

Communication and Language

Listening and Attention

- Listens to and enjoys rhythmic patterns in rhymes and stories.
- Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations.
- Rigid attention – may appear not to hear.

Understanding

- Selects familiar objects by name and will go and find objects when asked, or identify objects from a group.
- Understands simple sentences (e.g. 'Throw the ball.')

Speaking

- Copies familiar expressions, e.g. 'Oh dear', 'All gone'.
- Beginning to put two words together (e.g. 'want ball', 'more juice').
- Uses different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot).
- Beginning to ask simple questions.
- Beginning to talk about people and things that are not present.

Personal, Social and Emotional Development

Making Relationships

- Plays alongside others.
- Uses a familiar adult as a secure base from which to explore independently in new environments, e.g. ventures away to play and interact with others, but returns for a cuddle or reassurance if becomes anxious.
- Plays cooperatively with a familiar adult, e.g. rolling a ball back and forth.

Self-Confidence & Self-Awareness

- Explores new toys and environments, but 'checks in' regularly with familiar adult as and when needed.
- Gradually able to engage in pretend play with toys (supports child to understand their own thinking may be different from others).
- Demonstrates sense of self as an individual, e.g. wants to do things independently, says "No" to adult.

Managing feelings and behaviour

- Is aware of others' feelings, for example, looks concerned if hears crying or looks excited if hears a familiar happy voice.
- Growing sense of will and determination may result in feelings of anger and frustration which are difficult to handle, e.g. may have tantrums.
- Responds to a few appropriate boundaries, with encouragement and support.
- Begins to learn that some things are theirs, some things are shared, and some things belong to other people.

Physical Development

Moving and Handling

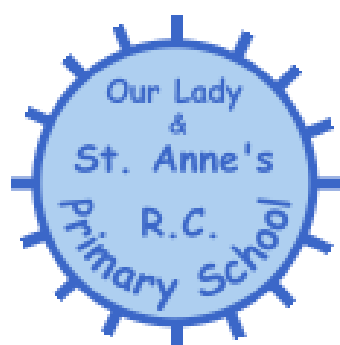
- Walks upstairs holding hand of adult.
- Comes downstairs backwards on knees (crawling).
- Beginning to balance blocks to build a small tower.
- Makes connections between their movement and the marks they make.

Health and Self-Care

- Develops own likes and dislikes in food and drink.
- Willing to try new food textures and tastes.
- Holds cup with both hands and drinks without much spilling.
- Clearly communicates wet or soiled nappy or pants.
- Shows some awareness of bladder and bowel urges.
- Shows awareness of what a potty or toilet is used for.
- Shows a desire to help with dressing/undressing and hygiene routines.

Prime Areas

Age 16-26 Months



Specific Areas

Understanding the world

People and communities

- Is curious about people and shows interest in stories about themselves and their family.
- Enjoys pictures and stories about themselves, their families and other people.

Technology

- Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times.
- Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them.

The World

- Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking.
- Remembers where objects belong.
- Matches parts of objects that fit together, e.g. puts lid on teapot.

Mathematics

Numbers

- Knows that things exist, even when out of sight.
- Beginning to organise and categorise objects, e.g. putting all the teddy bears together or teddies and cars in separate piles.
- Says some counting words randomly

Shape, Space and Measure

- Attempts, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles.
- Uses blocks to create their own simple structures and arrangements.
- Enjoys filling and emptying containers.
- Associates a sequence of actions with daily routines.
- Beginning to understand that things might happen 'now'.

Expressive arts and design

Exploring using media and materials

- Explores and experiments with a range of media through sensory exploration, and using whole body.
- Move their whole bodies to sounds they enjoy, such as music or a regular beat.
- Imitates and improvises actions they have observed, e.g. clapping or waving.
- Begins to move to music, listen to or join in rhymes or songs.
- Notices and is interested in the effects of making movements which leave marks.

Being imaginative

- Expresses self through physical action and sound.
- Pretends that one object represents another, especially when objects have characteristics in common.

Literacy

Reading

- Interested in books and rhymes and may have favourites.

Writing

- Distinguishes between the different marks they make.