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| **Unique Child** | | |  | **22-36 Months** | | |
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| **PRIME AREAS** | | |  | **SPECIFIC AREAS** | | |
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| **PSED**  **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.   **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. | | |  | **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. |  | **Mathematics**  **Numbers**   * Selects a small number of objects from a group when asked, for example, *‘please give me one’, ‘please give me two’.* * 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 *‘more’* and *‘a lot’.* * Knows that a group of things changes in quantity when something is added or taken away.   **Shape, space and measures**   * Notices simple shapes and patterns in pictures. * Beginning to categorise objects according to properties such as shape or size. * 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. |
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| **Physical Development**  **Moving and handling**   * Runs safely on whole foot. * Squats with steadiness to rest or play with 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. * 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.   **Health and self-care**   * Feeds self competently with spoon. * Drinks well without spilling. * Clearly communicates their need for potty or toilet. * 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. |  | **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 fully obtained – using child’s name helps 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 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*). |  | **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.   **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. |  | **Expressive arts and design**  **Exploring and using media and 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. |