**Early Years Checklists**

**Cognition and Learning**

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| **By 2 years old the child may need support for some of the following:** | Occasionally | Sometimes | Most of the time | What OAP strategies have been used? |
| Copying/ Pretend | Imitating some everyday routines e.g. using a mobile phone, washing the car |  |  |  |  |
| Problem Solving | Retrieving out of reach toys or other objects |  |  |  |  |
| Memory | Remembering where familiar things are kept and how to find them  |  |  |  |  |
| Concepts | Building 3 blocksScribbling on paper |  |  |  |  |
| Social | Bringing a book or toy to share with an adult |  |  |  |  |
| Curiosity | Filling and emptying containers |  |  |  |  |
| **By 3 years old the child may need support for some of the following:** | Occasionally | Sometimes | Most of the time | What OAP strategies have been used? |
| Copying/ Pretend | Developing simple sustained play with a dolly/teddy e.g. eating, drinking, sleeping |  |  |  |  |
| Problem Solving | Operating a mechanical toy, for example turning the know on a wind-up toy, pushing a button to open a flap |  |  |  |  |
| Memory | Spontaneously singing some of the words and actions of a familiar rhyme |  |  |  |  |
| Concepts | Matching pictures of familiar objects in play |  |  |  |  |
| Painting or drawing horizontal lines and circles in imitation |  |  |  |  |
| Social | Watching others play and joining in briefly |  |  |  |  |
| Following daily routine |  |  |  |  |
| Curiosity | Participating in a range of creative activities e.g. exploring and experimenting with sensory materials, musical instruments, using paint etc.  |  |  |  |  |
| **By 4 years old the child may need support for some of the following:** | Occasionally | Sometimes | Most of the time | What OAP strategies have been used? |
| Copying/ Pretend | Joining in make-believe play with other children |  |  |  |  |
| Problem Solving | Suggesting using sticky tape to mend a torn bookChoosing an appropriate tool to dig in the sang |  |  |  |  |
| Memory | Recalling 2 or 3 pictures/objects hidden in a memory game |  |  |  |  |
| Concepts | Understanding size differences e.g. selecting the bigger or smaller object or picture when asked, putting features on a drawn face |  |  |  |  |
| Social | Demonstrating concern towards others who are upset, for example offering a favourite toy, patting arm or back  |  |  |  |  |
| Curiosity | Showing curiosity about how things work, how things feel, how things sound etc  |  |  |  |  |
| **By 5 years old the child may need support for some of the following:** | Occasionally | Sometimes | Most of the time | What OAP strategies have been used? |
| Copying/ Pretend | Imitating adult roles e.g. dressing up for dramatic play |  |  |  |  |
| Problem Solving | Choosing appropriate resources when making things |  |  |  |  |
| Memory | Retelling or demonstrating something that happened in a familiar story |  |  |  |  |
| Concepts | Sorting objects into categories e.g. all the animals, all the cars |  |  |  |  |
| Drawing a simple human face (head and facial features) |  |  |  |  |
| Social | Taking turns with other children in a child-initiated activity |  |  |  |  |
| Curiosity | Wanting to know how things work e.g. taking things apart, collecting things, asking questions |  |  |  |  |