**Please highlight or underline the level of development you think your child is at. At 22 - 36 months:** You might notice that....

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| **Personal, Social and Emotional Development** | **Physical Development** | **Communication and Language** |
| **Making relationships**   * I watch what other children are doing before I join in with them. * I will go to grown ups I know when I want a cuddle, when I am upset and /or when I am excited. * I am beginning to make friends.   **Self confidence and self awareness**   * I can say “goodbye” to you when I have a grown up I know to help me. * I can show you what I want to play with, eat and/or wear.   **Managing feelings and behaviour**   * I will go to a grown up I know when I’m feeling sad, scared or worried. * I will do or say something when someone I know looks sad, cross, scared or worried. * I know that if I take my friend’s toy or shout at them they might get upset or cross. * I will give my friend a hug if they are upset. * I can sometimes stop myself from doing something that I know I shouldn’t do. * Sometimes I choose to play with toys I like to stop me from feeling upset. * I can follow simple routines to help me do things by myself. * If you tell me what to do, rather than “no” I am able to do it. | **Moving and handling**   * I can run without bumping into things or tripping up. * I can squat down on my knees to play and can get up without using my hands. * I can climb up a ladder on a small slide or climbing frame or onto a sofa or armchair. * I can kick a large ball. * I can turn the pages in a book. Sometimes I might turn over more than one page at a time. * I can hold a small jug and pour my own drink. * I can hold a chunky crayon, pencil, pen or paint brush and makes lines that go across, up and down or round and round. * When I walk up and down stairs or steps I hold onto the hand rail and move one foot at a time on to the next step until both my feet are on. Then I do the same to get to the next step.   **Health and self care**   * I am beginning to choose to hold objects in one hand more than in the other. * I can hold a spoon to pick up my food and put it into my mouth to feed myself. * I can drink from a cup with no lid and not spill my drink as I put the cup to my mouth. * I can tell you when I need to use the potty or toilet. * I know how far I can climb up the stairs, the slide or the climbing frame on my own before I need to ask you for help. * I can put on my hat, unzip my coat and take off my unfastened shoes/boots and cardigan/shirt by myself. * I am beginning to be able to wash and dry my hands by myself. * I am beginning to be able to sit on a potty or toilet by myself. * I can use a set of steps to help me reach the sink or toilet by myself. | **Listening and attention**   * I listen to stories when you make different noises or use different voices as you read to me. * I can recognise sounds by finding or going to the thing or place. * I join in with singing songs and rhymes. * I stop what I am doing, look at you and listen to you when you say my name.   **Understanding**   * When you ask questions like “Who’s jumping?” or “Who’s sleeping?” I can point to the right picture to show you that I understand action or “doing” words. * I understand longer instructions or questions such as “Put the bricks away and then we’ll read a book”. * I can show you that I understand “who”, “what” and “where” when you use short questions such as “Who’s that?”, “What’s that?” or “Where is?” as we look at pictures in a book or play with toys. * I can point to the right picture or object to show that I understand describing words such as “big” or “small”.   **Speaking**   * I can use simple sentences with 3-4 words to talk about what I am doing or what is happening. * When I am talking with you, I talk about lots of different things – what I am doing, what I like or what I have done. * I use objects and gestures to help me explain what I mean when I am talking. * I can ask questions such as “what”, “where” and “who” when I am sharing a book or playing with toys. * I am beginning to use word endings, such as “I am going” instead of “I go” and plurals, such as “babies” when talking about more than one object or person. |

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| **Literacy** | **Mathematics** | **Understanding the World** | **Expressive Arts and Design** |
| **Reading**   * I have some favourite rhymes and songs. * When you read my favourite stories I can join in with words and phrases that appear over and over again. * I can tell you the missing word or phrase in stories and rhymes that I know really well, such as “Humpty Dumpty sat on a .........”   **Writing**   * I can tell you about the different marks I make in my writing and drawing. * I can hold a chunky crayon, pencil, pen or paint brush and makes lines that go across, up and down or round and round. * I can draw lines that go across, up and down, round and round and pictures to show numbers and amounts. | **Numbers**   * I can give you the right number of objects from a collection when you say “please give me one”, “please give me two”. * I can say some number names in order. * I can draw lines that go across, up and down, round and round and pictures to show numbers and amounts. * I can show you which group of toys or plate of food has “more”. * I can use words like “more” and “a lot” to describe amounts of objects. * I know that if I add a toy to a collection or some food to my plate I have more and if I take something away I don’t have as much.   **Shape, space and measure**   * I can point to shapes and patterns in pictures and clothes. * I can sort a collection of objects so that ones that are the same shape or size are altogether. * I can use words such as “big” and “little” to describe toys, clothes and pictures in a book. * I know the order of things that happen every day (such as I get out of bed, I have my breakfast, I get dressed) and can tell you what happens next. | **People and communities**   * I can recognise photos of my friends, family * and other special people and tell you who they are. * I can use my toys to pretend familiar, everyday routines, such as cooking or looking after a baby. * I am beginning to make friends. * I can talk about how I am the same and different from other people based on my familiar experiences, such as what I like to eat or what clothes I wear.   **The world**   * I can play with toys such as toy cars, trains, animals and people and talk about what happens as I play with them. * I can talk about what I see when I play outside, such as splashing in puddles or digging in the mud.   **Technology**   * I can switch electronic toys on, such as a torch or remote control car, and know how to press buttons or switches to make something happen. * I can make toys, such as a wind up toy, move. | **Exploring and using media and**  **materials**   * I join in with singing my favourite songs and rhymes. * I can explore the different sounds I can make using musical instruments or everyday objects such as spoons, pots and plastic bowls. * I join in with dancing to songs and when I hear musical instruments being played. * I can explore what happens when I use different types of paint, pens, pencils, crayons, paper, glue and children’s scissors.   **Being imaginative**   * I can tell you what the different marks I make in my drawings are. * I can use toys and clothes to pretend familiar, everyday routines, such as cooking or looking after a baby or play out pretend roles that I am interested in, such as being a fire fighter or a princess. |

Personal, Social and Emotional

**Please highlight or underline the level of development you think your child is at. At 30 - 50 months** You might notice that....

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| **Personal, Social and Emotional Development** | **Physical Development** | **Communication and Language** |
| **Making relationships**   * I can play in a group with my friends. I can make up ideas for things to do and games to play. * I will ask my friends to play with me. * I can watch what my friends are doing and join in with them. * I talk to and make friends with other children and grown ups I know.   **Self con dence and self awareness**   * I choose the toys I want to play with and what I want to do with them with help from a grown up. * I like it when you say things like “well done for eating all your dinner” or “thank you for putting the toys away” * I like helping you when you are busy, like putting some shopping away or matching my socks together. * I am beginning to talk to grown ups I don’t know when you are there. I will join in new things when you are with me. * When we are playing, I will chat to my friends about you and our family. * I can ask grown ups for help when I need it.   **Managing feelings and behaviour**   * I know when I am sad or cross and that if I shout or say unkind things I might make my friends sad or worried too. * I know that sometimes my friends will want to have the toys I am playing with and need help from a grown up to help me share these with them. * I am beginning to understand that when you are busy I can’t always have everything I want, when I want it. * I know that sometimes I can’t do things I want to do, like running around in the supermarket or jumping up and down on your friend’s sofa with my muddy boots on. | **Moving and handling**   * I like running, walking, jumping, hopping, skipping and moving around in lots of different ways. * I can go up and down stairs and steps like a grown up, using one foot per step. * I can carry something I like carefully downstairs, usually stopping with two feet on each step. * I can run around, stopping, changing direction and slowing down so that I don’t bump into things. * When you show me how to stand on just one foot, I can copy you, just for a second without falling over. * I can catch a large ball when you throw it to me. * I can wave my arms or ribbons to make up and down lines and circles in the air. * I can use child scissors to make snips in paper. * I can hold my pencil near the top, like a grown up, using my thumb and two fingers, not my whole hand. * I can make the lines and marks that I want with a pencil. * When you write my name, I can copy some of the letters by myself on my piece of paper.   **Health and self care**   * I can tell you when I am hungry and want something to eat or when I am tired and want to have a sleep. * I notice that when I am running, I get hot and I pant a bit. * I understand that I have to be careful when I am using children’s scissors to snip or my knife to spread jam. * Most of the time, I remember to go to the toilet in time and I wipe myself. * I can wash and dry my own hands. * When you help me and hold out my coat, I can put it my arms in and I can do the zip up when you start it. I can pull my own trousers up too. | **Listening and attention**   * When I like what they are talking about, I listen to my friends. * I listen to the stories you tell me and I talk about them later. * When you read me stories, I join in with my favourite bits, like “Who’s been sleeping in my bed?” when we are reading Goldilocks and the Three Bears. * I can join in with my favourite rhymes and stories with you and guess what will happen next. * I stop what I am doing and listen when I hear you talk to me, or I hear the door bell ring. * When you ask me to do something like “Come and put your coat on”, I will do it if I am not really busy playing.   **Understanding**   * When you ask me questions like “What do we need to cut the bread?” I know it’s a knife. * When we are playing and you ask me to “Put teddy under the blanket” or “Put the car on top of the garage” I know what you mean and I can do it by myself. * I can help you when you ask me to put something away or get something like “Put your shoes in the basket, please” * I am beginning to understand when you ask me questions like “How can we mop up the juice?” and “Why do you want to wear your boots today? |

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| **Literacy** | **Mathematics** | **Understanding the World** | **Expressive Arts and Design** |
| **Reading**   * I like singing nursery rhymes and songs. * I can join in with rhymes and I recognise when words start the same, like ‘big boat’ and ‘tall tower’. * I can clap my hands to match the sounds in words, like 2 claps for “he-llo”. * I can listen and join in when we read books and sing rhymes. * I can join in with my favourite stories and guess what will happen next. * I know that stories have beginnings and endings and sometimes I guess how the story will end. * I can listen to longer stories and talk about them. * I can talk about the places and people in stories and the important things that are happening. * I like to look at the pictures and words in books. I can show you words when we are outdoors. * I can recognise my own name and words that are special to me, like “mummy” and my favourite shops and foods. * I hold the book the right way up and turn the pages carefully when I look at it on my own. * I know that books can tell me things like the names of cars I am interested in. * I know that the words in the book tell me things and where the words start on the page. | **Numbers**   * I can use some number names and words like “more than” and “fewer than”, when I am playing. * I can say numbers in order from 1 to 10. * I know that numbers tell me how many things there are altogether, like 8 biscuits on a plate. * I use my fingers, pictures or marks to show you how many things there are. * Sometimes I can match a numeral to the right number of things, like “3” to three balls. * I am interested in numbers and I talk about them and ask you questions. * I know when there are the same number of things, like 2 cakes, one for you and one for me. * I show I am interested in playing with numbers when I share things out in different ways, like putting my 10 farm animals in 2 fields and then in 3 fields and I   am beginning to know there are still 10 animals.   * I talk about the numbers I see when we are outdoors. * I am interested in making marks and calling them numbers. * I know that I can count claps and jumps as well as things like apples and buses and dinosaurs. | **People and communities**   * I am interested in the grown ups I know and talk about where they live and what they do. * I can remember times that are special to me and talk about them, like the first day I got my scooter. * I can talk about people and times that are special to me and my family and friends, like “remember the party when we had reworks and big bangs”. * I am interested in the different jobs that grown ups do, like fire fighters and doctors. * I know that I am special and some things that I do are the same as my friends and some things are different. I might say things like “I don’t eat meat” and “I go to the same swimming pool as my friends”.   **The world**   * I can talk about my home and the places that I know like the park, the shops and the library. Sometimes I ask questions about the animals and trees I see. * I can talk about plants and animals that interest me, like next door’s dog that barks and the really tall tree in the park. * I talk about why things happen and how things work, like “where does all the bathwater go when it goes down the plughole?” * I am beginning to notice changes in things, when bananas turn black when they stay in the bowl for too long or the flowers in the park getting bigger. * I know that we have to be careful with animals and plants and remember not to pick the flowers or to stroke the cat gently. | **Exploring and using media and**  **materials**   * I like joining in with dancing and ring games. * I can sing some familiar songs. * I am beginning to move with rhythm, especially when I hear music I like. * I can tap out simple repeated rhythms, especially to songs and rhymes I like. * I can make lots of noises with different things, like banging a spoon on my plate or popping bubble wrap. * I can mix paints together to make new colours. * I know that I can join up lines on paper to make different shapes and I use these shapes to make things I know, like a face or a door. * I like to nd out more and talk about things that feel different, like the soft duvet cover or the shiny saucepan. * I can use all sorts of building toys and empty cardboard boxes to make things. * I make lines and piles of blocks, joining the pieces together to make things like houses and car parks. * I know that I can use tools like scissors, spoons and hammers to do different things. |

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| **Writing**   * Sometimes I can tell you about my drawings and paintings and what my writing means. * When I see your writing, I tell you what I think it means, like the shopping list says “beans and chips and ice cream”. * I can make the lines and marks that I want with a pencil. * When you write my name, I can copy some of the letters by myself on my piece of paper. | **Shape, space and measure**   * I like lining up shapes and fitting shapes and different things into boxes. * I see shapes when we are outdoors, like square windows and triangle and circle shapes in road signs. * I can use words like “under”, and “next to” to describe where things are. * I choose to play with different sorts of building sets and talk about what I am making. * When I am doing puzzles, I look at the missing shapes to see what could fit. * I am beginning to use words like “round” and “straight” when I talk about the shapes I see. | **Technology**   * I know how to operate simple equipment. I can turns on the DVD player and use remote controls. * I like toys with knobs and touch screens and real objects like cameras or mobile phones. * I can make toys move or the sound or picture images on toys work by pressing switches or touching the screen. * I know that I can find out things that interest me from the computer, mobile phone or tablet. | **Being imaginative**   * I am beginning to like some things more than others and sometimes I might like painting and drawing more than dancing or singing. * I move around in different ways when I am happy or excited, sometimes I dance and jump up and down when I hear music. * I sing to myself and I change songs I know to make up my own songs and rhythms. * I notice the things that you do, like cooking and cleaning and I pretend to do the same. * When something special has happened to me, I pretend play it happening, like feeding the new baby or my first swimming lesson. * When I am playing with my toys, I make up stories like superheroes rescuing people from a building or animals eating grass. * I use ordinary things and pretend they are something else, like a spoon is a re hose and my bricks are fish fingers and chips. * When we have done something exciting, I like to draw or paint a picture or make up a dance or song/rhyme. |

Communication and Language

**Listening and attention Understanding**

* Play listening games with me like “Simon Says....” Where I have to copy an action or “Ready, Steady, Go” where I have to wait to push the ball or car.
* Make up silly sentences with me where each word begins with the same sound as at the start of my name.

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Expressive Arts and Design