (or tiptoes) – stopping, starting, and avoiding obstacles  |  |  |  | **4** |
| Squats during play |  |  |  |
| Climbs confidently  |  |  |  | **22-36** |
| Uses a combination of independent movements in play- grasp, release, throw, bang, drop, rolling ball- use 1 hand or use 2 hands. |  |  |  |
| **Fine Motor Skills** |
| Closes full hand firmly around objects |  |  |  |  | **0-11** | **1** |
| Explores hands and fingers, watching hands, pressing them together (clasping/unclasping) |  |  |  |
| Picks up small items between thumb and fingers |  |  |  | **8-20** | **2** |
| Enjoys mark making in damp sand, paste, paint etc |  |  |  |
| Grasps finger foods and brings towards mouth |  |  |  |
| Attempts to use spoon, brings it to mouth (food may fall off) |  |  |  |
| Holds an object in both hands and bangs them together |  |  |  |
| Explores materials in different ways – squeeze, tear,  |  |  |  |
| Holds chunky pen/crayon using whole hand (palmer) grasp and scribbles |  |  |  |
| Builds tower of 2 blocks |  |  |  |
| Takes of easy to remove items of clothing such as socks |  |  |  | **3** |
| Turns knobs/screw lids |  |  |  |
| Holds cup with little spilling |  |  |  | **16-26** |
| Feeds with spoon with little spilling |  |  |  |
| Holds pencil between thumb and two fingers (no longer whole hand) |  |  |  |
| Builds a tower of 6 + blocks  |  |  |  | **22-36** | **4** |
| Uses shape sorters/accuracy in posting activities |  |  |  |
| Turn pages in a book one at a time |  |  |  |
| Can do large buttons |  |  |  |
| Can do zips (once put together – e.g., will move it up/down, may need support to initially fasten) |  |  |  |