Prime Areas Use large movements to Continues to develop Go up steps and their movement, wave flags and stairs, or climb up **Develop independence and** Use a comfortable grip with Use one-handed tolls and balancing, riding streamers, paint and apparatus, using good control when holding pens gross and fine motor skills equipment e.g.. making (scooters, trikes, bikes) make marks alternate feet and pencils snips in paper with and ball skills scissors Makes marks with at least 3 types of media with support Show a Demonstrates Match their developing physical skills to preference for Be increasingly independent as Skip, hop, stand on the palmer grip **Explores** tasks and activities in the setting. e.g. they they get dressed and undressed a dominant one leg and hold a sensory decide whether to crawl, walk or run e.g.. putting coat on and doing hand pose for a game materials Explore across a plank depending on its length and up zip like musical statues with different width support materials with support Use large and small motor Spin, roll and Explore Holds and skills to do things Feeds self with **Explores Build independently** different independently use drinks from independently, e.g. manage malleabl fingers with a range of material and ropes and swings a cup using buttons, zips and pour Enjoy starting to appropriate resources e.g. tyre swings 2 hands/1 tools materials drinks throw, catch and with kick balls support Develop manipulation and control Pass things from one hand to the Walk, run, jump Show an increasing desire Willing to explore a Start eating other, let go of Clap and and climb - start Sit on a push along to be independent, e.g.. variety of food independently and things and hand stamp to wheeled toy, use a to use the stairs textures with some wanting to feed them to another learning how to use a music scooter or ride on a independently themselves, dress/undress independence for knife and fork person, or drop tricycle longer periods of time them Notice and ask Be increasingly Select and use activities and questions about independent in meeting Show more resources, with help when needed. differences, such as their own needs, e.g.. confidence in This helps them to achieve a goal Safely explore emotions skin colour, types of brushing teeth, using the new social they have chosen, or one which is beyond their normal range hair, gender, special **PHYSICAL** Begin to toilet, washing and drying situations suggested to them through play and stories needs, disabilities etc. show **DEVELOP** their hands thoroughly "effortful MENT control" e.g. waiting for a turn and resisting the strong Form positive Become more impulse to Develop Play with one or more Learn to use grab what outgoing with relationships friendships Be increasingly able children, extending the toilet with unfamiliar people, in they want or with other to talk about and and elaborating play help and then the safe context of children push their manage their independently their setting way to the emotions front Feel confident when taken Express references and out around the local decisions. They also try new Use that engagement to neighbourhood and enjoy Looks briefly things and start establishing achieve a goal, e.g.: at reflection in their autonomy exploring new places with Grow in Shows some awareness gesture toward their cup a mirror their key person independe of own name being said to say they want a drink nce by an adult rejecting help (me do it), sometimes this leads to feelings Engage with others Find ways to of Points to self when through gestures, gaze and Play with increasing confidence on Feel strong enough frustration asked "where's their own and with other children themselves, to express a range talk stablish their and (name"? through being because they know their key person of emotions sense of self tantrums is nearby and available calmed and comforted by their key Understand a question or person instruction that has two Engage in Understand and act on Listen to simple stories Engage in Develop pretend parts, such as get your coat non-fiction and understand what is longer sentences e.g.: play: Putting the story time books and wait at the door happening, with the help make teddy jump, find baby to sleep or of the pictures vour coat driving the car to the hops Start to say how they are feeling using Identify familiar objects and words and Develop an properties for practitioners actions Listen to and talk Use a wider range of effective form of when they are described e.g.. about stories to vocabulary sentences of four communication build familiarity and to six words Kates coat, blue car, shiny apple understanding Make them understood and can become frustrated when they cannot Copy your gestures Use intonation, pitch and words Understand frequently and changing volume Use gestures like used words - all gone, no, when "talking" pointing and waving bye to communicate Recognise and point to objects if asked about Babble using then sounds like Constantly babble and Understand simple mama and baba Reach and point to Understand simple words in use single words during something they want instructions like, context - cup, milk, daddy play give to nanny, stop making sounds Recognise and are Copy what adults do, taking turns in calmed by a familiar conversations (babbling), try to copy and friendly voice Makes sound adult speech and lip movements to get attention in different ways. ON Listen and respond to simple Develop a lifelong instructions Enjoy singing, love of learning music and toys that make a sound