

This is an extract from ‘What to expect, when?’ The full document can be accessed via the link on our website.

22 - 36 months: You might notice that...

Personal, Social and Emotional Development	Physical Development	Communication and Language
<p>Making relationships</p> <ul style="list-style-type: none"> • I watch what other children are doing before I join in with them. • I will go to grown ups I know when I want a cuddle, when I am upset and /or when I am excited. • I am beginning to make friends. <p>Self confidence and self awareness</p> <ul style="list-style-type: none"> • I can say “goodbye” to you when I have a grown up I know to help me. • I can show you what I want to play with, eat and/or wear. <p>Managing feelings and behaviour</p> <ul style="list-style-type: none"> • I will go to a grown up I know when I’m feeling sad, scared or worried. • I will do or say something when someone I know looks sad, cross, scared or worried. • I know that if I take my friend’s toy or shout at them they might get upset or cross. • I will give my friend a hug if they are upset. • I can sometimes stop myself from doing something that I know I shouldn’t do. • Sometimes I choose to play with toys I like to stop me from feeling upset. • I can follow simple routines to help me do things by myself. • If you tell me what to do, rather than “no” I am able to do it. 	<p>Moving and handling</p> <ul style="list-style-type: none"> • I can run without bumping into things or tripping up. • I can squat down on my knees to play and can get up without using my hands. • I can climb up a ladder on a small slide or climbing frame or onto a sofa or armchair. • I can kick a large ball. • I can turn the pages in a book. Sometimes I might turn over more than one page at a time. • I can hold a small jug and pour my own drink • I can hold a chunky crayon, pencil, pen or paint brush and makes lines that go across, up and down or round and round. • When I walk up and down stairs or steps I hold onto the hand rail and move one foot at a time on to the next step until both my feet are on. Then I do the same to get to the next step. <p>Health and self care</p> <ul style="list-style-type: none"> • I am beginning to choose to hold objects in one hand more than in the other. • I can hold a spoon to pick up my food and put it into my mouth to feed myself. • I can drink from a cup with no lid and not spill my drink as I put the cup to my mouth. • I can tell you when I need to use the potty or toilet. • I know how far I can climb up the stairs, the slide or the climbing frame on my own before I need to ask you for help. • I can put on my hat, unzip my coat and take off my unfastened shoes/boots and cardigan/shirt by myself • I am beginning to be able to wash and dry my hands by myself. • I am beginning to be able to sit on a potty or toilet by myself. • I can use a set of steps to help me reach the sink or toilet by myself. 	<p>Listening and attention</p> <ul style="list-style-type: none"> • I listen to stories when you make different noises or use different voices as you read to me. • I can recognise sounds by finding or going to the thing or place. • I join in with singing songs and rhymes. • I stop what I am doing, look at you and listen to you when you say my name. <p>Understanding</p> <ul style="list-style-type: none"> • When you ask questions like “Who’s jumping?” or “Who’s sleeping?” I can point to the right picture to show you that I understand action or “doing” words. • I understand longer instructions or questions such as “Put the bricks away and then we’ll read a book”. • I can show you that I understand “who”, “what” and “where” when you use short questions such as “Who’s that?”, “What’s that?” or “Where is?” as we look at pictures in a book or play with toys. • I can point to the right picture or object to show that I understand describing words such as “big” or “small”. <p>Speaking</p> <ul style="list-style-type: none"> • I can use simple sentences with 3-4 words to talk about what I am doing or what is happening. • When I am talking with you, I talk about lots of different things – what I am doing, what I like or what I have done. • I use objects and gestures to help me explain what I mean when I am talking. • I can ask questions such as “what”, “where” and “who” when I am sharing a book or playing with toys. • I am beginning to use word endings, such as “I am going” instead of “I go” and plurals, such as “babies” when talking about more than one object or person.

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Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>Reading</p> <ul style="list-style-type: none"> I have some favourite rhymes and songs. When you read my favourite stories I can join in with words and phrases that appear over and over again. I can tell you the missing word or phrase in stories and rhymes that I know really well, such as "Humpty Dumpty sat on a" <p>Writing</p> <ul style="list-style-type: none"> I can tell you about the different marks I make in my writing and drawing. I can hold a chunky crayon, pencil, pen or paint brush and makes lines that go across, up and down or round and round. I can draw lines that go across, up and down, round and round and pictures to show numbers and amounts. 	<p>Numbers</p> <ul style="list-style-type: none"> I can give you the right number of objects from a collection when you say "please give me one", "please give me two". I can say some number names in order. I can draw lines that go across, up and down, round and round and pictures to show numbers and amounts. I can show you which group of toys or plate of food has "more". I can use words like "more" and "a lot" to describe amounts of objects. I know that if I add a toy to a collection or some food to my plate I have more and if I take something away I don't have as much. <p>Shape, space and measure</p> <ul style="list-style-type: none"> I can point to shapes and patterns in pictures and clothes. I can sort a collection of objects so that ones that are the same shape or size are altogether. I can use words such as "big" and "little" to describe toys, clothes and pictures in a book. I know the order of things that happen every day (such as I get out of bed, I have my breakfast, I get dressed) and can tell you what happens next. 	<p>People and communities</p> <ul style="list-style-type: none"> I can recognise photos of my friends, family and other special people and tell you who they are. I can use my toys to pretend familiar, everyday routines, such as cooking or looking after a baby. I am beginning to make friends. I can talk about how I am the same and different from other people based on my familiar experiences, such as what I like to eat or what clothes I wear. <p>The world</p> <ul style="list-style-type: none"> I can play with toys such as toy cars, trains, animals and people and talk about what happens as I play with them. I can talk about what I see when I play outside, such as splashing in puddles or digging in the mud. <p>Technology</p> <ul style="list-style-type: none"> I can switch electronic toys on, such as a torch or remote control car, and know how to press buttons or switches to make something happen. I can make toys, such as a wind up toy, move. 	<p>Exploring and using media and materials</p> <ul style="list-style-type: none"> I join in with singing my favourite songs and rhymes. I can explore the different sounds I can make using musical instruments or everyday objects such as spoons, pots and plastic bowls. I join in with dancing to songs and when I hear musical instruments being played. I can explore what happens when I use different types of paint, pens, pencils, crayons, paper, glue and children's scissors. <p>Being imaginative</p> <ul style="list-style-type: none"> I can tell you what the different marks I make in my drawings are. I can use toys and clothes to pretend familiar, everyday routines, such as cooking or looking after a baby or play out pretend roles that I am interested in, such as being a fire fighter or a princess.



Notes

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Personal, Social and Emotional Development

Making relationships

- Make dens from sheets and blankets that I can play in with you or my friends.

Self confidence and self awareness

- Make a box with different things in it, like glue and different types of paper, that I can choose from when I'm making a picture or model from boxes.

Managing feelings and behaviour

- Talk to me about the order I need to do things in, like brushing my teeth or getting ready for bed.

Communication and Language

Listening and attention

- Use sock puppets or toy people or animals when you're sharing one of my favourite stories or songs with me.

Understanding

- When we're making a sandwich together tell me what you are doing so I know what to do.

Speaking

- When we're playing with things, use new words to describe what I'm doing with them or to tell me what they are called.



Physical Development

Moving and handling

- Play ball games with me.
- Give me lots of ribbons that I can wave around me.
- Let me try and dress my teddy or doll with different types of clothes, like coats, jumpers and dresses, and different types of fastenings, like buttons, Velcro and zips.

Health and self care

- Let me help get lunch ready by cutting the cheese or bananas.

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Mathematics

Numbers

- Make skittles with me from plastic bottles. Play games where we have to keep a score of how many skittles we've knocked down.
- Sing counting rhymes with me like "Five Little Men in a Flying Saucer" or "1,2,3,4,5 Once I Caught a Fish Alive".

Shape, space and measure

- Let me sort the clothes so that I put all the ones with the same pattern or colour like red, spotty or stripy, together.

Exploring and using media and materials

- Let me explore the different sounds I can make with everyday things like spoons, pots and plastic bowls.
- Make a box with paper, glue, scissors and crayons that I can use to make pictures.

Being imaginative

- Let me dress up using grown ups' clothes, pieces of fabric, hats and bags so that I can pretend to be somebody else.

Understanding the World

People and communities

- Let me taste food from different countries and cultures.

The world

- Let me explore bubbles, windmills or streamers when it's windy.
- Let me use toy cars, buses or trains to make up stories about going to the supermarket, going on holiday or going to nursery.

Technology

- Let me press buttons on things like torches or remote control cars to see what happens.

Literacy

Reading

- I like to turn the pages in books – let me.
- Let me use my toys to help me tell you stories that we've shared.
- When you read me stories that I know really well, stop at different parts and let me tell you the missing word.
- Let me explore lots of books from the library or nursery with my friends and on my own.

Writing

- Draw and paint with me and tell me what you're doing.
- When you're writing lists or filling in forms let me have my own paper or forms so that I can make my own marks.

Resources to help:

www.booktrust.org.uk/resources, www.literacytrust.org.uk/early_years
www.thecommunicationtrust.org.uk, www.readongeton.org.uk

