



EYFS outcomes (1)

Donnington Wood Infant School & Nursery

Name:

DOB:

		0-11	8-20	16-26
Personal, Social and Emotional Development	Making relationships	<ul style="list-style-type: none"> Enjoys the company of others and seeks contact with others from birth. Gazes at faces and copies facial movements, e.g. sticking out tongue, opening mouth and widening eyes. Responds when talked to, for example, moves arms and legs, changes facial expression, moves body & makes mouth movements. Recognises and is most responsive to main carer's voice: face brightens, activity increases when familiar carer appears. Responds to what carer is paying attention to, e.g. following gaze. Likes cuddles and being held: calms, snuggles in, smiles, gazes at carer's face or strokes carer's skin. 	<ul style="list-style-type: none"> Seeks to gain attention in a variety of ways, drawing others into social interaction. Builds relationships with special people. Is wary of unfamiliar people. Interacts with others and explores new situations when supported by familiar person. Shows interest in the activities of others and responds differently to children and adults, e.g. may be more interested in watching children than adults or may pay more attention when children talk to them. 	<ul style="list-style-type: none"> Plays alongside others. Uses a familiar adult as a secure base from which to explore independently in new environments, e.g. ventures away to play and interact with others, but returns for a cuddle or reassurance if becomes anxious. Plays cooperatively with a familiar adult, e.g. rolling a ball back and forth.
	Self-confidence & self-awareness	<ul style="list-style-type: none"> Laughs and gurgles, e.g. shows pleasure at being tickled and other physical interactions. Uses voice, gesture, eye contact and facial expression to make contact with people and keep their attention. 	<ul style="list-style-type: none"> Enjoys finding own nose, eyes or tummy as part of naming games. Learns that own voice & actions have effects on others. Uses pointing with eye gaze to make requests, and to share an interest. Engages other person to help achieve a goal 	<ul style="list-style-type: none"> Explores new toys and environments, but 'checks in' regularly with familiar adult as and when needed. Gradually able to engage in pretend play with toys Demonstrates sense of self as an individual, e.g. wants to do things independently, says 'No' to adult.
	Managing feelings and behaviour	<ul style="list-style-type: none"> Is comforted by touch and people's faces and voices. Seeks physical and emotional comfort by snuggling into trusted adults. Calms from being upset when held, rocked, spoken or sung to with soothing voice. Shows a range of emotions such as pleasure, fear and excitement. Reacts emotionally to other people's emotions, e.g. smiles when smiled at and becomes distressed if hears another child crying. 	<ul style="list-style-type: none"> Uses familiar adult to share feelings such as excitement or pleasure, and for 'emotional refuelling' when feeling tired, stressed or frustrated. Growing ability to soothe themselves, and may like to use a comfort object. Cooperates with caregiving experiences, e.g. dressing. Beginning to understand 'yes', 'no' and some boundaries. 	<ul style="list-style-type: none"> Is aware of others' feelings, for example, looks concerned if hears crying or looks excited if hears a familiar happy voice. Growing sense of will and determination may result in feelings of anger / frustration which are difficult to handle Responds to a few appropriate boundaries, with encouragement and support. Begins to learn that some things are theirs, some things are shared, & some things belong to other people.

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Physical Development	Moving and Handling	<ul style="list-style-type: none"> Turns head in response to sounds and sights. Gradually develops ability to hold up own head. Makes movements with arms and legs which gradually become more controlled. Rolls over from front to back, from back to front. When lying on tummy becomes able to lift first head and then chest, supporting self with forearms and then straight arms. Watches and explores hands and feet Reaches out for, touches and begins to hold objects. Explores objects with mouth, often picking up an object and holding it to the mouth. 	<ul style="list-style-type: none"> Sits unsupported on the floor. When sitting, can lean forward to pick up small toys. Pulls to standing, holding on to furniture or person for support. Crawls, bottom shuffles or rolls continuously to move around. Walks around furniture lifting one foot and stepping sideways (cruising), and walks with one or both hands held by adult. Takes first few steps independently. Passes toys from one hand to the other. Holds an object in each hand and brings them together in the middle, e.g. holds two blocks and bangs them together. Picks up small objects between thumb and fingers. Enjoys the sensory experience of making marks in damp sand, paste or paint. Holds pen or crayon using a whole hand (palmar) grasp and makes random marks with different strokes. 	<ul style="list-style-type: none"> Walks upstairs holding hand of adult. Comes downstairs backwards on knees (crawling). Beginning to balance blocks to build a small tower. Makes connections between their movement and the marks they make.
	Health & self-care	<ul style="list-style-type: none"> Responds to and thrives on warm, sensitive physical contact and care. Expresses discomfort, hunger or thirst. Anticipates food routines with interest. 	<ul style="list-style-type: none"> Opens mouth for spoon. Holds own bottle or cup. Grasps finger foods and brings them to mouth. Attempts to use spoon: can guide towards mouth but food often falls off. Can actively cooperate with nappy changing (lies still, helps hold legs up). Starts to communicate urination, bowel movement. 	<ul style="list-style-type: none"> Develops own likes /dislikes in food & drink. Willing to try new food textures & tastes. Holds cup with both hands and drinks without much spilling. Clearly communicates wet/soiled nappy / pants. Shows some awareness of bladder and bowel urges. Shows awareness of what a potty/toilet is used for. Shows a desire to help with dressing/undressing and hygiene routines.

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Communication and Language	Listening and attention	<ul style="list-style-type: none"> Turns towards 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. 	<ul style="list-style-type: none"> Moves whole bodies to sounds they enjoy, such as music or a regular beat. Has a strong exploratory impulse. 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. 	<ul style="list-style-type: none"> Listens to and enjoys rhythmic patterns in rhymes and stories. Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations. Rigid attention - may appear not to hear.
	Understanding	<ul style="list-style-type: none"> Stops and looks when hears own name. Starts to understand contextual clues, e.g. familiar gestures, words and sounds. 	<ul style="list-style-type: none"> Developing the ability to follow others' body language, including pointing and gesture. Responds to the different things said when in a familiar context with a special person (e.g. 'Where's Mummy?', 'Where's your nose?'). Understanding of single words in context is developing, e.g. 'cup', 'milk', 'daddy'. 	<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. 'Throw the ball'.)

	Speaking	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;	Uses sounds in play, e.g. 'brrrrm' for toy car. Uses single words. Frequently imitates words and sounds. Enjoys babbling and increasingly experiments with using sounds and words to communicate for a range of purposes. Uses pointing with eye gaze to make requests / share an interest. Creates personal words as they begin to develop language.	Copies familiar expressions, e.g. 'Oh dear' Beginning to put two words together Uses different types of everyday words (nouns, verbs and adjectives) Beginning to ask simple questions. Beginning to talk about people and things that are not present.
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Literacy	Reading	Enjoys looking at books and other printed material with familiar people.	Handles books and printed material with interest.	Interested in books and rhymes and may have favourites.
	Writing	Children's later writing is based on skills and understandings which they develop as babies and toddlers. Before they can write, they need to learn to use spoken language to communicate. Later they learn to write down the words they can say.	Early mark-making is not the same as writing. It is a sensory and physical experience for babies and toddlers, which they do not yet connect to forming symbols which can communicate meaning.	

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Mathematics	Numbers	Notifies changes in number of objects/images or sounds in group of up to 3.	Develops an awareness of number names through their enjoyment of action rhymes and songs that relate to their experience of numbers. Has some understanding that things exist, even when out of sight.	Knows that things exist, even when out of sight. Beginning to organise and categorise objects, e.g. putting all the teddy bears together or teddies and cars in separate piles. Says some counting words randomly.
	Shape, space and	Babies' early awareness of shape, space and measure grows from their sensory awareness and opportunities to observe objects and their movements, and to play and explore.	Recognises big things and small things in meaningful contexts. Gets to know and enjoy daily routines, such as getting-up time, mealtimes, nappy time, and bedtime.	Attempts, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles. Uses blocks to create their own simple structures and arrangements. Enjoys filling and emptying containers. Associates a sequence of actions with daily routines. Beginning to understand that things might happen 'now'.

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Understanding the world	People and communities	The beginnings of understanding of people and communities lie in early attachment and other relationships.	Is curious about people and shows interest in stories about themselves and their family. Enjoys pictures and stories about themselves, their families and other people.	Has a sense of own immediate family and relations. In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. Beginning to have their own friends. Learns that they have similarities and differences that connect them to, and distinguish them from, others.
	The world	Moves eyes, then head, to follow moving objects. Reacts with abrupt change when a face or object suddenly disappears from view. Looks around a room with interest; visually scans 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.	Closely observes what animals, people and vehicles do. Watches toy being hidden and tries to find it. 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.	Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking. Remembers where objects belong. Matches parts of objects that fit together, e.g. puts lid on Teapot.
	Technology	The beginnings of understanding technology lie in babies exploring and making sense of objects and how they behave.	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 beginning to learn to operate them.	Seeks to acquire basic skills in turning on and operating equipment. Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.

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Expressive arts and design	Exploring and using media and materials	Babies explore media and materials as part of their exploration of the world around them.	Explores and experiments with a range of media through sensory exploration, and using whole body. Move their whole bodies to sounds they enjoy, such as music or a regular beat. Imitates and improvises actions they have observed, e.g. clapping or waving. Begins to move to music, listen to or join in rhymes or songs. Notices and is interested in the effects of making movements which leave marks.	
	Being imaginative	Babies and toddlers need to explore the world and develop a range of ways to communicate before they can express their own ideas through arts and design.	Expresses self through physical action and sound. Pretends that one object represents another, especially when objects have characteristics in common.	