



Sample



Differentiated Early Years Outcomes (DEYO)

Aligned to Birth to 5 Matters

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Developed by: Representatives from Early Years Specialist Settings and the Local Authority Early Years Team.

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| Range | Making Relationships | Sense of Self | Understanding Emotions |
|-------|---|--|---|
| 2 | <ul style="list-style-type: none"> Engages another person to help achieve a goal, e.g. to get an object out of reach. Shows an interest in adult's play e.g. demonstrates focus or response through gesture, touch, vocalisation, eye contact. Shows interest in what peers are doing e.g. demonstrates focus or response through gesture, touch, vocalisation, eye contact. Cooperates with caregiving experiences, such as dressing. Builds relationship with special people. Indicates they want play routine to continue e.g. by gesture, touch, vocalisation, eye contact. Displays attachment behaviours such as wanting to stay near to the close care givers, checking where they are and protesting when separated. Is wary of unfamiliar people. Explores confidently when they feel secure in the presences of a familiar adult and is more likely to engage in new or challenging situations. Closely watches others' body language to begin to understand their intentions and meaning. Accepts and responds positively to calming / comforting strategies of others e.g. singing or physical reassurance. Is fascinated by other children, watching them and interacting with them through offering toys, food etc, and by reaching for objects that another has. | <ul style="list-style-type: none"> Responds to their own name and enjoys finding own nose, eyes or tummy as part of interactive games. Shows an interest in their reflection in a mirror, although may not yet realise that the reflection is them. Shows separation anxiety as they become more aware of themselves as separate individuals. Shows an emerging autonomy through asserting choices and preferences such as different tastes and rejects things they don't want by pushing them away, for example. Understands that their own voice and actions causes an effect on others, i.e. clapping hands starts a game. Shows growing self-confidence through playing freely and with involvement. | <ul style="list-style-type: none"> Uses a comfort object, familiar others, routines or spaces to soothe themselves, particularly when separated from their close carer. Calms, alerts or regulates behaviour in response to environmental adaptation being made, to an item being given or to contact from adult e.g. when a light is switched off; a sensory toy is provided or an adult speaks. Complies with adult-directed sharing/ turn taking activities e.g. remains focused on activity whilst waiting for their turn. Becomes more able to adapt their behaviour and increase their participation and co-operation as they become familiar with and anticipate routine. Explores the boundaries of behaviours that are accepted by adults and become aware of basic rules as they use their emerging agency and autonomy. |

Playing and Exploring, Active Learning, and Creating and Thinking Critically support children's learning in all areas.

Communication and Language

| Range | Listening and attention | Understanding | Speaking (expressive communication) |
|-------|--|---|---|
| 1 | <ul style="list-style-type: none"> Shows response to auditory stimuli e.g. smiles, reacts, holds breath in response. Turns toward a familiar sound then locates range of sounds with accuracy. Is aware when object of attention is taken away or paused e.g. looks /searches for object. Quietens or alerts to the sound of speech. Listens to, distinguishes and responds to intonations and sounds of voices. Gives a physical response to familiar adult's voice e.g. stops moving. Reacts in interaction with others by smiling, looking and moving. Responds positively to an adult's bid for interaction e.g. shows interest in adult imitating own noise. Looks/attends intently at a person talking but stops responding if speaker turns away Listens to familiar sounds, words, or finger plays. Shows physical response such as change in facial expression in response to familiar songs. Shows emerging awareness of environmental sounds through physical response. Fleeting Attention - not under child's control, new stimuli takes whole attention. | <ul style="list-style-type: none"> Reacts consistently to stimuli from familiar people e.g. chuckling when key person tickles them. Turns when hears own name or shows other response when own name is spoken or signed. Begins to imitate actions such as poking out tongue. Shows tolerance or intolerance to a range of sensory stimuli. Starts to understand contextual clues, e.g. familiar gestures, words and sounds. | <p>Means of communication may include: gesture; vocalisation; signing; object of reference; photo; picture; symbol; written word; spoken word; AAC (Alternative and Augmentative Communication e.g. communication aid).</p> <ul style="list-style-type: none"> Experiments and plays with making own sounds. Consistently expresses a like or dislike of the same stimuli e.g. eyes always flicker when smelling a strawberry. Communicates needs and feelings in a variety of ways including crying, gurgling, babbling and squealing. Demonstrates a resistance to an unwanted activity or experience e.g. turns head away to indicate that they have had enough. Makes own sounds (or shows a reaction) in response when talked to by familiar adults. Lifts arms up in anticipation of being picked up (or shows some form of bodily response). Uses voice, gesture, eye contact and facial expression to connect with people and keep their attention. Begins to imitate actions by trial and improvement, such as clapping hands or banging on the table. Practises and gradually develops speech sounds(babbling) to communicate with adults; says sounds like 'baba, nono, gogo'. Points and looks to make requests and to share an interest. |