

30 - 50 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 can play in a group with my friends. I can make up ideas for things to do and games to play. • I will ask my friends to play with me. • I can watch what my friends are doing and join in with them. • I talk to and make friends with other children and grown ups I know. <p>Self confidence and self awareness</p> <ul style="list-style-type: none"> • I choose the toys I want to play with and what I want to do with them with help from a grown up. • I like it when you say things like “well done for eating all your dinner” or “thank you for putting the toys away” • I like helping you when you are busy, like putting some shopping away or matching my socks together. • I am beginning to talk to grown ups I don’t know when you are there. I will join in new things when you are with me. • When we are playing, I will chat to my friends about you and our family. • I can ask grown ups for help when I need it. <p>Managing feelings and behaviour</p> <ul style="list-style-type: none"> • I know when I am sad or cross and that if I shout or say unkind things I might make my friends sad or worried too. • I know that sometimes my friends will want to have the toys I am playing with and need help from a grown up to help me share these with them. • I am beginning to understand that when you are busy I can’t always have everything I want, when I want it. • I know that sometimes I can’t do things I want to do, like running around in the supermarket or jumping up and down on your friend’s sofa with my muddy boots on. 	<p>Moving and handling</p> <ul style="list-style-type: none"> • I like running, walking, jumping, hopping, skipping and moving around in lots of different ways. • I can go up and down stairs and steps like a grown up, using one foot per step. • I can carry something I like carefully downstairs, usually stopping with two feet on each step. • I can run around, stopping, changing direction and slowing down so that I don’t bump into things. • When you show me how to stand on just one foot, I can copy you, just for a second without falling over. • I can catch a large ball when you throw it to me. • I can wave my arms or ribbons to make up and down lines and circles in the air. • I can use child scissors to make snips in paper. • I can hold my pencil near the top, like a grown up, using my thumb and two fingers, not my whole hand. • I can make the lines and marks that I want with a pencil. • When you write my name, I can copy some of the letters by myself on my piece of paper. <p>Health and self care</p> <ul style="list-style-type: none"> • I can tell you when I am hungry and want something to eat or when I am tired and want to have a sleep. • I notice that when I am running, I get hot and I pant a bit. • I understand that I have to be careful when I am using children’s scissors to snip or my knife to spread jam. • Most of the time, I remember to go to the toilet in time and I wipe myself. • I can wash and dry my own hands. • When you help me and hold out my coat, I can put it my arms in and I can do the zip up when you start it. I can pull my own trousers up too. 	<p>Listening and attention</p> <ul style="list-style-type: none"> • When I like what they are talking about, I listen to my friends. • I listen to the stories you tell me and I talk about them later. • When you read me stories, I join in with my favourite bits, like “Who’s been sleeping in my bed?” when we are reading Goldilocks and the Three Bears. • I can join in with my favourite rhymes and stories with you and guess what will happen next. • I stop what I am doing and listen when I hear you talk to me, or I hear the door bell ring. • When you ask me to do something like “Come and put your coat on”, I will do it if I am not really busy playing. <p>Understanding</p> <ul style="list-style-type: none"> • When you ask me questions like “What do we need to cut the bread?” I know it’s a knife. • When we are playing and you ask me to “Put teddy under the blanket” or “Put the car on top of the garage” I know what you mean and I can do it by myself. • I can help you when you ask me to put something away or get something like “Put your shoes in the basket, please” • I am beginning to understand when you ask me questions like “How can we mop up the juice?” and “Why do you want to wear your boots today?”

Speaking

- I am beginning to use longer sentences with words like "because" and "and" like "I cried, I did, because I banged my foot"
- I can tell you about something that happened yesterday, like "remember when we went to the park and had a green apple and came home".
- I ask lots of questions and answer your questions too.
- I can talk about what we are doing now, and what might happen later or tomorrow.
- When I talk to you, sometimes I talk like a grown up to make myself clear, like "I really, really need the toilet now".
- I can use lots of words about things that interest me, like "diplodocus" and "brontosaurus" and I like to learn lots of new words.
- I pretend about things when I am playing, like using my coat on my head "this is my magic flying cape".



Notes

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>Reading</p> <ul style="list-style-type: none"> • I like singing nursery rhymes and songs. • I can join in with rhymes and I recognise when words start the same, like 'big boat' and 'tall tower'. • I can clap my hands to match the sounds in words, like 2 claps for "he-llo". • I can listen and join in when we read books and sing rhymes. • I can join in with my favourite stories and guess what will happen next. • I know that stories have beginnings and endings and sometimes I guess how the story will end. • I can listen to longer stories and talk about them. • I can talk about the places and people in stories and the important things that are happening. • I like to look at the pictures and words in books. I can show you words when we are outdoors. • I can recognise my own name and words that are special to me, like "mummy" and my favourite shops and foods. • I hold the book the right way up and turn the pages carefully when I look at it on my own. • I know that books can tell me things like the names of cars I am interested in. • I know that the words in the book tell me things and where the words start on the page. 	<p>Numbers</p> <ul style="list-style-type: none"> • I can use some number names and words like "more than" and "fewer than", when I am playing. • I can say numbers in order from 1 to 10. • I know that numbers tell me how many things there are altogether, like 8 biscuits on a plate. • I use my fingers, pictures or marks to show you how many things there are. • Sometimes I can match a numeral to the right number of things, like "3" to three balls. • I am interested in numbers and I talk about them and ask you questions. • I know when there are the same number of things, like 2 cakes, one for you and one for me. • I show I am interested in playing with numbers when I share things out in different ways, like putting my 10 farm animals in 2 fields and then in 3 fields and I am beginning to know there are still 10 animals. • I talk about the numbers I see when we are outdoors. • I am interested in making marks and calling them numbers. • I know that I can count claps and jumps as well as things like apples and buses and dinosaurs. 	<p>People and communities</p> <ul style="list-style-type: none"> • I am interested in the grown ups I know and talk about where they live and what they do. • I can remember times that are special to me and talk about them, like the first day I got my scooter. • I can talk about people and times that are special to me and my family and friends, like "remember the party when we had fireworks and big bangs". • I am interested in the different jobs that grown ups do, like fire fighters and doctors. • I know that I am special and some things that I do are the same as my friends and some things are different. I might say things like "I don't eat meat" and "I go to the same swimming pool as my friends". <p>The world</p> <ul style="list-style-type: none"> • I can talk about my home and the places that I know like the park, the shops and the library. Sometimes I ask questions about the animals and trees I see. • I can talk about plants and animals that interest me, like next door's dog that barks and the really tall tree in the park. • I talk about why things happen and how things work, like "where does all the bathwater go when it goes down the plughole?" • I am beginning to notice changes in things, when bananas turn black when they stay in the bowl for too long or the flowers in the park getting bigger. • I know that we have to be careful with animals and plants and remember not to pick the flowers or to stroke the cat gently. 	<p>Exploring and using media and materials</p> <ul style="list-style-type: none"> • I like joining in with dancing and ring games. • I can sing some familiar songs. • I am beginning to move with rhythm, especially when I hear music I like. • I can tap out simple repeated rhythms, especially to songs and rhymes I like. • I can make lots of noises with different things, like banging a spoon on my plate or popping bubble wrap. • I can mix paints together to make new colours. • I know that I can join up lines on paper to make different shapes and I use these shapes to make things I know, like a face or a door. • I like to find out more and talk about things that feel different, like the soft duvet cover or the shiny saucepan. • I can use all sorts of building toys and empty cardboard boxes to make things. • I make lines and piles of blocks, joining the pieces together to make things like houses and car parks. • I know that I can use tools like scissors, spoons and hammers to do different things.

Writing

- Sometimes I can tell you about my drawings and paintings and what my writing means.
- When I see your writing, I tell you what I think it means, like the shopping list says "beans and chips and ice cream".
- I can make the lines and marks that I want with a pencil.
- When you write my name, I can copy some of the letters by myself on my piece of paper.

Shape, space and measure

- I like lining up shapes and fitting shapes and different things into boxes.
- I see shapes when we are outdoors, like square windows and triangle and circle shapes in road signs.
- I can use words like "under", and "next to" to describe where things are.
- I choose to play with different sorts of building sets and talk about what I am making.
- When I am doing puzzles, I look at the missing shapes to see what could fit.
- I am beginning to use words like "round" and "straight" when I talk about the shapes I see.

Technology

- I know how to operate simple equipment. I can turn on the DVD player and use remote controls.
- I like toys with knobs and touch screens and real objects like cameras or mobile phones.
- I can make toys move or the sound or picture images on toys work by pressing switches or touching the screen.
- I know that I can find out things that interest me from the computer, mobile phone or tablet.

Being imaginative

- I am beginning to like some things more than others and sometimes I might like painting and drawing more than dancing or singing.
- I move around in different ways when I am happy or excited, sometimes I dance and jump up and down when I hear music.
- I sing to myself and I change songs I know to make up my own songs and rhythms.
- I notice the things that you do, like cooking and cleaning and I pretend to do the same.
- When something special has happened to me, I pretend play it happening, like feeding the new baby or my first swimming lesson.
- When I am playing with my toys, I make up stories like superheroes rescuing people from a building or animals eating grass.
- I use ordinary things and pretend they are something else, like a spoon is a fire hose and my bricks are fish fingers and chips.
- When we have done something exciting, I like to draw or paint a picture or make up a dance or song/rhyme.

Notes

30 - 50 months: How can you help me with my learning?

Personal, Social and Emotional Development

Making relationships

- Let me build things with my friends using big cardboard boxes and pieces of fabric.

Self confidence and self awareness

- Let me help you match the socks together.

Managing feelings and behaviour

- Let me dress up and pretend to be a nurse, doctor, firefighter, mum or dad.
- Explain to me why I cannot do things like run around the supermarket.

Communication and Language

Listening and attention

- Play listening games with me like "Simon Says...." Where I have to copy an action or "Ready, Steady, Go" where I have to wait to push the ball or car.
- Make up silly sentences with me where each word begins with the same sound as at the start of my name.

Speaking

- Talk to me about things we did or places that we went to yesterday.

Understanding

- When I'm helping you to make the lunch, ask me questions like "What do I need to cut the apple?" or "What do I need to pour your milk / water into?" so that I can find you the thing we need.
- When we're tidying up give me simple instructions like "Put your shoes in the basket" or "Put the remote control on the sofa."



Physical Development

Moving and handling

- Let me practice using children's scissors to cut dough, cooked spaghetti or paper.
- Make an obstacle course in the park or garden where I have to run around benches or chairs, crawl under a blanket and crawl through a cardboard box.

Health and self care

- Make sure I brush my teeth twice a day.

Mathematics

Numbers

- Make a train shed with numbers on so that I can match my trains into the shed with the same number on.
- Put numbers on a skittles game made from plastic bottles. Ask me what number was on the bottle I knocked down.

Shape, space and measure

- Let me build from cardboard boxes or wooden bricks. Use words like “long” or “tall” to describe my model.
- Go on a shape walk inside or outside to find things which are the same like “circles” or “spheres”.

Understanding the World

People and communities

- Take me out to different places where we live, like the fire station or the library.

The world

- Let me explore mud, rain or snow.
- Plant seeds with me in a pot or in the garden.

Technology

- Let me press buttons, like on the pelican crossing or the doorbell at our friend’s house, to see what happens.

Expressive Arts and Design

Exploring and using media and materials

- Let me use my paints to mix up my own colours.

Being imaginative

- Help me to use some of my toys to make up a story.
- Give me pieces of material to make a cape or a big cardboard box to make a spaceship when I’m pretending to be somebody else or going on an adventure.

Literacy

Reading

- Read signs to me when we are out and about.
- Let me read and share my books with you.
- Let me choose my own books when we go to the library.
- Set up a pretend shop where I can read the labels on the packets and boxes.
- Read a recipe to me as we’re making dough.
- Borrow a story sack from nursery for us to investigate, read, and make up stories.

Writing

- Tell me what you’re writing as you write a shopping list.
- Make a name card for my bedroom door or a placemat with my name on. Let me use these to help me try to write my name by myself.

Resources to help:

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

