



Autumn 1 16-26 months	Personal, Social and Emotional Development	Communication and Language	Physical Development	Literacy	Mathematics	Understanding of the world	Expressive Arts and Design
<p>Seasonal changes</p> <p>Starting Nursery</p> <p>Diwali</p> <p>Halloween</p> <p>Harvest Festival</p> <p>Cooking (Maths Development)</p> <p>Transitions</p> <p>Outdoor</p> <ul style="list-style-type: none"> • Owls • Allotment <p>Preparing the beds</p> <ul style="list-style-type: none"> • Chickens 	<ul style="list-style-type: none"> •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. • 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). 	<ul style="list-style-type: none"> •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. •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.'). •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 	<ul style="list-style-type: none"> •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. •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 	<ul style="list-style-type: none"> • Interested in books and rhymes and may have favourites. Children's later writing is based on skills and understandings which they develop as babies and toddlers. Before they can write, they need to learn to use spoken language to communicate. Later they learn to write down the words they can say. (See the roots of Writing in Communication and language). Early mark-making is not the same as writing. It is a sensory and physical experience for babies and toddlers, which they do not yet connect to forming symbols which can 	<ul style="list-style-type: none"> •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. •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. 	<p>Is curious about people and shows interest in stories about themselves and their family.</p> <ul style="list-style-type: none"> •Enjoys pictures and stories about themselves, their families and other people. •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. •Anticipates repeated sounds, sights and actions, e.g. when an adult 	<ul style="list-style-type: none"> •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. •Expresses self through physical action and sound. •Pretends that one object represents another, especially when objects have characteristics in common.

	<ul style="list-style-type: none"> • Demonstrates sense of self as an individual, e.g. wants to do things independently, says “No” to adult. • 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. 	<p>words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot).</p> <ul style="list-style-type: none"> • Beginning to ask simple questions. • Beginning to talk about people and things that are not present. 	<p>help with dressing/undressing and hygiene routines.</p>	<p>communicate meaning.(See roots of mark-making and handwriting in Playing and exploring and Physical Development).</p>	<ul style="list-style-type: none"> • Beginning to understand that things might happen ‘now’. 	<p>demonstrates an action toy several times.</p> <ul style="list-style-type: none"> • Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them. 	
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Autumn 2 16-26 months	Personal, Social and Emotional Development	Communication and Language	Physical Development	Literacy	Mathematics	Understanding of the world	Expressive Arts and Design
Physical Movement Bonfire Night Remembrance Day Children in Need Christmas World Kindness Day Story telling with props inside and outside Traditional Nursery Rhymes Transitions Outdoor <ul style="list-style-type: none"> • Owls • Allotment Preparing the beds <ul style="list-style-type: none"> • Chickens 	<ul style="list-style-type: none"> •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. • 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 	<ul style="list-style-type: none"> •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. •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.'). •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 	<ul style="list-style-type: none"> •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. •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. 	<ul style="list-style-type: none"> • Interested in books and rhymes and may have favourites. Children's later writing is based on skills and understandings which they develop as babies and toddlers. Before they can write, they need to learn to use spoken language to communicate. Later they learn to write down the words they can say. (See the roots of Writing in Communication and language). Early mark-making is not the same as writing. It is a sensory and physical experience for babies and toddlers, which they do not yet connect to forming symbols which can	<ul style="list-style-type: none"> •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. •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. 	Is curious about people and shows interest in stories about themselves and their family. <ul style="list-style-type: none"> •Enjoys pictures and stories about themselves, their families and other people. •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. •Anticipates repeated sounds, sights and actions, e.g. when an adult 	<ul style="list-style-type: none"> •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. •Expresses self through physical action and sound. •Pretends that one object represents another, especially when objects have characteristics in common.

	<p>others).</p> <ul style="list-style-type: none"> • Demonstrates sense of self as an individual, e.g. wants to do things independently, says “No” to adult. • 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. 	<p>words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot).</p> <ul style="list-style-type: none"> • Beginning to ask simple questions. • Beginning to talk about people and things that are not present. 	<ul style="list-style-type: none"> • Shows a desire to help with dressing/undressing and hygiene routines. 	<p>communicate meaning. (See roots of mark-making and handwriting in Playing and exploring and Physical Development).</p>	<ul style="list-style-type: none"> • Beginning to understand that things might happen ‘now’. 	<p>demonstrates an action toy several times.</p> <ul style="list-style-type: none"> • Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them. 	
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Spring 1 16-26 months	Personal, Social and Emotional Development	Communication and Language	Physical Development	Literacy	Mathematics	Understanding of the world	Expressive Arts and Design
<p>Chinese New Year</p> <p>Pancake Day</p> <p>Valentine's Day</p> <p>Sensory + Messy Play</p> <p>Outdoor</p> <ul style="list-style-type: none"> • Owls • Allotment <p>Planting seeds</p> <ul style="list-style-type: none"> • Chickens 	<ul style="list-style-type: none"> • 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. • 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 	<ul style="list-style-type: none"> • 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. • 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.'). • 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 	<ul style="list-style-type: none"> • 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 • 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. 	<ul style="list-style-type: none"> • Interested in books and rhymes and may have favourites. Children's later writing is based on skills and understandings which they develop as babies and toddlers. Before they can write, they need to learn to use spoken language to communicate. Later they learn to write down the words they can say. (See the roots of Writing in Communication and language). Early mark-making is not the same as writing. It is a sensory and physical experience for babies and toddlers, which they do not yet connect to forming symbols which can communicate 	<ul style="list-style-type: none"> • 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. • 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. 	<p>Is curious about people and shows interest in stories about themselves and their family.</p> <ul style="list-style-type: none"> • Enjoys pictures and stories about themselves, their families and other people. • 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. • Anticipates repeated sounds, sights and actions, e.g. when an adult 	<ul style="list-style-type: none"> • 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. • Expresses self through physical action and sound. • Pretends that one object represents another, especially when objects have characteristics in common.

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Spring 2 16-26 months	Personal, Social and Emotional Development	Communication and Language	Physical Development	Literacy	Mathematics	Understanding of the world	Expressive Arts and Design
<p>World Book Day</p> <p>Mother's Day</p> <p>Easter</p> <p>Family</p> <p>"All about Me"</p> <p>World Down Syndrome Day</p> <p>Transitions</p> <p>Outdoor</p> <ul style="list-style-type: none"> • Owls • Allotment • Planting seeds • Chickens 	<ul style="list-style-type: none"> • 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. • 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 	<ul style="list-style-type: none"> • 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. • 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.'). • Copies familiar expressions, e.g. 'Oh dear', 'All gone'. • Beginning to put two words together (e.g. 'want ball', 'more 	<ul style="list-style-type: none"> • 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. • 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. 	<ul style="list-style-type: none"> • Interested in books and rhymes and may have favourites. Children's later writing is based on skills and understandings which they develop as babies and toddlers. Before they can write, they need to learn to use spoken language to communicate. Later they learn to write down the words they can say. (See the roots of Writing in Communication and language). Early mark-making is not the same as writing. It is a sensory and physical experience for babies and toddlers, which they do not yet 	<ul style="list-style-type: none"> • 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. • 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 	<p>Is curious about people and shows interest in stories about themselves and their family.</p> <ul style="list-style-type: none"> • Enjoys pictures and stories about themselves, their families and other people. • 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. • Anticipates repeated sounds, 	<ul style="list-style-type: none"> • 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. • Expresses self through physical action and sound. • Pretends that one object represents another, especially when objects have

	<p>understand their own thinking may be different from others).</p> <ul style="list-style-type: none"> • Demonstrates sense of self as an individual, e.g. wants to do things independently, say's "No" to adult. • 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, 	<p>juice').</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Shows awareness of what a potty or toilet is used for. • Shows a desire to help with dressing/undressing and hygiene routines. 	<p>connect to forming symbols which can communicate meaning.(See roots of mark-making and handwriting in Playing and exploring and Physical Development).</p>	<p>sequence of actions with daily routines.</p> <ul style="list-style-type: none"> • Beginning to understand that things might happen 'now'. 	<p>sights and actions, e.g. when an adult demonstrates an action toy several times.</p> <ul style="list-style-type: none"> • Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them. 	<p>characteristics in common.</p>
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Summer 1 16-26 months	Personal, Social and Emotional Development	Communication and Language	Physical Development	Literacy	Mathematics	Understanding of the world	Expressive Arts and Design
<p>National's Children Gardening Week Nature</p> <ul style="list-style-type: none"> • Bugs • Bug hotel • Using magnifying glasses <p>Transitions</p> <p>St. George's Day</p> <p>Outdoor</p> <ul style="list-style-type: none"> • Owls • Allotment <p>Observing the changes and growing process</p> <ul style="list-style-type: none"> • Chickens 	<ul style="list-style-type: none"> •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. • 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. 	<ul style="list-style-type: none"> •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. •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.'). •Copies familiar expressions, e.g. 'Oh dear', 'All gone'. •Beginning to put two words together (e.g. 'want ball', 'more 	<ul style="list-style-type: none"> •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. •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. 	<ul style="list-style-type: none"> • Interested in books and rhymes and may have favourites. <p>Children's later writing is based on skills and understandings which they develop as babies and toddlers. Before they can write, they need to learn to use spoken language to communicate. Later they learn to write down the words they can say. (See the roots of Writing in Communication and language). Early mark-making is not the same as writing. It is a sensory and physical experience for babies and toddlers, which they do not yet connect to forming symbols which can communicate</p>	<ul style="list-style-type: none"> •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. •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. 	<p>Is curious about people and shows interest in stories about themselves and their family.</p> <ul style="list-style-type: none"> •Enjoys pictures and stories about themselves, their families and other people. •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. •Anticipates repeated sounds, sights and actions, e.g. when an adult 	<ul style="list-style-type: none"> •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. •Expresses self through physical action and sound. •Pretends that one object represents another, especially when objects have characteristics in common.

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Summer 2 16-26 months	Personal, Social and Emotional Development	Communication and Language	Physical Development	Literacy	Mathematics	Understanding of the world	Expressive Arts and Design
<p>Father's Day</p> <p>Eid</p> <p>Queen's Birthday</p> <p>Going on Holiday</p> <ul style="list-style-type: none"> • Pools (water play) • Beach (Sand play) • Different type of transports <p>Outdoor</p> <ul style="list-style-type: none"> • Owls • Allotment <p>Harvesting Chickens</p>	<ul style="list-style-type: none"> •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. • 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 	<ul style="list-style-type: none"> •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. •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.'). •Copies familiar expressions, e.g. 'Oh dear', 'All gone'. •Beginning to put two words together (e.g. 'want ball', 'more juice'). •Uses different 	<ul style="list-style-type: none"> •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. •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 	<ul style="list-style-type: none"> • Interested in books and rhymes and may have favourites. <p>Children's later writing is based on skills and understandings which they develop as babies and toddlers. Before they can write, they need to learn to use spoken language to communicate. Later they learn to write down the words they can say. (See the roots of Writing in Communication and language). Early mark-making is not the same as writing. It is a sensory and physical experience for babies and toddlers, which they do not yet connect to forming symbols</p>	<ul style="list-style-type: none"> •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. •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 	<p>Is curious about people and shows interest in stories about themselves and their family.</p> <ul style="list-style-type: none"> •Enjoys pictures and stories about themselves, their families and other people. •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. •Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times. •Shows interest 	<ul style="list-style-type: none"> •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. •Expresses self through physical action and sound. •Pretends that one object represents

	<p>be different from others).</p> <ul style="list-style-type: none"> • Demonstrates sense of self as an individual, e.g. wants to do things independently, say's "No" to adult. • 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 	<p>types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot).</p> <ul style="list-style-type: none"> • Beginning to ask simple questions. • Beginning to talk about people and things that are not present. 	<p>toilet is used for.</p> <ul style="list-style-type: none"> • Shows a desire to help with dressing/undressing and hygiene routines. 	<p>which can communicate meaning. (See roots of mark-making and handwriting in Playing and exploring and Physical Development).</p>	<p>things might happen 'now'.</p>	<p>in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them.</p>	<p>another, especially when objects have characteristics in common.</p>
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