

0-3 Year Old Statements

PSED	Find ways to calm themselves, through being calmed and comforted by their key person	Establish their sense of self.	Express preferences and decisions. They also try new things and start establishing their autonomy	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.	Find ways of managing transitions, for example from their parent to their key person.	Thrive as they develop self-assurance.	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						
	Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.	Feel strong enough to express a range of emotions.	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	Be increasingly able to talk about and manage their emotions	Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.	Develop friendships with other children.	Safely explore emotions beyond their normal range through play and stories.	Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".						
Communication and Language	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.	Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements	Enjoy singing, music and toys that make sounds	Recognise and are calmed by a familiar and friendly voice.	Listen and respond to a simple instruction	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 'ba- ba', 'mama'	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'	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 mummy" or "stop".	Recognise and point to objects if asked about them.	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.					
	Can become frustrated when they can't make themselves understood.	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'.	Use the speech sounds p, b, m, w.	Listen to simple stories and understand what is happening, with the help of the pictures	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').						
Physical Development	Eat finger food and develop likes and dislikes.	Try a wider range of foods with different tastes and textures.	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 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	Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.	Learn to use the toilet with help, and then independently.							
Literacy	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.	Copy finger movements and other gestures	Sing songs and say rhymes independently, for example, singing whilst playing	Enjoy sharing books with an adult.	Pay attention and responds to the pictures or the words	Have favourite books and seeks 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. Makes 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.	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.
Math	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'.	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 squeezing selves 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				
Understanding the World	Repeat actions that have an effect	Explore materials with different properties	Explore natural materials, indoors and outside.	Explore and respond to different natural phenomena in their setting and on trips.	Make connections between the features of their family and other families	Notice differences between people									
Expressive Arts and Design	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 sound-makers and instruments and play them in different ways.	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.	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.	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.							