

<u>Early Learning Goals</u>	
<u>Age</u>	<u>Typical Behaviours</u>
Birth to 11 months	<ul style="list-style-type: none"> <li>• Turns head in response to sounds and sights.</li> <li>• Gradually develops ability to hold up own head.</li> <li>• Makes movements with arms and legs which gradually become more controlled.</li> <li>• Rolls over from front to back, from back to front.</li> <li>• When lying on tummy becomes able to lift first head and then chest, supporting self with forearms and then straight arms.</li> <li>• Watches and explores hands and feet, e.g. when lying on back lifts legs into vertical position and grasps feet.</li> <li>• Reaches out for, touches and begins to hold objects.</li> <li>• Explores objects with mouth, often picking up an object and holding it to the mouth.</li> </ul>
8 to 20 months	<p>Sits unsupported on the floor.</p> <ul style="list-style-type: none"> <li>• When sitting, can lean forward to pick up small toys.</li> <li>• Pulls to standing, holding on to furniture or person for support.</li> <li>• Crawls, bottom shuffles or rolls continuously to move around.</li> <li>• Walks around furniture lifting one foot and stepping sideways (cruising), and walks with one or both hands held by adult.</li> <li>• Takes first few steps independently.</li> <li>• Passes toys from one hand to the other.</li> <li>• Holds an object in each hand and brings them together in the middle, e.g. holds two blocks and bangs them together.</li> <li>• Picks up small objects between thumb and fingers.</li> <li>• Enjoys the sensory experience of making marks in damp sand, paste or paint.</li> <li>• Holds pen or crayon using a whole hand (palmar) grasp and makes random marks with different strokes</li> </ul>
16 to 26 months	<ul style="list-style-type: none"> <li>• Walks upstairs holding hand of adult.</li> <li>• Comes downstairs backwards on knees (crawling).</li> <li>• Beginning to balance blocks to build a small tower.</li> <li>• Makes connections between their movement and the marks they make.</li> </ul>
22 to 36 months	<ul style="list-style-type: none"> <li>• Runs safely on whole foot.</li> <li>• Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.</li> <li>• Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.</li> <li>• Can kick a large ball.</li> <li>• Turns pages in a book, sometimes several at once.</li> <li>• Shows control in holding and using jugs to pour, hammers, books and mark-making tools.</li> <li>• Beginning to use three fingers (tripod grip) to hold writing tools.</li> <li>• Imitates drawing simple shapes such as circles and lines.</li> <li>• Walks upstairs or downstairs holding onto a rail two feet to a step.</li> <li>• May be beginning to show preference for dominant hand.</li> </ul>
30 to 50 months	<ul style="list-style-type: none"> <li>• Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</li> <li>• Mounts stairs, steps or climbing equipment using alternate feet.</li> <li>• Walks downstairs, two feet to each step while carrying a small object.</li> <li>• Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</li> <li>• Can stand momentarily on one foot when shown.</li> <li>• Can catch a large ball.</li> <li>• Draws lines and circles using gross motor movements.</li> <li>• Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</li> <li>• Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</li> <li>• Holds pencil near point between first two fingers and thumb and uses it with good control.</li> <li>• Can copy some letters, e.g. letters from their name.</li> </ul>
40 to 60+ months	<ul style="list-style-type: none"> <li>• Experiments with different ways of moving.</li> <li>• Jumps off an object and lands appropriately.</li> <li>• Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>• Travels with confidence and skill around, under, over and through balancing and climbing equipment.</li> <li>• Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> <li>• Uses simple tools to effect changes to materials.</li> <li>• Handles tools, objects, construction and malleable materials safely and with increasing control.</li> <li>• Shows a preference for a dominant hand.</li> <li>• Begins to use anticlockwise movement and retrace vertical lines.</li> <li>• Begins to form recognisable letters.</li> <li>• Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</li> </ul>
Moving and handling	<p>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p>