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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.
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