

HILLFIELDS Nursery School



Enquiring / Exploring / Learning



Assessment of Play and Learning

This developmental assessment tool was developed by staff at Hillfields Nursery School.

We used a range of resources as starting points when developing our assessment tool.

*BEYA (Barnet Early Years Alliance) and their Observation and Development tool Opal
Warwick Nursery School and their ARKs, Age related key-indicators of children's
development*

Understanding Child Development by Carolyn Meggitt

*From Birth to Five Years Children's Development Progress by Mary D. Sheridan, revised
and updated by Marion Frost and Dr Ajay Sharma*

Child Development for Early Years Students and Practitioners by Sally Neaum

Child Development by Laura E. Berk

Assessment of Play and Learning

Our assessment system has been developed due to the need of our children. With the large majority coming in well below and leaving just below most of these children will always be working towards typical developmental levels. This assessment system allows us to celebrate all our children's achievements and work in partnership with parents to uphold high expectations and aspirations.

Developing - secure at last assessment point and working within this age band, not yet secure at this age band.

Judgements are based on professional discussions and best fit knowledge; the points are not a tick list to achieve

If a child is secure at their chronological age then explore next steps for greater depth/ Mastery when planning

6 months

Personal Social and Emotional Development		Communication and Language		Physical Development	
<ul style="list-style-type: none"> Smiles back at an adult or cries if they hear another child cry Takes everything to mouth Watches faces intently 		<ul style="list-style-type: none"> Laughs and squeals out loud when playing Responds to interactions with familiar adults Moves head to find familiar sounds 		<ul style="list-style-type: none"> When offered a toy, will reach for it Kicks strongly with alternate legs Sits well with support, holding head up Rolls over Begins attempting pre-crawl rocking 	
Literacy	Mathematics	Understanding the World	Expressive Arts & Design		

Personal Social and Emotional Development		Communication and Language		Physical Development	
<ul style="list-style-type: none"> • Likes to be in sight and hearing of a familiar adult • Enjoys peek-a-boo games • Responds to facial expressions and tone of voice 		<ul style="list-style-type: none"> • Turns to own name • Understands simple instructions (clap hands) • Babbles and makes different noises • Makes eye contact and responds when their name is used 		<ul style="list-style-type: none"> • Can sit without support • Pulls up to standing position • Can move from lying down to sitting • Drinks from a cup with a lid and feeds themselves finger foods 	
Literacy	Mathematics	Understanding the World	Expressive Arts & Design		

18 months 1.5 years

Personal Social and Emotional Development		Communication and Language		Physical Development			
<ul style="list-style-type: none"> • Seeks physical contact from others • Watches what friends are doing • Can use pointing to let an adult know what they want • Shows a sense of independence 		<ul style="list-style-type: none"> • Jabbers to themselves when playing • Points to own nose, hair, feet etc • Starting to use single words • Chooses between 2 objects • Enjoys nursery rhymes and tries to join in 		<ul style="list-style-type: none"> • Walks independently • Will squat to pick up objects • Walks upstairs with a helping hand • Can grip a brush to make marks 			
Literacy		Mathematics		Understanding the World		Expressive Arts & Design	

Personal Social and Emotional Development		Communication and Language		Physical Development	
<ul style="list-style-type: none"> • Enjoys simple make-believe play e.g, having a cup of tea • Likes to do things for themselves, without help • Displays a range of big emotions e.g. May jump up and down when excited • Finds ways of managing transitions • Begins to assert independence and challenge boundaries 		<ul style="list-style-type: none"> • Puts two or more words together • Repeats words and finds objects when asked e.g. ball, shoes • Responds to familiar music, songs or rhymes • Understands simple questions • Uses lots of words, but understands more 		<ul style="list-style-type: none"> • Climbs over obstacles • Uses a spoon or fork to feed themselves • Climbs stairs independently • Can get leg over a small trike • Picks up objects with finger and thumb 	
Literacy		Mathematics		Understanding the World	
		Expressive Arts & Design			

30 months 2.5 years

Personal Social and Emotional Development		Communication and Language		Physical Development			
<ul style="list-style-type: none"> • Watches what friends are doing and joins in with play • Likes to help you when you are busy eg putting paints away • Settles into nursery after support • Begins to cooperate with some routines • Indicates that they require nappy/ pants change 		<ul style="list-style-type: none"> • Is interested in books and stories • Can stop what they are doing and can listen to you • Uses a lot of new words • Beginning to use words like me, I and you 		<ul style="list-style-type: none"> • Can run around, change direction and slow down so they don't bump into things • Can make lines and marks • Builds a tower • Pushing selves along with a wheeled toy 			
Literacy		Mathematics		Understanding the World		Expressive Arts & Design	

36 months 3 years

Personal Social and Emotional Development		Communication and Language		Physical Development			
<ul style="list-style-type: none"> Shows and interest in others and makes new relationships Explores new environments Selects resources with support Notices when others are upset Seeks out known adults Uses toilet with some support Shows less anxiety about separation and strangers Can wait for needs to be met 		<ul style="list-style-type: none"> Responds to questions and instructions Asks for help if they need it Speaks in simple sentences (3 words) Uses now, later and some descriptive language Follows simple directions Understands use of objects 		<ul style="list-style-type: none"> Uses the toilet with some support Moves around their environment with awareness and control Manages a range of equipment purposefully eg a spade to fill a bucket Runs with confidence Climbs steps and climbing equipment Runs with good spatial awareness Builds tall towers Attempts to put on clothing 			
Literacy		Mathematics		Understanding the World		Expressive Arts & Design	
<ul style="list-style-type: none"> Enjoys sharing books with adults Asks simple questions Uses simple marks including lines, curves and circular movements Repeats words and phrases from books Likes certain books Draws independently and talks about drawings Gives meaning to the marks they make 		<ul style="list-style-type: none"> Shows an awareness of number Uses mathematical number in their play eg big, small, heavy, light Sings number/ finger rhymes Counts by rote, may skip some numbers Understands more/ lots/ some Experiments and talks about with filling/ emptying Attempts inset puzzles/ shape sorters 		<ul style="list-style-type: none"> In pretend play initiates everyday actions and events from own family/ experience Plays with small world using first hand experiences eg farm, garages, trains Begins to notice differences and similarities in their environment Explores senses Explores materials 		<ul style="list-style-type: none"> Joins in active make believe play with other children Engages with a variety of resources expressing themselves in different ways eg role play, music making, model making 	

42 months 3.5 years

Personal Social and Emotional Development		Communication and Language		Physical Development	
<ul style="list-style-type: none"> Shows awareness of the feelings of others Knows what they want to play with and where to find it Plays with others Enjoys a sense of belonging Follows routines Knows their actions can impact on others/ consequences to actions 		<ul style="list-style-type: none"> Sings songs and rhymes Talks with other children Listens and responds to things said by others Able to follow an instruction with 2 parts eg get your coat and open the door Uses tenses but irregular Uses plurals and prepositions Speaks in 4/5 word phrases Takes on a role/ pretend play 		<ul style="list-style-type: none"> Uses the toilet independently Climbs, runs and jumps with confidence Uses toys and tools safely Pedals 3 wheeled bikes/ balance bike/ scooter Holds mark making tool with finger and thumb Begins to develop control when using pens/ pencils/ paintbrushes Shows some success in putting on clothing Begins to show an interest in throwing appropriate objects Pours drinks 	
Literacy	Mathematics	Understanding the World	Expressive Arts & Design		
<ul style="list-style-type: none"> Enjoys listening to stories and making up play scenarios Makes many different marks Gives meaning to marks they make Talks about logos Knows print tells a story Makes marks as writing 	<ul style="list-style-type: none"> Knows how to solve everyday problems in their play eg how to get water from one place to another Recognises some numerals and shows an interest in counting Explores simple patterns Counts by rote past 5 Uses some measurement language and quantity language eg more, less, same Begins to develop language of position 	<ul style="list-style-type: none"> Recognises and describes special times or events for family and friends Shows care and concerns for living things in the environment Develop a vocabulary to talk about what they see and experience Show an interest and explore manmade and natural objects Explore how things work 	<ul style="list-style-type: none"> Uses various construction materials and tools for a purpose Experiments and creates movement in response to music, stories and ideas Uses their experience (beyond every day home experiences) to initiate role play 		

48 months 4 years

Personal Social and Emotional Development		Communication and Language		Physical Development			
<ul style="list-style-type: none"> • Can play with others, sharing what they are using with help • Plays imaginatively with other children • Confident to have a go and try new things • Plays with others in groups • Begins to find solutions to conflicts • Talks about/ names feelings • Confident to have a go and try new things 		<ul style="list-style-type: none"> • Talks about what they are doing and things they remember • Starts conversations with familiar people and asks questions • Listens when they are in a group • Express point of view • Able to tell/retell a long story or event • Uses because and wider vocab • Uses prepositions eg on, in front, behind • Listens when in a group with others 		<ul style="list-style-type: none"> • Can dress themselves with some support • Gives new challenges a go and is aware of their own safety • Uses resources with some control eg can pour from a just with no spills • Develops more control with scissors • Developing a sense of development • Independently uses the toilet and keeps themselves clean and dry • Can move backwards and sideways • Holds and uses writing equipment with good control 			
Literacy		Mathematics		Understanding the World		Expressive Arts & Design	
<ul style="list-style-type: none"> • Looks at books and has favourites • Sings rhymes • Makes marks to represent their name • Talks about their drawings • Differentiates between pictures and words • Knows print has different purposes • Spots and suggests words that rhyme • Recognises some initial sounds 		<ul style="list-style-type: none"> • Beginning to count objects in their play • Understands how different shapes fit together eg block play • Talks about 2D and 3D shapes names/ properties • Will notice who has more or less eg who has more trains or pieces of fruit • Points and counts to 5 • Shows an understanding of the value of numbers to 5 • Understands and uses positional language • Continues simple patterns 		<ul style="list-style-type: none"> • Knows some things that make them unique • Can talk about friends and family • Knows about and notices similarities & differences in relation to places/ objects/ materials/ living things • Uses ICT to interact with age appropriate toys/ software • Explores why things happen and how things work • Talks about important members of society 		<ul style="list-style-type: none"> • Uses tools for a purpose • Creates representations of both imaginary and real life ideas, events, people and objects (This could be through any form of the arts) 	

54 months 4.5 years

Personal Social and Emotional Development		Communication and Language		Physical Development			
<ul style="list-style-type: none"> Stays at activities that they really like without being distracted by other things or people Understands and follows some rules Is able to make friends Negotiates and solves conflicts Perseveres at an adults or child led activity 		<ul style="list-style-type: none"> Listens attentively in a range of situations Asks and answers questions to find out more Talks in clear sentences about people they know, what they see and how they are feeling Starts and takes turns in conversations Retells in order Uses language to plan & organise their play Begin to answer questions Use correct word endings 		<ul style="list-style-type: none"> Uses a variety of tools with accuracy eg pencils, paint brushes, scissors Remembers sequences of movement to music Cuts around outlines with scissors Can move around spaces with control and coordination Catches and throws using 2 hands 			
Literacy		Mathematics		Understanding the World		Expressive Arts & Design	
<ul style="list-style-type: none"> Begins to recognise familiar letters of words eg letters in their names, shop signs and sometimes writes them Can make marks that are starting to look like letters Will talk about stories as they are read to them Can recall what happens in a story Talks about characters and tells own stories Discusses alternative endings Attempts to write own name 		<ul style="list-style-type: none"> Counts to find out how many things they have Recognises numbers in their environments (up to 10) Subitises 1, 2, 3 Separate in different ways to know the total is the same Matches numeral to quantity Begins to solve problems Knows the names of some shapes Notices and compares size, weight and capacity in their play Creates simple patterns 		<ul style="list-style-type: none"> Know that other children do not always like the same things and is sensitive to this Talks about the features of their own environment & what makes it similar/different from others Can create representation of their experiences or from imagination through a variety of media Talks about when things happen and how things work Talks and makes connections between their experiences 		<ul style="list-style-type: none"> Uses their increasing knowledge and understanding of tools and materials (and construction kits) to explore their interests Enquires and develops their thinking Uses combinations of art forms eg moving, singing, modelling, role play, imaginative role play, drawing, talking 	

60 months 5 years

Personal Social and Emotional Development		Communication and Language		Physical Development	
<ul style="list-style-type: none"> • Can take turns when playing with others and listens to their ideas • Understands the feelings of others and responds thoughtfully • Can talk about some things they like or don't like and say why • Plans and carries out their own ideas • Copes with new routines or when plans change • Develops sustained friendships • Perseveres when things are hard • Understands causes, consequences and behaviours 		<ul style="list-style-type: none"> • Asks and answers questions about stories and events • Uses language to express their imaginative ideas • Remember and recall detailed information eg the process of making a cake • Can talk about things that have happened, are happening or are going to happen using the correct tense • Understands complex sentences • Uses connectives • Describes events in detail • Articulates ideas • Has an understanding of metaphors eg ants in your pants, it's raining cats and dogs • Enjoys jokes, riddles and funny stories 		<ul style="list-style-type: none"> • Knows it is important to keep their bodies healthy with exercise and eating well • Can dress and undress independently • Is adventurous and confident in their physical play • Has more control with ball skills • Active and skilful in climbing, sliding, swinging, digging and other stunts • Moves rhythmically to music • Can draw a person or copy shapes 	
Literacy	Mathematics	Understanding the World	Expressive Arts & Design		
<ul style="list-style-type: none"> • Can recall what happened in a story • Uses writing and drawing in their play • Uses letters and symbols to convey meaning • Recognises similarities in words eg words that rhymes or start with the same letter • Recognises rhythm • Counts syllables • Names parts of books eg title, author, illustrator 	<ul style="list-style-type: none"> • Can accurately count to find out how many things they have up to and beyond 10 • Beginning to recognise different numbers and put them in order • Knows a number can show how many things there are • Shows an interest in addition and subtraction • Subitise numbers larger than 3 • Explores composition to 10 • Finds ways to measure in their play eg how many children will fit in a cardboard box 	<ul style="list-style-type: none"> • Knows about similarities/ differences between themselves and others, cultures/ traditions/ communities • Makes observations of animals and plants and explains why some things occur • Uses the internet with adult supervision to find and retrieve information of interest to them • Understands that their behaviour can affect the environment • Understands that not everyone enjoys the same things 	<ul style="list-style-type: none"> • Introduces a storyline or narrative into their play which can develop as a group • Expresses and communicates their ideas, feelings and understanding using a range of creative forms 		

66 months 5.5 years

Personal Social and Emotional Development		Communication and Language		Physical Development	
<ul style="list-style-type: none"> • Cares about the feelings of others and knows when to help them • Knows that rules are important when playing in a group • Demonstrates patience in different situations • Shows resilience when persevering with challenges 		<ul style="list-style-type: none"> • Listens in a group and talks about when they have heard • Begins to use humour and simple jokes • Shares their ideas with others expressing themselves clearly • Learns and uses new vocabulary • Develops and uses social phrases • Uses language to sequence, organise and clarify 		<ul style="list-style-type: none"> • Balances well eg hops forward • Throws at a target and catches • Manages fastenings on their clothes • Combines movements with ease 	
Literacy	Mathematics	Understanding the World	Expressive Arts & Design		
<ul style="list-style-type: none"> • Attempts to write letters • Write words using their phonic knowledge • Uses writing and drawing in their play • Reads words and simple sentences • Discusses the content and message of different texts • Uses non-fiction books • Use vocabulary influenced by books 	<ul style="list-style-type: none"> • Counts accurately and recognises numbers to 20 • Recognises small quantities without counting • Adds and subtracts objects to find the total • Uses the language of measurement to order and compare eg tall, taller, tallest 	<ul style="list-style-type: none"> • Develops own ideas through experimentation with light/ colour/ loose parts • Plays cooperatively to create, develop, act out narrative • Comments on images from the past, changing seasons • Draws and gets information from simple maps • Describe what they see/ hear/ feel/ experience 	<ul style="list-style-type: none"> • Develops own ideas through experimentation with light/ colour/ loose parts • Plays cooperatively to create, develop, act out narrative 		

Early Learning Goals (ELG)

These are used as an assessment tool when the children reach the end point of Early Years Foundation Stage.

The outcomes can be 1 not met or 2 met

The outcomes should be shared and discussed as part of Reception to year 1 transition.

Further information can be found in the Statutory Framework for the Early Years Foundation Stage Page 11

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS framework - March 2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf)

Communication and Language		
<p>ELG Listening, Attention and Understanding</p> <p>Children at the expected level to development will:</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions • Make comments about what they have heard and ask questions to clarify their understanding • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers 	<p>ELG Speaking</p> <p>Children at the expected level to development will:</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher 	
Personal Social and Emotional Development		
<p>ELG Self-Regulation</p> <p>Children at the expected level to development will:</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate • Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions 	<p>ELG Managing Self</p> <p>Children at the expected level to development will:</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge • Explain the reasons for rules, know right from wrong and try to behave accordingly • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices 	<p>ELG Building Relationships</p> <p>Children at the expected level to development will:</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others • Form positive attachments to adults and friendships with peers • Show sensitivity to their own and to others' needs
Physical Development		
<p>ELG Gross Motor Skills</p> <p>Children at the expected level to development will:</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others • Demonstrate strength, balance and coordination when playing • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing 	<p>ELG Fine Motor Skills</p> <p>Children at the expected level to development will:</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using tripod grip in almost all cases • Use a range of small tools, including scissors, paint brushes and cutlery <p>Begin to show accuracy and care when drawing</p>	

Literacy		
ELG Comprehension	ELG Word Reading	ELG Writing
<p>Children at the expected level to development will:</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary • Anticipate, where appropriate, key events in stories • Use and understanding recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role-play 	<p>Children at the expected level to development will:</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs • Read words consistent with their phonic knowledge by sound-blending • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words 	<p>Children at the expected level to development will:</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed • Spell words by identifying sounds in them and representing the sounds with a letter or letters • Write simple phrases and sentences that can be read by others
Mathematics		
ELG Number	ELG Numerical Patterns	
<p>Children at the expected level to development will:</p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number • Subitise (recognise quantities without counting) up to 5 • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts 	<p>Children at the expected level to development will:</p> <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p>	

Understanding the World		
ELG Past and Present	ELG People, Culture and Communities	ELG The Natural World
<p>Children at the expected level to development will:</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class • Understand the past through settings, characters and events encountered in books read in class and story telling 	<p>Children at the expected level to development will:</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class • Explain some similarities and difference between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and, when appropriate, maps 	<p>Children at the expected level to development will:</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter
Expressive Arts and Design		
ELG Creating with Materials	ELG Being Imaginative and Expressive	
<p>Children at the expected level to development will:</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function • Share their creations, explaining the process they have used • Make use of props and materials when role playing characters in narratives and stories 	<p>Children at the expected level to development will:</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher • Sing a range of well-known nursery rhymes and songs <p>Perform songs, rhymes, poems and stories with others and, when appropriate, try to move in time with music</p>	