

## Our Intended Outcomes for children

In our nursery, we consider how children typically develop over time. Our knowledge of child development has supported us in deciding upon Intended Outcomes for our children. These are the things we would like them to know and be able to do, and we are mindful of them when planning our provision and learning. Although these intended outcomes are for points **36 months** and **48 months**, we recognise that not all children will make the same progress towards them. Children with SEND are continuously assessed and tracked using the **Individual Early Years Development Journal**. Children whose speech development is below an expected level for their age are tracked using the, **Every Child A Talker Framework (ECAT)**

Intended outcomes by 36 months						
Communication and Language	Personal, social and emotional development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"> <li>• <b>Responds</b> to questions and instructions</li> <li>• <b>Asks</b> for help if they need it</li> <li>• <b>Speaks</b> in simple sentences</li> <li>• <b>Listens</b> to simple stories and rhymes</li> </ul>	<ul style="list-style-type: none"> <li>• Shows an interest in others and makes new <b>relationships</b></li> <li>• <b>Explores</b> new environments</li> <li>• Follows some simple <b>routines</b></li> <li>• <b>Tries</b> to do things for themselves</li> </ul>	<ul style="list-style-type: none"> <li>• Uses the <b>toilet</b> with some support</li> <li>• <b>Moves</b> around their environment with awareness and control</li> <li>• Manages a range of <b>equipment</b> purposefully</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Enjoys</b> sharing <b>books</b> with adults</li> <li>• Uses <b>simple marks</b> including lines, curves and circular movements</li> <li>• Listens and interacts with some rhymes, <b>songs and stories</b></li> </ul>	<ul style="list-style-type: none"> <li>• Shows an awareness of <b>number</b></li> <li>• Uses <b>mathematical language</b> or gestures in their play e.g. big/small</li> <li>• <b>Explores collections</b> by arranging, sorting and creating groups of objects that are the same shape</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Explores</b> natural materials and the natural world</li> <li>• Talk about their <b>family</b> and people important to them</li> </ul>	<ul style="list-style-type: none"> <li>• Explores and plays with a wide range of <b>media and materials</b></li> </ul>

## Intended outcomes by 48 months

Communication and Language	Personal, social and emotional development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"> <li>• <b>Talks</b> about what they are doing and things they remember</li> <li>• Starts <b>conversations</b> with familiar people and asks questions</li> <li>• <b>Listens</b> when they are in a group with other children</li> <li>• <b>Asks questions</b> to find out more 'What' 'where' 'who' 'when' 'why'</li> </ul>	<ul style="list-style-type: none"> <li>• Can play with others, <b>sharing</b> what they are using with help</li> <li>• Plays <b>imaginatively</b> with other children</li> <li>• Confident to <b>have a go</b> and try new things</li> <li>• Understands some <b>feelings</b> and <b>emotions</b></li> </ul>	<ul style="list-style-type: none"> <li>• To be <b>self-reliant</b> in dressing, toileting, washing and feeding (needing limited support)</li> <li>• Gives new challenges a go and is <b>aware of their own safety</b></li> <li>• Uses resources with <b>some control</b>, e.g. can pour from a jug into a cup</li> <li>• Can put on their own coat– '<b>Flip flop over the top</b>' method</li> </ul>	<ul style="list-style-type: none"> <li>• Looks at books and <b>has some favourites</b></li> <li>• Uses some of their print and letter knowledge in their <b>early writing</b></li> <li>• <b>Talks</b> about their drawings</li> <li>• <b>Knows the difference</b> between pictures and words</li> <li>• Is beginning to show interest in <b>forming initial letter</b> and other letters in their name with support</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to <b>count</b> objects in their play developing an awareness of 1:1correspondence</li> <li>• Notices how many are in a set without counting (<b>subitising up to 5</b>)</li> <li>• Understands how different <b>shapes</b> fit together in their art work or block play</li> <li>• Can compare <b>quantities</b> noticing who has more or less</li> <li>• Beginning to use <b>mathematical vocabulary</b> linked to: amount, size, shape, capacity, pattern and sequence</li> </ul>	<ul style="list-style-type: none"> <li>• Shows interest in the lives of others, understanding <b>differences</b></li> <li>• Know about different <b>beliefs</b> and <b>celebrations</b></li> <li>• Show <b>care</b> for the environment and <b>living things</b> within it</li> <li>• Observe closely and <b>find out</b> about the <b>world</b> around them</li> </ul>	<ul style="list-style-type: none"> <li>• To <b>create</b> marks, giving meaning to them – <i>progressing to purposeful marks and representations of people and objects.</i></li> <li>• To <b>fix and join</b> materials, using a range of media – creating models and objects with increasing thought and purpose</li> <li>• To <b>act</b> out familiar experiences in their play</li> <li>• To <b>explore</b> sounds through singing, instruments and noise – progressing to pitch, volume, and frequency</li> </ul>

