PSED 16-26 months

Making relationships

Observing how a child is learning

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.

Making relationships-What adults could do

Involve all children in welcoming and caring for one another.
Give your full attention when young children look to you for a response.
Enable children to explore by providing a secure base for them.
Help young children to understand the feelings of others by labelling emotions such as sadness or happiness.

Making relationships-What adults could provide

Play name games to welcome children to the setting and help them get to know each other and the staff.
Regularly evaluate the way you respond to different children.
Ensure there are opportunities for the child to play alongside others and play cooperative games with a familiar adult.
Provide matching items to encourage adult and child to mimic each other in a cooperative game. e.g. two identical musical instruments.

Self-confidence and self-awareness

Observing how a child is learning

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. wants to do things independently, says "No" to adult.

Self-confidence and self-awareness-What adults could do

Make sure the child can explore from the secure, close-by presence of their key person.
Model pretend play.
Share children's pleasure when they do something for themselves.

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Self-confidence and self-awareness-What adults could provide

Making choices is important for all children. Consider ways in which you provide for children with disabilities to make choices, and express preferences about their carers and activities.
Display photographs of carers, so that when young children arrive, their parents can show them who will be there to take care of them.
Share with children photographs of their activities, talking with them about what they did and how they felt.

Managing feelings and behaviour

Observing how a child is learning

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.

Managing feelings and behaviour-What adults could do

Help young children to label emotions such as sadness or happiness, by talking to them about their own feelings and those of others.
Be aware of and alert to possible dangers, while recognising the importance of encouraging young children's sense of exploration and risk-taking.
Reduce incidents of frustration and conflict by keeping routines flexible so that young children can pursue their interests.

Managing feelings and behaviour-What adults could provide

Choose books and stories in which characters help and support each other.
Duplicate some materials and resources to reduce conflict, e.g. two tricycles or two copies of the same book.

CL 16-26 months

Listening and attention

Observing how a child is learning

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.

Listening and attention-What adults could do

Encourage young children to explore and imitate sound.
Talk about the different sounds they hear, such as a tractor's "chug chug" while sharing a book.

Listening and attention-What adults could provide

Collect resources that children can listen to and learn to distinguish between. These may include noises in the street, and games that involve guessing which object makes a particular sound

Understanding

Observing how a child is learning

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.'*)

Understanding-What adults could do

Be aware that young children's understanding is much greater than their ability to express their thoughts and ideas.
Recognise young children's competence and appreciate their efforts when they show their understanding of new words and phrases.

Understanding-What adults could provide

Plan play activities and provide resources which encourage young children to engage in symbolic play, e.g. putting a 'baby' to bed and talking to it appropriately.
Use pictures, books, real objects, and signs alongside your words.

CL 16-26 months

Speaking

Observing how a child is learning

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 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.

Speaking-What adults could do

Build vocabulary by giving choices, e.g. '*apple or satsuma?'*
Model building sentences by repeating what the child says and adding another word, e.g. child says 'car', say *'mummy's car' or 'blue car'.*
Show children how to pronounce or use words by responding and repeating what they say in the correct way, rather than saying they are wrong.
Accept and praise words and phrases in home languages, saying English alternatives and encouraging their use.
Encourage parents whose children are learning English as an additional language to continue to encourage use of the first language at home.
Support children in using a variety of communication strategies, including signing, where appropriate.

Speaking-What adults could provide

Allow time to follow young children's lead and have fun together while developing vocabulary, e.g. saying '*We're **jumping up**', 'going **down**'.*
Plan to talk through and comment on some activities to highlight specific vocabulary or language structures, e.g. *"You've caught the ball. I've caught the ball. Nasima's caught the ball".*
Provide stories with repetitive phrases and structures to read aloud to children to support specific vocabulary or language structures.

PD 16-26 months

Moving and handling

Observing how a child is learning

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.

Moving and handling-What adults could do

Encourage independence as young children explore particular patterns of movement, sometimes referred to as schemas.
Tell stories that encourage children to think about the way they move.
Treat mealtimes as an opportunity to help children to use fingers, spoon and cup to feed themselves.
Help young children to find comfortable ways of grasping, holding and using things they wish to use, such as a hammer, a paintbrush or a teapot in the home corner.

Moving and handling-What adults could provide

Anticipate young children's exuberance and ensure the space is clear and suitable for their rapid and sometimes unpredictable movements.
Use music to stimulate exploration with rhythmic movements.
Provide different arrangements of toys and soft play materials to encourage crawling, tumbling, rolling and climbing.
Provide a range of wheeled toys indoors and outdoors, such as trundle trikes, buggies for dolls, push carts.
Provide items for filling, emptying and carrying, such as small paper carrier bags, baskets and buckets.
Provide materials that enable children to help with chores such as sweeping, pouring, digging or feeding pets.
Provide sticks, rollers and moulds for young children to use in dough, clay or sand.

PD 16-26 months

Health and self-care

Observing how a child is learning

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 help with dressing/undressing and hygiene routines.

Health and self-care-What adults could do

Encourage efforts such as when a young child offers their arm to put in a coat sleeve.
Be aware of and learn about differences in cultural attitudes to children's developing independence.
Discuss cultural expectations for toileting, since in some cultures young boys may be used to sitting rather than standing at the toilet.
Value children's choices and encourage them to try something new and healthy.

Health and self-care-What adults could provide

Ensure that there is time for young children to complete a self-chosen task, such as trying to put on their own shoes.
Establish routines that enable children to look after themselves, e.g. putting their clothes and aprons on hooks or washing themselves.
Create time to discuss options so that young children have choices between healthy options, such as whether they will drink water or milk.
Place water containers where children can find them easily and get a drink when they need one.

L 16-26 months

Reading

Observing how a child is learning

Interested in books and rhymes and may have favourites.

Reading-What adults could do

Encourage and support children's responses to picture books and stories you read with them.
Use different voices to tell stories and encourage young children to join in wherever possible.

Reading-What adults could provide

Provide CDs of rhymes, stories, sounds and spoken words.
Provide picture books, books with flaps or hidden words, books with accompanying CDs and story sacks.
Provide story sacks for parents to take them home to encourage use of books and talk about stories.

Writing

Observing how a child is learning

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 meaning.(See roots of mark-making and handwriting in Playing and exploring *and* Physical Development*).*

Writing-What adults could do and provide

See Communication and Language

M 16-26 months

Numbers

Observing how a child is learning

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.

Numbers-What adults could do

Use number words in meaningful contexts, e.g. '*Here is your other mitten. Now we have two'.*
Talk to young children about 'lots' and 'few' as they play.
Talk about young children's choices and, where appropriate, demonstrate how counting helps us to find out how many.
Talk about the maths in everyday situations, e.g. doing up a coat, one hole for each button.
Tell parents about all the ways children learn about numbers in your setting. Have interpreter support or translated materials to support children and families learning English as an additional language

Numbers-What adults could provide

Provide varied opportunities to explore *'lots'* and *'few'* in play.
Equip the role-play area with things that can be sorted in different ways.
Provide collections of objects that can be sorted and matched in various ways.
Provide resources that support children in making one-to- one correspondences, e.g. giving each dolly a cup.

Shape, space and measure

Observing how a child is learning

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 things might happen 'now'.

M 16-26 months

Shape, space and measure-What adults could do

Use 'tidy up time' to promote logic and reasoning about where things fit in or are kept.
Talk to children, as they play with water or sand, to encourage them to think about when something is full, empty or holds more.
Help young children to create different arrangements in the layout of road and rail tracks.
Highlight patterns in daily activities and routines.
Help children use their bodies to explore shape, through touching, seeing and feeling shape in art, music and dance.

Shape, space and measure-What adults could provide

Encourage children, when helping with domestic tasks, to put all the pieces of apple on one dish and all the pieces of celery on another for snacks.
Use pictures or shapes of objects to indicate where things are kept and encourage children to work out where things belong.
Provide different sizes and shapes of containers in water play, so that children can experiment with quantities and measures.
Offer a range of puzzles with large pieces and knobs or handles to support success in fitting shapes into spaces.

UW 16-26 months

People and communities

Observing how a child is learning

Is curious about people and shows interest in stories about themselves and their family.
Enjoys pictures and stories about themselves, their families and other people.

People and communities-What adults could do

Help children to learn each other's names, e.g. through songs and rhymes.
Be positive about differences between people and support children's acceptance of difference. Be aware that negative attitudes towards difference are learned from examples the children witness.
Ensure that each child is recognised as a valuable contributor to the group.
Celebrate and value cultural, religious and community events and experiences

People and communities-What adults could provide

Provide opportunities for babies to see people and things beyond the baby room, including the activities of older children.
Collect stories for, and make books about, children in the group, showing things they like to do.
Provide books and resources which represent children's diverse backgrounds and which avoid negative stereotypes.
Make photographic books about the children in the setting and encourage parents to contribute to these.
Provide positive images of all children including those with diverse physical characteristics, including disabilities.

The world

Observing how a child is learning

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.

UW 16-26 months

The world-What adults could do

Talk with children about their responses to sights, sounds and smells in the environment and what they like about playing outdoors.
Encourage young children to explore puddles, trees and surfaces such as grass, concrete or pebbles.

The world-What adults could provide

Develop the use of the outdoors so that young children can investigate features, e.g. a mound, a path or a wall.
Provide a collection of sets of items for children to explore how objects can be combined together in heuristic play sessions.

Technology

Observing how a child is learning

Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times.
Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them.

Technology-What adults could do

Comment on the ways in which young children investigate how to push, pull, lift or press parts of toys and domestic equipment.
Talk about the effect of children's actions, as they investigate what things can do.

Technology-What adults could provide

Have available robust resources with knobs, flaps, keys or shutters.
Incorporate technology resources that children recognise into their play, such as a camera.

EAD 16-26 months

Exploring and using media and materials

Observing how a child is learning

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.

Exploring and using media and materials-What adults could do

Listen with children to a variety of sounds, talking about favourite sounds, songs and music.
Introduce children to language to describe sounds and rhythm, e.g., loud and soft, fast and slow.
Accept wholeheartedly young children's creations and help them to see them as something unique and valuable
Make notes detailing the processes involved in a child's creations, to share with parents.

Exploring and using media and materials-What adults could provide

Make a sound line using a variety of objects strung safely, that will make different sounds, such as wood, pans and plastic bottles filled with different things.
Provide a wide range of materials, resources and sensory experiences to enable children to explore colour, texture and space.
Provide space and time for movement and dance both indoors and outdoors.

Being imaginative

Observing how a child is learning

Expresses self through physical action and sound.
Pretends that one object represents another, especially when objects have characteristics in common.

Being imaginative-What adults could do

Show genuine interest and be willing to play along with a young child who is beginning to pretend.

Being imaginative-What adults could provide

Provide a variety of familiar resources reflecting everyday life, such as magazines, real kitchen items, telephones or washing materials.