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| **Unique Child** | **30-50 Months** | | |
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| **PRIME AREAS** | | | |
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| **PSED**  **Making relationships**  • Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.  • Initiates play, offering cues to peers to join them.  • Keeps play going by responding to what others are saying or doing.  • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.  **Self-confidence and self-awareness**  • Can select and use activities and resources with help.  • Welcomes and values praise for what they have done.  • Enjoys responsibility of carrying out small tasks.  • Is more outgoing towards unfamiliar people and more confident in new social situations.  • Confident to talk to other children when playing, and will communicate freely about own home and community.  • Shows confidence in asking adults for help.  **Managing Feelings**  • Aware of own feelings, and knows that some actions and words can hurt others’ feelings.  • Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.  • Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.  • Can usually adapt behaviour to different events, social situations and changes in routine. | | | |
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| **Physical Development**  **Moving and handling**  • Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.  • Mounts stairs, steps or climbing equipment using alternate feet.  • Walks downstairs, two feet to each step while carrying a small object.  • Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.  • Can stand momentarily on one foot when shown.  • Can catch a large ball.  • Draws lines and circles using gross motor movements.  • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.  • Holds pencil between thumb and two fingers, no longer using whole-hand grasp.  • Holds pencil near point between first two fingers and thumb and uses it with good control.  • Can copy some letters, e.g. letters from their name.  **Health and self-care**  • Can tell adults when hungry or tired or when they want to rest or play.  • Observes the effects of activity on their bodies.  • Understands that equipment and tools have to be used safely.  • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.  • Can usually manage washing and drying hands.  • Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. | |  | **Communication and language**  **Listening and attention**  • Listens to others one to one or in small groups, when conversation interests them.  • Listens to stories with increasing attention and recall.  • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.  • Focusing attention – still listen or do, but can shift own attention.  • Is able to follow directions (if not intently focused on own choice of activity).  **Understanding**  • Understands use of objects (e.g. *“What do we use to cut things?’*)  • Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture.  • Responds to simple instructions, e.g. to get or put away an object.  • Beginning to understand ‘why’ and ‘how’ questions.  **Speaking**  • Beginning to use more complex sentences to link thoughts (e.g. *using and, because*).  • Can retell a simple past event in correct order (e.g. *went down slide, hurt finger*).  • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.  • Questions why things happen and gives explanations. Asks e.g. *who, what, when, how.*  • Uses a range of tenses (e.g. *play, playing, will play, played*).  • Uses intonation, rhythm and phrasing to make the meaning clear to others.  • Uses vocabulary focused on objects and people that are of particular importance to them.  • Builds up vocabulary that reflects the breadth of their experiences.  • Uses talk in pretending that objects stand for something else in play, e.g., *‘This box is my castle.’* |

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| **SPECIFIC AREAS** | | |
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| **Literacy**  **Reading**  • Enjoys rhyming and rhythmic activities.  • Shows awareness of rhyme and alliteration.  • Recognises rhythm in spoken words.  • Listens to and joins in with stories and poems, one-to-one and also in small groups.  • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.  • Beginning to be aware of the way stories are structured.  • Suggests how the story might end.  • Listens to stories with increasing attention and recall.  • Describes main story settings, events and principal characters.  • Shows interest in illustrations and print in books and print in the environment.  • Recognises familiar words and signs such as own name and advertising logos.  • Looks at books independently.  • Handles books carefully.  • Knows information can be relayed in the form of print.  • Holds books the correct way up and turns pages.  • Knows that print carries meaning and, in English, is read from left to right and top to bottom.  **Writing**  • Sometimes gives meaning to marks as they draw and paint.  • Ascribes meanings to marks that they see in different places. |  | **Mathematics**  **Numbers**  • Uses some number names and number language spontaneously.  • Uses some number names accurately in play.  • Recites numbers in order to 10.  • Knows that numbers identify how many objects are in a set.  • Beginning to represent numbers using fingers, marks on paper or pictures.  • Sometimes matches numeral and quantity correctly.  • Shows curiosity about numbers by offering comments or asking questions.  • Compares two groups of objects, saying when they have the same number.  • Shows an interest in number problems.  • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.  • Shows an interest in numerals in the environment.  • Shows an interest in representing numbers.  • Realises not only objects, but anything can be counted, including steps, claps or jumps.  **Shape, space and measures**  • Shows an interest in shape and space by playing with shapes or making arrangements with objects.  • Shows awareness of similarities of shapes in the environment.  • Uses positional language.  • Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.  • Shows interest in shapes in the environment.  • Uses shapes appropriately for tasks.  • Beginning to talk about the shapes of everyday objects, e.g. ‘*round*’ and ‘*tall*’. |
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| **Understanding the world**  **People and communities**  • Shows interest in the lives of people who are familiar to them.  • Remembers and talks about significant events in their own experience.  • Recognises and describes special times or events for family or friends.  • Shows interest in different occupations and ways of life.  • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.  **The world**  • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.  • Can talk about some of the things they have observed such as plants, animals, natural and found objects.  • Talks about why things happen and how things work.  • Developing an understanding of growth, decay and changes over time.  • Shows care and concern for living things and the environment.  **Technology**  • Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.  • Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.  • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.  • Knows that information can be retrieved from computers |  | **Expressive arts and design**  **Exploring and using media and materials**  • Enjoys joining in with dancing and ring games.  • Sings a few familiar songs.  • Beginning to move rhythmically.  • Imitates movement in response to music.  • Taps out simple repeated rhythms.  • Explores and learns how sounds can be changed.  • Explores colour and how colours can be changed.  • Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.  • Beginning to be interested in and describe the texture of things.  • Uses various construction materials.  • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.  • Joins construction pieces together to build and balance.  • Realises tools can be used for a purpose.  **Being imaginative**  • Developing preferences for forms of expression.  • Uses movement to express feelings.  • Creates movement in response to music.  • Sings to self and makes up simple songs.  • Makes up rhythms.  • Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.  • Engages in imaginative role-play based on own first-hand experiences.  • Builds stories around toys, e.g. farm animals needing rescue from an armchair ‘cliff’.  • Uses available resources to create props to support role-play.  • Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. |