



Birth - 11 months

Personal, Social and Emotional Development:		Communication and Language	Physical Development:
<p>Making Relationships</p> <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 and 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 their gaze. Likes cuddles and being held: calms, snuggles in, smiles, gazes at carer's face or strokes carer's skin. <p>Self Confidence and self-awareness</p> <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. <p>Managing feeling and behaviour</p> <ul style="list-style-type: none"> Is comforted by touch and people's faces and voices. Seeks physical and emotional comfort by snuggling in to 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. 		<p>Listening and Attention</p> <ul style="list-style-type: none"> Turns toward 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. <p>Understanding</p> <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. <p>Speaking</p> <p>Communicates needs and feelings in a variety of ways including crying, gurgling, babbling and squealing.</p> <ul style="list-style-type: none"> 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; says sounds like 'baba, nono, gogo'. 	<p>Moving and Handling</p> <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, e.g. when lying on back lifts legs into vertical position and grasps 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. <p>Health and self-care</p> <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.
Literacy:	Mathematics	Understanding the world:	Expressive arts and design:
<p>Reading</p> <ul style="list-style-type: none"> Enjoys looking at books and other printed material with familiar people. <p>Writing</p> <p>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. (See the roots of Writing in Communication and language). 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. (See roots of mark-making and handwriting in Playing and exploring and Physical Development).</p>	<p>Numbers</p> <ul style="list-style-type: none"> Notices changes in number of objects/images or sounds in group of up to 3. <p>Shape, Space and Measure</p> <p>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. See Characteristics of Effective Learning - Playing and Exploring, and Physical Development.</p>	<p>Peoples and Communities</p> <p>The beginnings of understanding of People and communities lie in early attachment and other relationships. See PSED and C L</p> <p>The World</p> <p>Moves eyes, then head, to follow moving objects.</p> <ul style="list-style-type: none"> 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. <p>See also Characteristics of Effective Learning – Playing and Exploring, and Physical Development</p> <p>Technology- The beginnings of understanding technology lie in babies exploring and making sense of objects and how they behave. -See Characteristics of Effective Learning - Playing and Exploring and Creating and Thinking Critically</p>	<p>Exploring and using media and materials</p> <p>Babies explore media and materials as part of their exploration of the world around them. See Characteristics of Effective Learning – Playing and Exploring, Physical Development, Understanding the World – The World</p> <p>Being Imaginative</p> <p>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. See Characteristics of Effective Learning; Communication and Language; Physical Development; Personal, Social and Emotional Development</p>



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