**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.
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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 animalsin 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 happenedto 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.
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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