



EYFS Early Support Statements for Knowledge and Understanding of the World 0-36 months

Exploration and Investigation		
	Development Matters	Look, Listen & Note
 <p>Birth-11 months</p>	<ul style="list-style-type: none"> - Looks at pictures and moving objects. - When lying on back or propped up, moves eyes to follow face or toy moving slowly from side to side, close to face. - Looks toward an object or person that moves near by. - Looks from one object to another and back again; this is called shifting visual attention. - Blinks if object is moved sharply towards face. - Reacts with abrupt behaviour change when a face or object disappears suddenly from view. - Begins to look around a room with interest; visually scans environment for novel, interesting objects and events. - Actively explores the environment with all senses. - Explores hands and fingers, for example, watches them, presses hands together, clasps and unclasps hands. - Plays with and explores objects by touching them, looking at them, placing them in the mouth and listening to the sounds they make. - Uses feet to help in grasping objects. - Repeats actions that have an effect, for example, kicking or batting a mobile to create movement including actions to make a sound again, for example, shaking a rattle. - Reacts to familiar sounds or sights by changes in behaviour, for example, extends arms and legs, smiles, searches with eyes when hears the vacuum cleaner, running bath, footsteps and so on. - Shows anticipation and enjoyment of familiar caring routines and simple games, for example, sucks or licks lips in response to sounds of preparation for feeding or gets excited upon seeing spoon or a familiar toy. - Recognises familiar environmental sounds such as the washing machine, microwave or footsteps. This is shown by quietening, consistent reactions, turning to look at source of sound and so on. - Likes listening to music, rattles and other sound-making toys. - Shows interest in moving pictures and sound, for example, on television. - Very early imitation of adults, for example, tries to move hands or object after watching adult. - Persistently and deliberately reaches out for toys that interest them. - Begins to be interested in small objects or the detail of a toy, for example, will gaze at small beads in a rattle. - Moves limbs, changes facial expression and laughs in anticipation of being lifted. - Smiles at image of self in mirror, but does not yet realise that this is reflection of self. 	<ul style="list-style-type: none"> - How young babies show their interest in objects and people that move nearby. - How young babies begin to explore objects by touching them, looking at them and by placing them in their mouths. - How babies show enjoyment when they listen to music, rattles and other toys that make sounds. - How babies react when something disappears from view. - Examples of young babies reaching out for things that they want.
 <p>8-20 months</p>	<ul style="list-style-type: none"> - Intensely curious. Actively explores objects using all senses, for example, links together different ways of handling objects: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking. - Watches people and events for an increasingly long time. - Begins to explore new objects systematically, for example, first banging, then mouthing, then turning over to investigate cause and effect. - Eventually begins to experiment, tries something, then reflects on it, and then tries something else (for example, if a puzzle piece doesn't fit, tries it in the other holes). - Demonstrates increasingly persistent search for objects, even when hidden. - Looks towards the floor when object is dropped by other people and later looks for objects they drop themselves. - Eventually looks in right place for toys that fall out of sight. - Struggles to get objects that are out of reach and later may pull a mat towards them to make a toy or object come closer. - Watches toy being hidden under a cloth or container and finds it increasingly quickly. - Drops toys deliberately and repeatedly and watches them fall to the ground. - Anticipates movement of objects or persons in space (for example, if a ball rolls behind the couch, looks to the other side of the couch expecting it to reappear). - Begins to understand cause and effect and will repeat actions in order to repeat the effects. - Watches own hand movements intently. - Stares with increased interest when a new object is shown to them./Gazes at a picture of self. - Uses objects to make sound, bangs them together, hits toys with hammer, shakes rattle and so on. - Knows there are different ways to play with different toys, for example, that a ball is for rolling or throwing, a car is for pushing and blocks are for posting. - Interested in things that go together, for example, cup and saucer or parts of a puzzle. - Realises one object can act as a container for another, for example, puts smaller objects inside bigger ones. - Looks at pictures in books with interest without needing adult input. - Anticipates what will happen next, for example, expects to be fed if placed in high chair and may become distressed if the expected routine doesn't happen. - Imitates actions they see performed by others that are already in their repertoire, for example, if they know how to bang their hands on the table they will copy another person doing this. - Later, can imitate sounds or gestures that are not part of their repertoire, for example, a child watches an adult carefully and then imitates something they have not done before. - Can imitate using an object, for example, holds beater and bangs drum, pushes button on a toy and so on, after seeing adult do it. - Can imitate clapping hands. - Remembers faces of people seen regularly. - Recognises favourite toys, games and activities, for example, sees character in favourite book and brings same toy for you to play with. - Recognises familiar programmes on TV. - Enjoys listening to the same story over and over again. - Shows excitement during turn-taking games such as peek-a-boo, for example, claps hands, giggles as turn gets closer. - Reaches out for mirror image, or plays with reflection in mirror, but still does not realise this image is self. - Anticipates body movements that go with rhymes, for example, bringing hands together for 'Clap Hands'. - Interactive turn-taking games with adults quite often involve toys and other objects, for example, fetching games, feeding dolly, waving 'bye-bye' to each other. - Accepts adult varying a game and imitates and joins in with new actions or routines. - Rolls ball or toy car to others/Enjoys knocking down towers built by adult/Enjoys putting objects in and out of containers/Enjoys picture books and simple stories. - Engages in simple pretend play with soft toys, for example, hugs and kisses teddy or pretends to be asleep (covers self with a blanket and closes eyes). - Play demonstrates understanding of use of objects, may put telephone to ear, turn the pages of a book or stir a spoon in a cup. - Demonstrates early pretend behaviours, for example, copies the actions and activities of others as part of their play/Uses 'symbolic sounds' for objects and animals in pretend play. - Begins to link ideas in play in simple combinations, for example, puts doll in car then pushes car along. 	<ul style="list-style-type: none"> - The strategies babies use to explore objects using all their senses, such as shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking. Is their approach systematic? - How a baby indicates they are beginning to understand cause and effect, for example, by repeating actions to make things happen again. - How babies use objects to make noise. - How children react when a new toy is introduced to them. - How babies show they are beginning to understand that some objects belong together or can be put inside one another. - How a baby responds to pictures in books. - The different ways babies show they are learning to anticipate what might happen next. - Strategies babies use to look for objects that have fallen out of sight. - Strategies babies use as they begin to experiment such as trying something, reflecting on it and then trying something else. - Indications that babies recognise objects and toys. - How babies respond when they see an image in a mirror. - The different ways babies show that they are beginning to understand what objects are used for, for example, by putting a toy telephone to their ear.

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	<ul style="list-style-type: none"> - Copies things they see and hear others doing around them, for example, phrases, parts of games and actions. - Experiments with different objects to look for other new properties, for example, plays with a plastic bowl by putting it on their head, filling it with blocks, banging it, covering toys with it or looking through it. - Solves simple problems independently, for example, retrieving out-of-reach toys or carrying toys from one place to another. - Matches objects with parts that fit together, for example, puts lid on teapot. - Hands a toy to an adult for assistance when unable to get it to work and sees adult as someone who can help. - Remembers where objects belong, for example, puts toys away in the right place and knows where to find them later. - Tries to work out problems by thinking first, for example, how to switch something on or how to get something out of reach. - Understands simple cause and effect, for example, straightens up a tower of blocks if it starts to wobble. - Operates mechanical toys, for example, turns the knob on a wind-up toy or pulls back on a friction car. - Discriminates between circle and square on a puzzle, looks at shape of piece and shapes on board and fits them together correctly. - Fits large, simple puzzle pieces into inset puzzles. - Recognises familiar adult in picture. - Recognises self in mirror or photo, for example, if looks in mirror and sees dirt or food on face, tries to wipe it off, or points to self in photo when asked. - Anticipates what might happen next because of what other people say. - Enjoys playing with objects of different sizes that go together, for example, stacking cups, and learning about the relative sizes of objects. - Joins in simple routines spontaneously. - Plays ball cooperatively with an adult, for example, may kick or roll the ball back and forth. - Brings toys to share with parent. - Spends time in groups of other children engaged in own play, but watching the other children. - Fills and empties containers/Enjoys building with blocks. - Enjoys sharing books. - Loads trolley to move objects around. - Enjoys 'ready, steady, go' and 'one, two, three, go' games. - Enjoys anticipation games or toys such as Jack-in-the-box. - Understands and follows stories read to them. Has favourite stories and characters. - Includes other people and objects in pretend play, for example, puts doll in bed, makes toy animal or car move, feeds a doll or teddy with a spoon or cup and makes animal eat. - Imitates everyday actions in pretend play, for example, brushing doll's hair, making beds, tasting food, cleaning dolls' house, getting in the car, shopping and so on. - Likes to put objects together, for example, puts cups on saucers, spoon in a bowl and doll in the bed. - Makes a pretend sequence, for example, pouring pretend tea then drinking, washing then drying a doll, getting in the car and going to work. - Engages in symbolic play, for example, pretends a banana is a telephone. 	<ul style="list-style-type: none"> - How a child shows they are curious about the world. - The strategies children use to find out more about objects and toys. - The circumstances in which children ask adults for help so they can find out more. - How children play with objects of different sizes that go together, to learn about relative size. - Evidence that a child knows and remembers where things belong. - Skill in operating simple mechanical toys, for example, by turning a knob. - How children explore and play with bricks and jigsaw puzzles.
	<ul style="list-style-type: none"> - Displays curiosity about the world by asking questions and looking intently at objects, events and people. - Recognises and anticipates everyday routines, for example, looks for coat or gets in buggy when adult is getting ready to go out. - Joins in with learning activities led by more able partner and can imitate some actions after they have seen them demonstrated. - Remembers a sequence of activities and events and 'tells' parents what they have done or seen, for example, "Mummy train ice-cream". - Begins to self-correct during an activity without adult prompting, for example, tries to fit a puzzle piece in the wrong space and then changes to the right space without adult prompting. - Matches sets of identical objects, developing understanding of the concept of 'the same'. - Begins to develop sense of time, understands terms such as 'later', 'tomorrow' and 'yesterday'. - Uses and understands the logic of 'if... then', for example, 'If I stand on a step, then I can reach the toy', 'If I eat my sandwich, then I can have some chocolate pudding' and so on. - Understands simple explanations and reasons given by others. - May invent imaginary person and treat them as a friend. - Demonstrates some understanding of quantity, for example, 'Take one biscuit', 'There are many blocks', and so on. - Understands size differences (big, small and so on), for example, selects the big or small object or picture when asked. - Matches simple shapes (circle, square, triangle). - Matches simple pictures of familiar objects such as spoon, dog, banana, shoes and so on. - Matches objects to pictures, for example, matches shoe to a picture of a shoe. - Is more organised, gathering together the toys they want to play with before starting play. For example, getting the doll and the tea set before starting to play tea-parties: getting the train and tracks and setting them out before playing trains. - Fits three or four nesting cups together, showing understanding of size differences and how they fit together. - Completes a two- to four-piece puzzle. - Shares books with adult or other child, making 'comments' about the events and pictures. - Builds a simple bridge using blocks. - Participates in creative activities, telling you what they have made, for example, using dough, paint, blocks, cutting and pasting, cooking, drawing, making music or sounds. - Waits when asked to. - Will imitate unfamiliar ways of behaving when these seem appropriate to them, for example, takes off shoes and socks to join in 'feet painting' at nursery if sees other children doing this. - Plays lots of interactive games with adult or older child, often involving running or chasing. - Plays alongside other children and occasionally allows them into play, for example, hands toys to them. - Begins to copy the actions and sequences of play of other children. - Plays with dough, makes different shapes and will tell you what they have made. - Imitates longer sequences in play, for example, copies adult pouring tea, putting in sugar, stirring and then giving to doll. - Uses one object to represent another in pretend play, for example, uses a lid as a cup, brick as a car or puts block on a plate as if it is a cake. - Uses other people's belongings in pretend play, for example, Mum's bag and brush. - Creates imaginary objects, characters and scenes in play, for example, talks to an imaginary shopper as if they are the shop assistant. - Adopts voice or manner of another person or animal in play, for example, moves like a cat and 'miaows'. - Includes another child in their play sequence and may talk to them as they do so, for example, gives child a cup to drink from. 	<ul style="list-style-type: none"> - How children express curiosity, match objects and ask questions about things that are the same and different. - Children's developing skills in remembering and telling someone else about a sequence of activities or events. - The ways in which children show they are beginning to understand simple 'if... then' logic, for example, "If I stand on a step, then I can reach the toy". - How children respond to simple explanations and reasons given to them by other people. - How children show they are becoming more independent in their thinking, exploration and understanding of the world. - Children's anticipation and forward planning, for example, when they gather together the toys they want to play with before they begin.

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