



Early Childhood Centre

Syllabus 16-26 Months

EYFS Development Matters: 16-26 Months

1. CLL (Communication, Language and Literacy)

Listening & Attention

- **Listens to and enjoys** rhythmic patterns in rhymes and stories.
- **Enjoys rhymes and demonstrates listening** by trying to join in with actions or vocalisations.
- **Rigid attention:** May appear not to hear.

Understanding

- **Selects familiar objects by name** and will go and find objects when asked, or identify objects from a group.
- **Understands simple sentences** (e.g., *'Throw the ball'*).

Speaking

- **Copies familiar expressions**, e.g., *'Oh dear'*, *'All gone'*.
- **Beginning to put two words together** (e.g., *'want ball'*, *'more juice'*).
- **Uses different types of everyday words** (nouns, verbs and adjectives, e.g., *banana, go, sleep, hot*).
- **Beginning to ask** simple questions.
- **Beginning to talk** about people and things that are not present.

2. PSE (Personal, Social and Emotional Development)

Making Relationships

- **Plays alongside** others.



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- **Uses a familiar adult as a secure base** from which to explore independently in new environments (e.g., ventures away to play and interact with others, but returns for a cuddle or reassurance if they become anxious).
- **Plays cooperatively** with a familiar adult, e.g., rolling a ball back and forth.

Self-Confidence & Self-Awareness

- **Explores new toys and environments**, but 'checks in' regularly with a familiar adult as and when needed.
- **Gradually able to engage in pretend play** with toys (supports the child to understand their own thinking may be different from others).
- **Demonstrates a sense of self** as an individual, e.g., wants to do things independently, says "No" to an adult.

Managing Feelings & Behaviour

- **Is aware of others' feelings**, for example, looks concerned if they hear crying or looks excited if they hear a familiar happy voice.
- **Growing sense of will and determination** may result in feelings of anger and frustration which are difficult to handle, e.g., may have tantrums.
- **Responds to a few appropriate boundaries**, with encouragement and support.
- **Begins to learn** that some things are theirs, some things are shared, and some things belong to other people.

3. PD (Physical Development)

Moving & Handling

- **Walks upstairs** holding the hand of an adult.
- **Comes downstairs backwards** on knees (crawling).
- **Beginning to balance blocks** to build a small tower.
- **Makes connections** between their movement and the marks they make.

Health & Self-Care

- **Develops own likes and dislikes** in food and drink.
- **Willing to try** new food textures and tastes.
- **Holds a cup with both hands** and drinks without much spilling.



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- **Clearly communicates** when they have a wet or soiled nappy or pants.
- **Shows some awareness** of bladder and bowel urges.
- **Shows awareness** of what a potty or toilet is used for.
- **Shows a desire to help** with dressing/undressing and hygiene routines.

4. M (Mathematics)

Numbers

- **Knows that things exist**, even when out of sight.
- **Beginning to organise and categorise objects**, e.g., putting all the teddy bears together or teddies and cars in separate piles.
- **Says some counting words** randomly.

Shape, Space & Measure

- **Attempts, sometimes successfully**, to fit shapes into spaces on inset boards or jigsaw puzzles.
- **Uses blocks** to create their own simple structures and arrangements.
- **Enjoys filling and emptying** containers.
- **Associates a sequence of actions** with daily routines.
- **Beginning to understand** that things might happen 'now'.

5. L (Literacy)

Reading

- **Interested in books and rhymes** and may have favourites.

Writing

- *N/A (No asignado en esta etapa).*



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6. UW (Understanding the World)

People & Communities

- **Is curious about people** and shows interest in stories about themselves and their family.
- **Enjoys pictures and stories** about themselves, their families and other people.

The World

- **Explores objects** by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking.
- **Remembers** where objects belong.
- **Matches parts of objects** that fit together, e.g., puts a lid on a teapot.

Technology

- **Anticipates repeated sounds, sights and actions**, e.g., when an adult demonstrates an action toy several times.
- **Shows interest in toys with buttons, flaps and simple mechanisms** and is beginning to learn to operate them.

7. EAD (Expressive Arts and Design)

Exploring & Using Media & Materials

- **Explores and experiments** with a range of media through sensory exploration, and using the whole body.
- **Moves their whole body** to sounds they enjoy, such as music or a regular beat.
- **Imitates and improvises actions** they have observed, e.g., clapping or waving.
- **Begins to move to music**, listen to or join in rhymes or songs.
- **Notices and is interested in the effects** of making movements which leave marks.

Being Imaginative

- **Expresses self** through physical action and sound.
- **Pretends that one object represents another**, especially when objects have characteristics in common.



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Syllabus 22 to 36 Months Old

Early Years Foundation Stage: Development Matters (22-36 Months)

1. Communication and Language

Listening and attention

- **Listens with interest** to the noises adults make when they read stories.
- **Recognises and responds** to many familiar sounds, e.g., turning to a knock on the door, looking at or going to the door.
- **Shows interest** in play with sounds, songs and rhymes.
- **Single-channelled attention:** Can shift to a different task if attention is fully obtained using the child's name to help focus.

Understanding

- **Identifies action words** by pointing to the right picture, e.g., "Who's jumping?"
- **Understands more complex sentences**, e.g., "Put your toys away and then we'll read a book."
- **Understands 'who', 'what', 'where'** in simple questions (e.g., Who's that/can? What's that? Where is?).
- **Developing understanding** of simple concepts (e.g., big/little).

Speaking

- **Uses language** as a powerful means of widening contacts, sharing feelings, experiences and thoughts.
- **Holds a conversation**, jumping from topic to topic.
- **Learns new words very rapidly** and is able to use them in communicating.
- **Uses gestures**, sometimes with limited talk, e.g., reaches toward a toy, saying "I have it".
- **Uses a variety of questions** (e.g., what, where, who).
- **Uses simple sentences** (e.g., "Mummy gonna work.").
- **Beginning to use word endings** (e.g., going, cats).

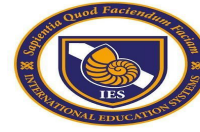
2. Personal, Social, Emotional Development

Making relationships

- **Interested in others' play** and starting to join in.
- **Seeks out others** to share experiences.
- **Shows affection and concern** for people who are special to them.
- **May form a special friendship** with another child.

Self-confidence and self-awareness

- **Separates from main carer** with support and encouragement from a familiar adult.
- **Expresses own preferences** and interests.



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Managing Feelings

- **Seeks comfort** from familiar adults when needed.
- **Can express their own feelings** such as *sad, happy, cross, scared, worried*.
- **Responds to the feelings** and wishes of others.
- **Aware** that some actions can hurt or harm others.
- **Tries to help** or give comfort when others are distressed.
- **Shows understanding and cooperates** with some boundaries and routines.
- **Can inhibit own actions/behaviours**, e.g., stop themselves from doing something they shouldn't do.
- **Growing ability to distract self** when upset, e.g., by engaging in a new play activity.

3. Mathematics & Physical Development

Mathematics	Physical Development
Numbers • Selects a small number of objects from a group when asked (e.g., '<i>please give me one</i>', '<i>please give me two</i>'). • Recites some number names in sequence . • Creates and experiments with symbols and marks representing ideas of number . • Begins to make comparisons between quantities . • Uses some language of quantities, such as '<i>more</i>' and '<i>a lot</i>' .	Moving and handling • Runs safely on whole foot . • Squats with steadiness to rest or play with an object on the ground, and rises to feet without using hands . • Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment . • Can kick a large ball . • Turns pages in a book, sometimes several at once .



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Mathematics	Physical Development
• Knows that a group of things changes in quantity when something is added or taken away.	• Shows control in holding and using jugs to pour, hammers, books and mark-making tools . • Beginning to use three fingers (tripod grip) to hold writing tools . • Imitates drawing simple shapes such as circles and lines . • Walks upstairs or downstairs holding onto a rail, two feet to a step . • May be beginning to show preference for dominant hand.
Shape, space and measures • Notices simple shapes and patterns in pictures . • Beginning to categorise objects according to properties such as shape or size .	Health and self-care • Feeds self competently with a spoon . • Drinks well without spilling . • Clearly communicates their need for potty or toilet .



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Mathematics	Physical Development
• Begins to use the language of size . • Understands some talk about immediate past and future, e.g., 'before', 'later' or 'soon' . • Anticipates specific time-based events such as mealtimes or home time.	• Beginning to recognise danger and seeks support of significant adults for help . • Helps with clothing, e.g., puts on hat, unzips zipper on jacket, takes off unbuttoned shirt . • Beginning to be independent in self-care, but still often needs adult support.

4. Literacy

Reading

- **Has some favourite** stories, rhymes, songs, poems or jingles.
- **Repeats words or phrases** from familiar stories.
- **Fills in the missing word** or phrase in a known rhyme, story or game, e.g., "*Humpty Dumpty sat on a*"

Writing

- **Distinguishes** between the different marks they make.

5. Understanding the World

People and communities

- **Has a sense** of own immediate family and relations.
- **In pretend play, imitates** everyday actions and events from own family and cultural background, e.g., making and drinking tea.
- **Beginning to have** their own friends.
- **Learns that they have similarities and differences** that connect them to, and distinguish them from, others.

The world

- **Enjoys playing** with small-world models such as a farm, a garage, or a train track.
- **Notices detailed features** of objects in their environment.



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Technology

- Seeks to acquire **basic skills** in turning on and operating some ICT equipment.
- Operates **mechanical toys**, e.g., turns the knob on a wind-up toy or pulls back on a friction car.

6. Expressive Arts and Design

Exploring & using media & materials

- Joins in **singing** favourite songs.
- Creates **sounds** by banging, shaking, tapping or blowing.
- Shows an **interest** in the way musical instruments sound.
- Experiments with blocks, colours and marks.

Being imaginative

- Beginning to use **representation** to communicate, e.g., drawing a line and saying "*That's me*".
- Beginning to **make-believe** by pretending.



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Syllabus 30 to 50 Months Old

Based on the provided Development Matters document for the **30-50 months** age range (Early Years Foundation Stage), our syllabus is comprehensive breakdown of the key milestone goals organized by the 7 areas of learning.

1. Prime Areas of Learning

These areas are fundamental, work together, and support development in all other areas.

Communication and Language

- **Listening and Attention:** Listens to others in one-to-one or small groups when interested. Listens to stories with increasing recall, joins in with repeated refrains, and can shift their own attention. Follows directions when not intently focused on their own activity.
- **Understanding:** Understands the use of everyday objects (e.g., "What do we use to cut things?"). Shows understanding of prepositions (*under, on top, behind*) and responds to simple instructions. Beginning to understand "why" and "how" questions.
- **Speaking:** Links thoughts using complex sentences (with *and, because*). Can retell a simple past event in the correct order. Uses a range of tenses, asks questions (*who, what, when, how*), and uses talk to connect ideas or pretend objects stand for something else in play.

Personal, Social, and Emotional Development

- **Making Relationships:** Can play in a group, initiating play and offering cues to peers. Keeps play going by responding to others, and demonstrates friendly behavior to peers and familiar adults.
- **Self-Confidence & Self-Awareness:** Selects and uses activities/resources with help. Welcomes praise, enjoys small responsibilities, and is confident talking to other children or asking adults for help.
- **Managing Feelings & Behaviour:** Aware of their own feelings and knows words/actions can hurt others. Begins to accept the needs of others (sharing/taking turns with support). Can usually tolerate delays and adapt behavior to changes in routine.

Physical Development

- **Moving and Handling:** Moves freely/confidently in various ways (running, jumping, skipping, rolling, etc.). Mounts stairs using alternate feet and runs skillfully to avoid obstacles. Draws lines/circles using gross motor movements. Uses one-handed tools (like child scissors) and holds a pencil between their thumb and first two fingers with good control.
- **Health and Self-Care:** Can vocalize when they are hungry, tired, or want to play. Understands how to use tools safely. Gains more bowel/bladder control, usually managing toileting and hand washing independently. Dresses with some help (e.g., pulling up trousers, putting arms in sleeves).

2. Specific Areas of Learning

These areas include essential skills and knowledge through which the prime areas are strengthened and applied.

Mathematics

- **Numbers:** Recites numbers in order up to 10. Spontaneously uses number names/language in play and knows numbers identify how many objects are in a set. Beginning to represent numbers using fingers or marks, and compares two groups to see if they have the same amount. Realizes anything can be counted (steps, claps, etc.).



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- **Shape, Space, and Measures:** Shows interest in shapes and space by playing with, arranging, or constructing with them. Uses positional language, talks about the shapes of everyday objects (e.g., *round, tall*), and notices similarities in the environment.

Literacy

- **Reading:** Enjoys rhyming, alliteration, and rhythmic activities. Joins in with stories, suggests how a story might end, and describes main settings, events, and characters. Handles books carefully, holds them the correct way up, turns pages, and knows that English print reads from left to right and top to bottom.
- **Writing:** Sometimes gives meaning to marks they draw, paint, or see in different places.

Understanding the World

- **People and Communities:** Shows interest in the lives of familiar people, remembers significant personal events, and talks about special times for family/friends. Recognizes uniqueness, similarities, and differences.
- **The World:** Comments, asks questions, and talks about observations of the natural world (plants, animals, objects). Developing an understanding of growth, decay, and changes over time, and shows care for living things.
- **Technology:** Knows how to operate simple equipment (CD players, remote controls). Shows skill in making interactive toys work (pressing parts, lifting flaps) and knows information can be retrieved from computers.

Expressive Arts and Design

- **Exploring & Using Media & Materials:** Enjoys dancing, singing familiar songs, and moving rhythmically to music. Explores how sounds and colors can be changed. Uses lines to enclose spaces to represent objects, and stacks construction blocks vertically/horizontally.
- **Being Imaginative:** Uses movement to express feelings and creates simple, made-up songs or rhythms. Imitates observed adult behaviors spontaneously. Engages in imaginative role-play based on real-life experiences and builds narrative stories around their toys.



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Syllabus 40 to 60 Months Old

Early Years Foundation Stage (EYFS)

Development Matters: 40-60 Months

Comprehensive Guidance Framework & Early Learning Goals (ELG)

Communication and Language

Listening and attention

- Maintains attention, concentrates & sits quietly during appropriate activity.
- Two-channelled attention can listen and do for short spontaneous periods while engaged in another activity.

Early Learning Goal (ELG): Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately.

Understanding

- Responds to instructions involving a two-part sequence.
- Understands humour, e.g. nonsense rhymes, jokes.
- Able to follow a story without pictures or props.
- Listens and responds to ideas expressed by others in conversation or discussion.

Early Learning Goal (ELG): Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences & in response to stories or events.

Speaking

- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
- Uses language to imagine & recreate roles and experiences in play situations.
- Links statements and sticks to a main theme or intention.
- Uses talk to organise, sequence & clarify thinking, ideas, feelings & events.
- Introduces a storyline or narrative into their play.



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Early Learning Goal (ELG): *Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.*

Personal, Social, Emotional Development

Making relationships

- Initiates conversations, attends to and takes account of what others say.
- Explains own knowledge and understanding, and asks appropriate questions of others.
- Takes steps to resolve conflicts with other children, e.g. finding a compromise.

Early Learning Goal (ELG): *Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others needs and feelings, & form positive relationships with adults & other children.*

Self-confidence and self-awareness

- Confident to speak to others about own needs, wants, interests and opinions.
- Can describe self in positive terms and talk about abilities.

Early Learning Goal (ELG): *Children are confident to try new activities, & say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.*

Managing Feelings

- Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.
- Aware of the boundaries set, & of behavioural expectations in the setting.
- Beginning to be able to negotiate & solve problems without aggression, e.g. when someone has taken their toy.

Early Learning Goal (ELG): *Children talk about how they and others show feelings, talk about their own and others behaviour, and its consequences, & know that some behaviour is unacceptable. They work as part of a group or class, & understand & follow the rules. They adjust their behaviour to different situations, & take changes of routine in their stride.*



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Physical Development

Moving and handling

- Experiments with different ways of moving.
- Jumps off an object and lands appropriately.
- Negotiates space successfully when playing racing & chasing games with other children, adjusting speed or changing direction to avoid obstacles.
- Travels with confidence & skill around, under, over and through balancing & climbing equipment.
- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
- Uses simple tools to effect changes to materials.
- Handles tools, objects, construction & malleable materials safely & with increasing control.
- Shows a preference for a dominant hand.
- Begins to use anticlockwise movement & retrace vertical lines.
- Begins to form recognisable letters.
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

Early Learning Goal (ELG): Children show good control & co-ordination in large & small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment & tools effectively, including pencils for writing.

Health and self-care

- Eats a healthy range of foodstuffs & understands need for variety in food.
- Usually dry & clean during the day.
- Shows some understanding that good practices with regard to exercise, eating, sleeping & hygiene can contribute to good health.
- Shows understanding of the need for safety when tackling new challenges, & considers & manages some risks.
- Shows understanding of how to transport & store equipment safely.
- Practices some appropriate safety measures without direct supervision.

Early Learning Goal (ELG): Children know the importance for good health of physical exercise, & a healthy diet, & talk about ways to keep healthy & safe. They manage their own basic hygiene & personal needs successfully, including dressing & going to the toilet independently.



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Mathematics

Numbers

- Recognise some numerals of personal significance.
- Recognises numerals 1 to 5.
- Counts up to three or four objects by saying one number name for each item.
- Counts actions or objects which cannot be moved.
- Counts objects to 10, & beginning to count beyond 10.
- Counts out up to six objects from a larger group.
- Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.
- Counts an irregular arrangement of up to ten objects.
- Estimates how many objects they can see & checks by counting them.
- Uses the language of 'more' & 'fewer' to compare two sets of objects.
- Finds the total number of items in two groups by counting all of them.
- Says the number that is one more than a given number.
- Finds one more or one less from a group of up to five objects, then ten objects.
- In practical activities and discussion, beginning to use the vocabulary involved in adding & subtracting.
- Records, using marks that they can interpret and explain.
- Begins to identify own mathematical problems based on own interests & fascinations.

Early Learning Goal (ELG): Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities & objects, they add & subtract two single-digit numbers & count on or back to find the answer. They solve problems, including doubling, halving & sharing.

Shape space and measures

- Beginning to use mathematical names for solid 3D shapes and 'flat' 2D shapes, & mathematical terms to describe shapes.
- Selects a particular named shape.
- Can describe their relative position such as 'behind' or 'next to'.
- Orders two or three items by length or height.
- Orders two items by weight or capacity.
- Uses familiar objects & common shapes to create & recreate patterns & build models.



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- Uses everyday language related to time.
- Beginning to use everyday language related to money.
- Orders & sequences familiar events.
- Measures short periods of time in simple ways.

Early Learning Goal (ELG): Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create & describe patterns. They explore characteristics of everyday objects & shapes & use mathematical language to describe them.

Literacy

Reading

- Continues a rhyming string.
- Hears & says the initial sound in words.
- Can segment the sounds in simple words & blend them together & knows which letters represent some of them.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Begins to read words & simple sentences.
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Enjoys an increasing range of books.
- Knows that information can be retrieved from books & computers.

Early Learning Goal (ELG): Children read & understand simple sentences. They use phonic knowledge to decode regular words & read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Writing

- Gives meaning to marks they make as they draw, write & paint.
- Begins to break the flow of speech into words.
- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words & blend them together.
- Links sounds to letters, naming & sounding the letters of the alphabet.



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- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- Writes own name and other things such as labels, captions.
- Attempts to write short sentences in meaningful contexts.

Early Learning Goal (ELG): *Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves & others. Some words are spelt correctly & others are phonetically plausible.*

Understanding the World

People and communities

- Enjoys joining in with family customs & routines.

Early Learning Goal (ELG): *Children talk about past & present events in their own lives & in the lives of family members. They know that other children don't always enjoy the same things, & are sensitive to this. They know about similarities & differences between themselves & others, & among families, communities & traditions.*

The world

- Looks closely at similarities, differences, patterns & change.

Early Learning Goal (ELG): *Children know about similarities & differences in relation to places, objects, materials & living things. They talk about the features of their own immediate environment & how environments might vary from one another. They make observations of animals & plants & explain why some things occur & talk about changes.*

Technology

- Completes a simple program on a computer.
- Uses ICT hardware to interact with age-appropriate computer software.

Early Learning Goal (ELG): *Children recognise that a range of technology is used in places such as homes & schools. They select and use technology for particular purposes.*



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Expressive Arts and Design

Exploring & using media & materials

- Begins to build a repertoire of songs & dances.
- Explores the different sounds of instruments.
- Explores what happens when they mix colours.
- Experiments to create different textures.
- Understands that different media can be combined to create new effects.
- Manipulates materials to achieve a planned effect.
- Constructs with a purpose in mind, using a variety of resources.
- Uses simple tools and techniques competently & appropriately.
- Selects appropriate resources & adapts work where necessary.
- Selects tools & techniques needed to shape, assemble & join materials they are using.

Early Learning Goal (ELG): Children sing songs, make music & dance, & experiment with ways of changing them. They safely use & explore a variety of materials, tools & techniques, experimenting with colour, design, texture, form & function.

Being imaginative

- Create simple representations of events, people and objects.
- Initiates new combinations of movement & gesture in order to express & respond to feelings, ideas & experiences.
- Chooses particular colours to use for a purpose.
- Introduces a storyline or narrative into their play.
- Plays alongside other children who are engaged in the same theme.
- Plays cooperatively as part of a group to develop & act out a narrative.

Early Learning Goal (ELG): Children use what they have learnt about media and materials in original ways, thinking about uses & purposes. They represent their own ideas, thoughts & feelings through design & technology, art, music, dance, role play & stories.