**Self-Care and independence**

Feeds self completely with a spoon, controlled biting on a biscuit. Chews with lips closed.

Lifts open cup and drinks well without spilling and replaces cup on table without difficulty. Asks for food or drink.

Usually attempts to verbalise toileting needs in reasonable time but still unreliable.

Develop counting-like behaviour, such as making

sounds, pointing or saying some

numbers in sequence and

respond to words like ‘lots,

more’.

Notice patterns and arrange things in patterns for

example lining up toys.

walk around furniture, lifting one foot and stepping sideways.

explore walking

independently.

watch the body language and facial

expressions of other people to understand their meaning.

use single

words and simple sounds when I am playing.

play by   
 myself and   
 also alongside others.

pull myself   
 up to a   
 standing position.

assert my own likes and dislikes and make choices.

repeat familiar   
 expressions I have heard.

concentrate on an activity

I have   
 chosen   
 for short lengths of time.

walks upstairs using an adult's hand or handrail for support.

explore experiences of nature in the world around me.

use words to communicate meaning for a variety of purposes and put

two words together.

communicate my toileting needs.

manipulate objects using one or both of my hands.

hold finger foods and use

a cup, bottle or spoon to eat

and drink with greater independence.

recognise simple boundaries set by adults.

explore the sensory

experience of mark-making in

a variety of

different materials.

join in with my favourite songs, rhymes and stories.

crawl on my hands and knees.

notice the effect of my actions on

materials and resources.

make connections   
 between my   
 movements and

the marks I make using mark-making

materials.

respond to my own name.

use the support of a familiar adult to explore new or   
 challenging situations.

take comfort from a comforter, familiar

adult or routines to soothe myself.

engage   
 with another person to help

me achieve a goal.

cooperate with care-giving tasks,

such as dressing or toileting.

understand some simple instructions or sentences and   
 ask questions.

say some counting and number words.

show awareness of how others are feeling and show empathy towards

them.

listen to the rhythmic patterns in spoken

rhymes and stories.

show  
curiosity and interest

in stories

about people, animals or

objects.

express how I am

feeling to a familiar

adult.

build relationships

with people who are

special to me.

express strong feelings and emotions using actions and some words.

**One to Two-Year-Olds**