

**8-26 months** | Child's Name \_\_\_\_\_ Key Worker's Name \_\_\_\_\_

PSED	<b>Making relationships</b>	<b>Self-confidence and self-awareness</b>	<b>Ma</b>
8 – 20 months	<ul style="list-style-type: none"> <li>Seeks to gain attention in a variety of ways, drawing others into social interaction.</li> <li>Builds relationships with special people.</li> <li>Is wary of unfamiliar people.</li> <li>Interacts with others and explores new situations when supported by familiar person.</li> <li>Shows interest in the activities of others and responds differently to children and adults, e.g. may be more interested in watching children than adults or may pay more attention when children talk to them.</li> </ul>	<ul style="list-style-type: none"> <li>Enjoys finding own nose, eyes or tummy as part of naming games.</li> <li>Learns that own voice and actions have effects on others.</li> <li>Uses pointing with eye gaze to make requests, and to share an interest.</li> <li>Engages other person to help achieve a goal, e.g. to get an object out of reach.</li> </ul>	<ul style="list-style-type: none"> <li>Uses familiar ad</li> <li>'emotional refuel</li> <li>Growing ability</li> <li>Cooperates wit</li> <li>Beginning to u</li> </ul>
16 – 26 months	<ul style="list-style-type: none"> <li>Plays alongside others.</li> <li>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.</li> <li>Plays cooperatively with a familiar adult, e.g. rolling a ball back and forth.</li> </ul>	<ul style="list-style-type: none"> <li>Explores new toys and environments, but 'checks in' regularly with familiar adult as and when needed.</li> <li>Gradually able to engage in pretend play with toys (support child to understand their own thinking may be different from others).</li> <li>Demonstrates sense of self as an individual, e.g. wants to do things independently, says "No" to adult.</li> </ul>	<ul style="list-style-type: none"> <li>Is aware of oth</li> <li>excited if hears a</li> <li>Growing sense</li> <li>frustration which</li> <li>Responds to a</li> <li>Begins to learn</li> <li>things belong to</li> </ul>
CAL	<b>Listening and attention</b>	<b>Understanding</b>	
8 – 20 months	<ul style="list-style-type: none"> <li>Moves whole bodies to sounds they enjoy, such as music or a regular beat.</li> <li>Has a strong exploratory impulse.</li> <li>Concentrates intently on an object or activity of own choosing for short periods.</li> <li>Pays attention to dominant stimulus – easily distracted by noises or other people talking.</li> </ul>	<ul style="list-style-type: none"> <li>Developing the ability to follow others' body language, including pointing and gesture.</li> <li>Responds to the different things said when in a familiar context with a special person (e.g. 'Where's Mummy?', 'Where's your nose?').</li> <li>Understanding of single words in context is developing, e.g. 'cup', 'milk', 'daddy'.</li> </ul>	<ul style="list-style-type: none"> <li>Uses sounds in play</li> <li>Uses single words.</li> <li>Frequently imitates</li> <li>Enjoys babbling and</li> <li>communicate for a ra</li> <li>Uses pointing with e</li> <li>Creates personal w</li> </ul>
16 – 26 months	<ul style="list-style-type: none"> <li>Listens to and enjoys rhythmic patterns in rhymes and stories.</li> <li>Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations.</li> <li>Rigid attention – may appear not to hear.</li> </ul>	<ul style="list-style-type: none"> <li>Selects familiar objects by name and will go and find objects when asked, or identify objects from a group.</li> <li>Understands simple sentences (e.g. 'Throw the ball.')</li> </ul>	<ul style="list-style-type: none"> <li>Copies familiar expr</li> <li>Beginning to put tw</li> <li>Uses different types</li> <li>sleep, hot).</li> <li>Beginning to ask sir</li> <li>Beginning to talk ab</li> </ul>
PD	<b>Moving and handling</b>		
8 – 20 months	<ul style="list-style-type: none"> <li>Sits unsupported on the floor.</li> <li>When sitting, can lean forward to pick up small toys.</li> <li>Pulls to standing, holding on to furniture or person for support.</li> <li>Crawls, bottom shuffles or rolls continuously to move around.</li> <li>Walks around furniture lifting one foot and stepping sideways (cruising), and walks with one or both hands held by adult.</li> <li>Takes first few steps independently.</li> <li>Passes toys from one hand to the other.</li> <li>Holds an object in each hand and brings them together in the middle, e.g. holds two blocks and bangs them together.</li> <li>Picks up small objects between thumb and fingers.</li> <li>Enjoys the sensory experience of making marks in damp sand, paste or paint.</li> <li>Holds pen or crayon using a whole hand (palmar) grasp and makes random marks with different strokes.</li> </ul>		<ul style="list-style-type: none"> <li>Opens n</li> <li>Holds o</li> <li>Grasps</li> <li>Attempt</li> <li>Can act</li> <li>Starts to</li> </ul>
16 – 26 months	<ul style="list-style-type: none"> <li>Walks upstairs holding hand of adult.</li> <li>Comes downstairs backwards on knees (crawling).</li> <li>Beginning to balance blocks to build a small tower.</li> <li>Makes connections between their movement and the marks they make.</li> </ul>		<ul style="list-style-type: none"> <li>Develop</li> <li>Willing t</li> <li>Holds c</li> <li>Clearly c</li> <li>Shows s</li> <li>Shows s</li> <li>Shows s</li> </ul>
Literacy	<b>Reading</b>	<b>Writing</b>	

8 – 20 months	<ul style="list-style-type: none"> <li>• Handles books and printed material with interest.</li> </ul>		
16 – 26 months	<ul style="list-style-type: none"> <li>• Interested in books and rhymes and may have favourites.</li> </ul>		
<b>Maths</b>	<b>Numbers</b>	<b>Shape, space and measures</b>	
8 – 20 months	<ul style="list-style-type: none"> <li>• Develops an awareness of number names through their enjoyment of action rhymes and songs that relate to their experience of numbers.</li> <li>• Has some understanding that things exist, even when out of sight.</li> </ul>		<ul style="list-style-type: none"> <li>• Recognises big things and small things.</li> <li>• Gets to know and enjoy day and night and bedtime.</li> </ul>
16 – 26 months	<ul style="list-style-type: none"> <li>• Knows that things exist, even when out of sight.</li> <li>• Beginning to organise and categorise objects, e.g. putting all the teddy bears together or teddies and cars in separate piles.</li> <li>• Says some counting words randomly.</li> </ul>		<ul style="list-style-type: none"> <li>• Attempts, sometimes successfully, to fit objects together in puzzles.</li> <li>• Uses blocks to create their own structures.</li> <li>• Enjoys filling and emptying containers.</li> <li>• Associates a sequence of actions with a single object.</li> <li>• Beginning to understand that objects can be used in different ways.</li> </ul>
<b>UW</b>	<b>People and communities</b>	<b>The world</b>	
8 – 20 months		<ul style="list-style-type: none"> <li>• Closely observes what animals, people and vehicles do.</li> <li>• Watches toy being hidden and tries to find it.</li> <li>• Looks for dropped objects.</li> <li>• Becomes absorbed in combining objects, e.g. banging two objects or placing objects into containers.</li> <li>• Knows things are used in different ways, e.g. a ball for rolling or throwing, a toy car for pushing.</li> </ul>	
16 – 26 months	<ul style="list-style-type: none"> <li>• Is curious about people and shows interest in stories about themselves and their family.</li> <li>• Enjoys pictures and stories about themselves, their families and other people.</li> </ul>	<ul style="list-style-type: none"> <li>• Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking.</li> <li>• Remembers where objects belong.</li> <li>• Matches parts of objects that fit together, e.g. puts lid on teapot.</li> </ul>	<ul style="list-style-type: none"> <li>• Anticipates actions of adult and other people.</li> <li>• Shows interest in mechanical toys.</li> </ul>
<b>EAD</b>	<b>Exploring and using media and materials</b>		<b>Being imaginative</b>
8 – 20 months	<ul style="list-style-type: none"> <li>• Explores and experiments with a range of media through sensory exploration, and using whole body.</li> <li>• Move their whole bodies to sounds they enjoy, such as music or a regular beat.</li> <li>• Imitates and improvises actions they have observed, e.g. clapping or waving.</li> </ul>		
16 – 26 months	<ul style="list-style-type: none"> <li>• Begins to move to music, listen to or join in rhymes or songs.</li> <li>• Notices and is interested in the effects of making movements which leave marks.</li> </ul>		<ul style="list-style-type: none"> <li>• Expresses self through actions and movements.</li> <li>• Pretends that one object can be used in different ways.</li> <li>• Notices that objects have characteristics in common.</li> </ul>

