

Two Year Progress Check Toolkit – information to support accurate assessment at age two



The 2 year progress check must identify the child’s strengths, and any areas where the child’s progress is less than expected. The summary must highlight: areas in which a child is progressing well; areas in which some additional support might be needed; and focus particularly on any areas where there is a concern that a child may have a developmental delay (which may indicate a special educational need or disability). It must describe the activities and strategies the provider intends to adopt to address any issues or concerns. ‘ (Statutory Framework March 2021)

Practitioners should be supported by setting leaders to develop a good understanding of the purpose of the progress check. A clear picture of the child is formed through the gathering and sharing of information. This will involve practitioners’ and parents’ observations and knowledge of the child’s development at a particular point in time.

Practitioners should have a good understanding of child development to be able to identify concerns and know how to implement strategies quickly to improve outcomes.

The below information is taken from a range of available non-statutory guidance materials that can be used to support practitioner knowledge and professional judgement to make decisions about whether a child is at the expected level of development given their **age in months**. It is very important to carefully consider the child’s age in months at the time of completing this assessment as some two year olds may be assessed nearer to their third birthday (36 months), depending on when they started at the setting. The below table considers expected development of children aged between 18 months and 36 months to help practitioners to judge if a child may need additional support in the Prime Areas. If you have a child that is outside of these developmental milestones, then please consider using additional assessment support tools for help with identification of difficulties.

(Please note the links in blue will direct you to the full document referenced)

Communication and Language - Non Statutory Guidance Materials

Development Matters	Birth to 5 Matters	Birth to 5 Matters	Birth to 5 Matters	Universally Speaking - ages and stages of children's communication development for children aged birth to 5 (ican.org.uk)
Development Matters	Birth to 5 Matters	Birth to 5 Matters	Birth to 5 Matters	Universally Speaking 0-5 Pdf
Birth to 3	Range 2,3 & 4 <i>Listening and Attention</i>	Range 2,3 & 4 <i>Understanding</i>	Range 2,3 & 4 <i>Speaking</i>	
<ul style="list-style-type: none"> Generally focus on an activity of their own choice and find it difficult to be directed by an adult. Listen to other people's talk with interest, but can easily be distracted by other things. Make themselves understood, and can become frustrated when they can't. Start to say how they are feeling, using words as well as actions. Start to develop conversation, often jumping from topic to topic. Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'. Use the speech sounds p, b, m, w. Pronounce: - l/r/w/y - f/th - s/sh/ch/dz/j 	<p>Range 2 (12-18 months)</p> <ul style="list-style-type: none"> Moves whole body to sounds they enjoy, such as music or a regular beat Concentrates intently on an object or activity of own choosing for short periods Pays attention to dominant stimulus – easily distracted by noises or other people talking. Enjoys laughing and being playful with others <p>Range 3 (18-24 months)</p> <ul style="list-style-type: none"> Listens to and enjoys rhythmic patterns in rhymes and stories, trying to join in with actions or vocalisations 	<p>Range 2 (12-18 months)</p> <ul style="list-style-type: none"> Is developing the ability to follow others' body language, including pointing and gesture Responds to simple questions when in a familiar context with a special person (e.g. <i>Where's Mummy?</i>, <i>Where's your nose?</i>) Understanding of single words in context is developing, e.g. <i>cup, milk, daddy</i> <p>Range 3 (18-24 months)</p> <ul style="list-style-type: none"> Understands different situations - able to follow routine events and activities using nonverbal cues Selects familiar objects by name and will go and 	<p>Range 2 (12-18 months)</p> <ul style="list-style-type: none"> Uses sounds in play, e.g. <i>brrrrm</i> for toy car Uses single words Frequently imitates words and sounds Enjoys babbling and increasingly experiments with using sounds Uses words to communicate for a range of purposes (e.g. <i>teddy, more, no, bye-bye</i>) Uses pointing with eye gaze, and then fingers or hands, to make requests and to share an interest Creates personal words as they begin to develop language 	<p>By 18 months, children will usually:</p> <ul style="list-style-type: none"> be talking! They will be able to say around 20 words. These are usually things they hear a lot at home or in the setting – such as 'milk', 'doggy', 'hurrah', 'bye-bye', 'more', 'no' say words in a baby way, but the words are usually consistent in how they sound understand some simple words and short phrases. These are usually things they hear a lot during the day, such as 'coat on', 'drink', 'shoes', 'bus', 'in your buggy', 'dinner time', 'all gone' recognise and point to familiar objects when you ask them 5 enjoy games like 'peek-a-boo' and 'patatake' and toys that

<ul style="list-style-type: none"> • Listen to simple stories and understand what is happening, with the help of the pictures. • Identify familiar objects and properties for practitioners when they are described: for example: ‘Katie’s coat’, ‘blue car’, ‘shiny apple’. • Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’. • Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’). <p><u>Observation checkpoint (Listening & Attending)</u></p> <p><u>Around 18 months</u>, is the toddler listening and responding to a simple instruction like: “Adam, put on your shoes?”</p> <p><u>By around 2 years old</u>, is the child showing an interest in what other children are playing and sometimes joins in?</p> <p><u>By around 3 years old</u>, can the child shift from one task to another if you get their attention. Using the child’s</p>	<ul style="list-style-type: none"> • Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations • Pays attention to own choice of activity, may move quickly from activity to activity <p>Range 4 (24-36 months)</p> <ul style="list-style-type: none"> • Listens with interest to the noises adults make when they read stories • Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door • Shows interest in play with sounds, songs and rhymes • Single channelled attention; can shift to a different task if attention fully obtained – using child’s name helps focus. 	<p>find objects when asked, or identify objects from a group</p> <ul style="list-style-type: none"> • Understands simple sentences (e.g. <i>Throw the ball</i>) <p>Range 4 (24-36 months)</p> <ul style="list-style-type: none"> • Identifies action words by following simple instructions, e.g. <i>Show me jumping</i> • Beginning to understand more complex sentences, e.g. <i>Put your toys away and then sit on the carpet</i> • Understands <i>who, what, where</i> in simple questions (e.g. <i>Who’s that? Who can? What’s that? Where is?)</i> • Developing understanding of simple concepts (e.g. <i>fast/slow, good/bad</i>) 	<p>Range 3 (18-24 months)</p> <ul style="list-style-type: none"> • Copies familiar expressions, e.g. <i>Oh dear, All gone’</i> • Uses different types of everyday words (nouns, verbs and adjectives, e.g. <i>banana, go, sleep, hot</i>) • Beginning to put two words together (e.g. <i>Want ball, More juice</i>) • Beginning to ask simple questions • Beginning to talk about people and things that are not present • Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying <i>Want it</i> <p>Range 4 (24-36 months)</p> <ul style="list-style-type: none"> • Uses language to share feelings, experiences and thoughts • Holds a conversation, jumping from topic to topic 	<p>make a noise – they still like the comfort of a familiar adult near by</p> <ul style="list-style-type: none"> • be exploring their world and starting to enjoy simple pretend play, like pretending to talk on the phone <p>By two years, children will usually:</p> <ul style="list-style-type: none"> • use 50 or more single words like ‘juice’, ‘car’, ‘biscuit’ • be starting to put short sentences together with two to three words, such as “more juice” or “bye-bye daddy” • be asking simple questions such as “what that?”, “who that?”. They might do this quite a lot! • understand between 200 and 500 words • understand simple questions and instructions like “where’s baby”, “go get your coat”, “mummy’s turn” • enjoy pretend play with their toys, such as feeding dolly or pretending to drive a car, usually making noises and talking while playing
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<p>name can help: "Jason, can you stop now? We're tidying up".</p> <p>Observation checkpoints (Understanding)</p> <p>Around 18 months, does the toddler understand lots of different single words and some two-word phrases, such as "give me" or "shoes on"?</p> <p>Around the age of 2, can the child understand many more words than they can say – between 200–500 words?</p> <p>Around the age of 2, can the child understand simple questions and instructions like: "Where's your hat?" or "What's the boy in the picture doing?"</p> <p>Around the age of 3, can the child show that they understand action words by pointing to the right picture in a book. For example: "Who's jumping?"</p> <p>Note: watch out for children whose speech is not easily understood by unfamiliar adults. Monitor their progress and consider whether a hearing test might be needed.</p>			<ul style="list-style-type: none"> • Learns new words very rapidly and is able to use them in communicating • Uses a variety of questions (e.g. <i>what, where, who</i>) • Uses longer sentences (e.g. <i>Mummy gonna work</i>) • Beginning to use word endings (e.g. <i>going, cats</i>) 	<ul style="list-style-type: none"> • become very frustrated when they cannot get their message across. This is one reason for toddler tantrums <p>By three years, children will usually:</p> <ul style="list-style-type: none"> • use up to 300 words. They will use different types of words to do different things, E.g. to describe what things look like <ul style="list-style-type: none"> • 'big', 'soft' • where they are – 'under', 'on' • what they are for – 'eating', 'playing' • that say who they are – 'me' • to describe how many - 'lots' • refer to something that has happened in the past • put 4 or 5 words together to make short sentences, such as "me want more juice", "him want his coat" • ask lots of questions • have clearer speech, although they will still have some immaturities such as 'pider' instead of 'spider'. They often have problems saying more difficult sounds like 'sh', 'ch', 'th' and 'r'. However, people who know
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<p>Observation checkpoints (Speaking)</p> <p>Around 18 months, is the toddler using a range of adult like speech patterns (jargon) and at least 20 clear words?</p> <p>Towards their second birthday, can the child use up to 50 words?</p> <p>Is the child beginning to put two or three words together: “more milk”?</p> <p>Is the child frequently asking questions, such as the names of people and objects?</p> <p>Towards their third birthday, can the child use around 300 words? These words include descriptive language. They include words for time (for example, ‘now’ and ‘later’), space (for example, ‘over there’) and function (for example, they can tell you a sponge is for washing).</p> <p>Is the child linking up to 5 words together?</p> <p>Is the child using pronouns (‘me’, ‘him’, ‘she’), and using plurals and</p>				<p>them can mostly understand them</p> <ul style="list-style-type: none"> • listen to and remember simple stories with pictures • understand longer instructions, such as “put on your coat and get your bag” or “where’s mummy’s coat?” • understand simple ‘who’, ‘what’ and ‘where’ questions • play more with other children and join in with play • play more complex imaginative games • be able to have a proper conversation, though they may flit around the topic a bit and be difficult to follow at times • be able to recognise how other people feel and will try to do something about it, E.g “Ah, Josie sad. She need a hug.”
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<p>prepositions ('in', 'on', 'under') - these may not always be used correctly to start with.</p> <p>Can the child follow instructions with three key words like: "Can you wash dolly's face?"</p>				
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Personal, Social and Emotional Development - Non Statutory Guidance Materials				
<p>Development Matters</p> <p>Development Matters</p>	<p>Birth to 5 Matters</p> <p>Birth to 5 Matters</p>	<p>Birth to 5 Matters</p> <p>Birth to 5 Matters</p>	<p>Birth to 5 Matters</p> <p>Birth to 5 Matters</p>	<p>What to expect when – parents guide to the EYFS (Action for Children)</p> <p>What-to-Expect-When-2018.pdf</p>
<p>Birth to 3</p>	<p>Range 2,3 & 4 Making Relationships</p>	<p>Range 2,3 & 4 Sense of Self</p>	<p>Range 2,3 & 4 Understanding Emotions</p>	<p>16-26 months you might notice that:</p>
<ul style="list-style-type: none"> Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting. Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. 	<p>Range 2 (1-18 months)</p> <ul style="list-style-type: none"> Draws others into social interaction through calling, crying and babbling, smiling, laughing and moving their bodies and limbs Shares interest and attention by looking to where the adult is looking, pointing and using their 	<p>Range 2 (12-18 months)</p> <ul style="list-style-type: none"> Responds to their own name and enjoys finding own nose, eyes or tummy as part of interactive games Shows an interest in their reflection in a mirror, although may not yet realise that the reflection is them 	<p>Range 2 (12-18 months)</p> <ul style="list-style-type: none"> Shows a wider variety of feelings, using crying, gestures and vocalisations freely to express their needs Begins to become aware of their emotions as the connections in the brain that make feelings 	<p>Making relationships</p> <ul style="list-style-type: none"> I like to play next to other children. I can go and play by myself or with other children but when I am feeling tired, worried or upset I will find a grown up that I know.

<ul style="list-style-type: none"> • Develop friendships with other children. • Establish their sense of self. • Express preferences and decisions. They also try new things and start establishing their autonomy. • Thrive as they develop self-assurance. • Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person • Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums. • Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. • Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. • Find ways of managing transitions, for example from their parent to their key person. • Feel strong enough to express a range of emotions 	<p>gaze to direct the adult’s attention to something</p> <ul style="list-style-type: none"> • Engages another person to help achieve a goal, e.g. to get an object out of reach • Cooperates with caregiving experiences, such as dressing • Builds relationships with special people • Displays attachment behaviours such as wanting to stay near to their close carers, checking where they are and protesting when separated • Is wary of unfamiliar people • Explores confidently when they feel secure in the presence of a familiar adult and is more likely to engage in new or challenging situations • Closely watches others’ body language to begin to understand their intentions and meaning • Is fascinated by other children, watching them and interacting with them through offering toys, food etc, and by reaching for objects that another has <p>Range 3 (18-24 months)</p> <ul style="list-style-type: none"> • Explores the environment, interacts with others and plays confidently while their parent/carer or key person is close by; using them as a secure base to return to for reassurance 	<ul style="list-style-type: none"> • Shows separation anxiety as they become more aware of themselves as separate individuals • Shows an emerging autonomy through asserting choices and preferences such as different tastes and rejects things they don’t want, for example by pushing them away • Understands that their own voice and actions causes an effect on others, e.g. clapping hands starts a game • Shows growing self-confidence through playing freely and with involvement <p>Range 3 (18-24 months)</p> <ul style="list-style-type: none"> • Is aware of and interested in their own and others’ physical characteristics, pointing to and naming features such as noses, hair and eyes • Experiments with what their bodies can do through setting themselves physical challenges, e.g. pulling a large truck upstairs • Begins to use <i>me</i>, <i>you</i> and <i>I</i> in their talk and to show awareness of their social identity of gender, ethnicity and ability • Shows their growing sense of self through asserting their 	<p>conscious grow and develop</p> <ul style="list-style-type: none"> • Uses familiar adult to share feelings such as excitement and for “emotional refuelling” when feeling tired or anxious • Uses a comfort object, familiar others, routines or spaces to soothe themselves, particularly when separated from their close carer • Becomes more able to adapt their behaviour and increase their participation and co-operation as they become familiar with and anticipate routine • Explores the boundaries of behaviours that are accepted by adults and become aware of basic rules as they use their emerging agency and autonomy <p>Range 3 (18-24 months)</p> <ul style="list-style-type: none"> • Expresses positive feelings such as joy and affection and negative feelings such as anger, frustration and distress, through actions, behaviours and a few words 	<ul style="list-style-type: none"> • I can play turn taking games, like rolling a ball back and forth, with a grown up. • Self confidence and self awareness • I can go and play with new toys by myself but like to find a grown up that I know when I need them. • I am beginning to use my toys to pretend they are something else, such as pretending my teddy is a baby. • I try to do things for myself, such as putting my boots on, and will tell you “no” if you try to help me. • Managing feelings and behaviour • I will look worried if I hear someone I know crying or happy and excited if I hear a grown up that I know. • Sometimes I will get cross when I want to do things for myself and I can’t do them. • Sometimes, when you tell me what to do, rather than “no” I am able to do it.
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<ul style="list-style-type: none"> • Be increasingly able to talk about and manage their emotions. • Safely explore emotions beyond their normal range through play and stories. • Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...". • Learn to use the toilet with help, and then independently <p>Observation checkpoints</p> <p>Around 18 months, is the toddler increasingly curious about their world and wanting to explore it and be noticed by you?</p> <p>Around the age of 2, does the child start to see themselves as a separate person? For example, do they decide what to play with, what to eat, what to wear?</p> <p>Between the ages of 2 and 3, does the child start to enjoy the company of other children and want to play with them?</p> <p>Note: watch out for children who get extremely upset by certain sounds, smells or tastes, and cannot be calmed. Or children who seem</p>	<p>if anxious or in unfamiliar situations</p> <ul style="list-style-type: none"> • Shows empathy by offering comfort that they themselves would find soothing, e.g. their dummy • Enjoys playing alone and alongside others and is also interested in being together and playing with other children • Will often watch, follow and imitate each other in their play and will experiment with influencing others, co-operating together and also resisting coercion in their interactions • Asserts their own ideas and preferences and takes notice of other people's responses • Will sometimes experience long periods of social engagement as overwhelming and may withdraw or collapse with frustration <p>Range 4 (24-36 months)</p> <ul style="list-style-type: none"> • Builds relationships with special people but may show anxiety in the presence of strangers • Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult • Shows some understanding that other people have perspectives, ideas and needs that are 	<p>likes and dislikes, choices, decisions, and ideas. These may be different to those of the adult or their peers; often saying <i>no, me do it or mine</i></p> <p>Range 4 (24-36 months)</p> <ul style="list-style-type: none"> • Knows their own name, their preferences and interests and is becoming aware of their unique abilities • Is developing an understanding of and interest in differences of gender, ethnicity and ability • Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions • Experiments with their own and other people's views of who they are through their play, through trying out different behaviours, and the way they talk about themselves • Is gradually learning that actions have consequences but not always the consequences the child hopes for 	<ul style="list-style-type: none"> • Experiences a wide range of feelings with great intensity, such as anger and frustration, which can be overwhelming and result in losing control of feelings, body and thinking • Is aware of others' feelings and is beginning to show empathy by offering a comfort object to another child or sharing in another child's excitement • Asserts their own agenda strongly and may display frustration with having to comply with others' agendas and with change and boundaries <p>Range 4 (24-36 months)</p> <ul style="list-style-type: none"> • Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feeling • Can feel overwhelmed by intense emotions, resulting in an emotional collapse when frightened, frustrated, angry, anxious or over-stimulated • Is becoming able to think about their feelings as their brain starts to develop the connections 	<ul style="list-style-type: none"> • I know which toys are mine, which toys are my friends and that sometimes I have to share toys with my friend <p>By 22-36 months you might notice that:</p> <ul style="list-style-type: none"> • Making relationships • 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
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<p>worried, sad or angry for much of the time. You will need to work closely with parents and other agencies to find out more about these developmental difficulties.</p> <p>Notice when young children are ready to begin toilet training and discuss this with their parents:</p> <ul style="list-style-type: none"> - they know when they have got a wet or dirty nappy - they get to know when they are peeing and may tell you they are doing it - the gap between wetting is at least an hour - they show they need to pee by fidgeting or going somewhere quiet or hidden - they know when they need to pee and may say so in advance <p>Potty training is fastest if you start it when the child is at the last stage. By the age of 3, 9 out of 10 children are dry most days. All children will have the occasional 'accident', though, especially when excited, busy or upset.</p> <p>NHS How to potty train</p> <p>ERIC The children's bowel and bladder charity - resources for parents and professionals</p>	<p>different to theirs, e.g. may turn a book to face you so you can see it</p> <ul style="list-style-type: none"> • Shows empathy and concern for people who are special to them by partially matching others' feelings with their own, e.g. may offer a child a toy they know they like • Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety. • Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest. 		<p>that help them manage their emotions</p> <ul style="list-style-type: none"> • Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset • Responds to the feelings of others, showing concern and offering comfort • May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions • Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows 	<p>. • I know that if I take my friend's toy or shout at them they might get upset or cross.</p> <ul style="list-style-type: none"> • 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.
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Physical Development - Non Statutory Guidance Materials

Development Matters	Birth to 5 Matters	Birth to 5 Matters	Gross Motor Development Chart (Kids Sense Child Development <i>childdevelopment.com.au</i>)	Fine Motor Development Chart (Kids Sense Child Development <i>childdevelopment.com.au</i>)
Development Matters	Birth to 5 Matters	Birth to 5 Matters	Child Development Gross Motor Development Chart	Child Development Fine Motor Development Chart
Birth to 3	<i>Range 2,3 & 4 Moving and Handling</i>	<i>Range 2,3 & 4 Health and Self care</i>	By 2 years:	1-2 years:
<ul style="list-style-type: none"> Clap and stamp to music Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. Enjoy starting to kick, throw and catch balls. Build independently with a range of appropriate resources. Begin to walk independently – choosing appropriate props to support at first. Walk, run, jump and climb – and start to use to use the stairs independently. Spin, roll and independently use ropes and swings (for example, tyre swings). Sit on a push-along wheeled toy, use a scooter or ride a tricycle. 	<p>Range 2 (1-18 months)</p> <ul style="list-style-type: none"> Belly crawling moves into crawling up on hands and knees Becomes adept at changing position from crawling to sitting in order to stop, pick up, handle and investigate objects Sits unsupported on the floor, leaving hands free to manipulate objects with both hands Picks up objects in palmar grip and shakes, waves, bangs, pulls and tugs them between two hands while looking at them Enjoys finger and toe rhymes and games. Pulls to standing from crawling, holding on to furniture or person for support Walks around furniture lifting one foot and stepping sideways (cruising) 	<p>Range 2 (12-18 months)</p> <ul style="list-style-type: none"> Sleeps for 11-15 hours a day with at least 2 naps Self-soothes and is able to drop off to sleep when conditions are right for them Expresses feelings and communicates through gesture, facial expression, movements, body language and vocalisations (such as joy, distress, frustration and fear) Shows rapid changes in energy levels, from highly active to a sudden need for adult support in order to restore Grasps finger foods and brings them to mouth and shares control of spoon and bottle or cup, moving towards independence with support 	<p>By 2 years:</p> <ul style="list-style-type: none"> Walks smoothly and turns corners Begins running Is able to pull or carry a toy while walking Climbs onto/down from furniture without assistance Walks up and down steps with support Picks up toys from the floor without falling over <p>By 3 years:</p> <ul style="list-style-type: none"> Imitates standing on one foot Imitates simple bilateral movements of limbs (e.g. arms up together) Climbs jungle gym and ladders Pedals a tricycle 	<p>1-2 years:</p> <ul style="list-style-type: none"> Builds tower of three small blocks Puts four rings on stick Places five pegs in pegboard Turns pages two or three of a book at a time Scribbles Turns knobs Paints with whole arm movement, shifts hands, makes strokes Self-feeds with minimal assistance Able to use signing to communicate Brings spoon to mouth

<ul style="list-style-type: none"> • Develop manipulation and control. • Explore different materials and tools. • Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. • Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. • Start eating independently and learning how to use a knife and fork <p>Observation checkpoints</p> <p>Around their second birthday, can the toddler run well, kick a ball, and jump with both feet off the ground at the same time?</p> <p>Around their third birthday, can the child climb confidently, catch a large ball and pedal a tricycle?</p> <p>Look out for children who find it difficult to sit comfortably on chairs. They may need help to develop their core muscles. You can help them by encouraging them to scoot on sit-down trikes</p>	<ul style="list-style-type: none"> • Starts walking independently on firm surfaces and later on uneven surfaces • Points with first finger, sharing attention with adult. • Starts to throw and release objects overarm. • Enjoys the sensory experience of making marks in food, damp sand, water, mud, paste or paint • Pushes, pulls, lifts and carries objects, moving them around and placing with intent • Climbs inside, underneath, into corners and between objects • Manipulates objects using hands singly and together, such as squeezing water out of a sponge <p>Range 3 (18-24 months)</p> <ul style="list-style-type: none"> • Develops security in walking upright using feet alternately and can also run short distances • Walks upstairs facing forwards holding rail or hand of adult, with both feet onto a single step at a time • Changes position from standing to squatting and sitting with little effort • Participates in finger and action rhymes, songs and games, imitating the movements and anticipating actions • Hands start to operate independently during a task that 	<ul style="list-style-type: none"> • Attentive to sounds in the environment, even at distance and overhead, often pointing, vocalising and sharing attention with adults • Interested in making and exploring sounds with objects • Generally has up to 12 teeth - willing to allow baby toothbrush to be used on teeth • Can actively cooperate with nappy changing, dressing/undressing • Starts to communicate regarding urination and bowel movement <p>Range 3 (18-24 months)</p> <ul style="list-style-type: none"> • Sleeps for 12-14 hours a day with one/two naps Daytime sleeping continues to be important for healthy development • Highly active in short bursts, with frequent and sudden need for rest or withdrawal • Enjoys hugs and cuddles and seeks comfort from attachment figure when they feel the need • Uses physical expression of feelings to release stress. • Generally has up to 16 teeth – helps adult with brushing teeth • Intentionally makes sounds with objects and actively 	<ul style="list-style-type: none"> • Walks up/down stairs alternating feet • Jumps in place with two feet together • Able to walk on tip toes • Catches using body 	<ul style="list-style-type: none"> • Holds and drinks from cup independently <p>2-3 years:</p> <ul style="list-style-type: none"> • Strings four large beads • Turns single pages of a book • Snips with scissors • Holds crayon with thumb and fingers (not fist) • Uses one hand consistently in most activities • Imitates circular, vertical, and horizontal strokes • Paints with some wrist action, makes dots, lines, circular strokes • Rolls, pounds, squeezes, and pulls playdough • Eats without assistance
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<p>without pedals and jump on soft-play equipment.</p>	<p>uses both, with each hand doing something different at the same time (e.g. holding a block in one hand and steadying the other block with the other hand.</p> <ul style="list-style-type: none"> • Shows interest, dances and sings to music rhymes and songs, imitating movements of others • Can walk considerable distance with purpose, stopping, starting and changing direction • Looks closely at small items and creatures, and can also see items at substantial distance, comfortably changing focus from one to the other • When holding crayons, chinks etc, makes connections between their movement and the marks they make • Uses gesture and body language to convey needs and interests and to support emerging verbal language use <p>Range 4 (24-36 months)</p> <ul style="list-style-type: none"> • Sits up from lying down, stands up from sitting and squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. • Sits comfortably on a chair with both feet on the ground • Runs safely on whole foot 	<p>responds to music and singing with whole-body dancing</p> <ul style="list-style-type: none"> • Develops own likes and dislikes in food and drink, willing to try new food textures and tastes • Shows interest in indoor and outdoor clothing and shoes/wellingtons • Clearly communicates wet or soiled nappy or pants, showing increasing awareness of bladder and bowel urges • Helps with dressing/undressing and care routines, enjoying the rituals established for hand washing and teeth cleaning • Feeds self with increasing need to be in control and holds cup with both hands, drinking without much spilling <p>Range 4 (24-36 months)</p> <ul style="list-style-type: none"> • Very energetic in short bursts and needs time for rest and calm with at least three hours of a day of exercise including moderate- to vigorous-intensity physical activity, spread throughout the day • Needs to sleep for 10–13 hours in a 24-hour period which may include a nap, with regular sleep and wake-up times • Feeds self competently • Can hold a cup with two hands and drink well without spilling 		
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	<ul style="list-style-type: none"> • Moves in response to music, or rhythms played on instruments such as drums or shakers • Jumps up into the air with both feet leaving the floor and can jump forward a small distance • Begins to walk, run and climb on different levels and surfaces • Begins to understand and choose different ways of moving • Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it • Climbs up and down stairs by placing both feet on each step while holding a handrail for support • Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride • May be beginning to show preference for dominant hand and/or leg/foot • Turns pages in a book, sometimes several at once 	<ul style="list-style-type: none"> • Develops some independence in self-care and shows an awareness of routines such as handwashing or teeth cleaning but still often needs adult support • Develops increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet • Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots • Begins to recognise danger and seeks the support and comfort of significant adults • Can increasingly express their thoughts and emotions through words as well as continuing to use facial expressions 		
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	<ul style="list-style-type: none"> • Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools • Holds mark-making tools with thumb and all fingers 			
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Useful links to share with parents and carers:	
https://hungrylittleminds.campaign.gov.uk/	Hungry Little Minds has been designed to encourage parents and carers to chat, play and read more with their children.
https://www.bbc.co.uk/tiny-happy-people	Tiny Happy People is to help parents develop their child’s communication skills, lots of simple activities and play ideas
Look, Say, Sing, Play NSPCC resources for parents	Look, Say, Sing, play is a set of resources which encourage interaction between parents and their babies.
https://www.eric.org.uk/	ERIC offers a range of support and information for potty and toilet training – sections available for parents and carers and early years educators