

Steps Through Learning

PRIME AREAS Birth - 3 Years



I have an awareness of differences between people, e.g. by showing interest in differences in gender, ethnicity and ability.



I know how to grasp, hold and explore materials and equipment, such as: brushes spoons, finger paint.



I know how to listen to and join in with a favourite song or rhyme.



I can understand simple questions (who?what?where?) and instructions, following 3 key words, such as, 'Where is your bag?' 'Wash your hands'



Using the potty/toilet:
I know when my nappy is wet or soiled
I know when I am weeing
I fidget or hide to wee.
I ask/go to the potty/toilet.



I sit comfortably on a chair (two feet on floor)



I imitate movements and anticipate actions.



I can respond to an adult through actions. (e.g. put coat on peg with help, wash hands with help)



I choose what to play with.



I know how to catch a large ball.

Look out for: Do they get upset by certain sounds?



I begin to ask or gesture when I need help.



I access some areas of the setting with adult support.



I jump into air with both feet leaving floor.



Look out for: children whose speech is not easily understood by unfamiliar adults. Monitor their progress and consider whether a hearing test might be needed.

Look out for: Do they get upset by certain sounds? smells? tastes? In the setting? Are they worried, sad or angry for much of the time?



I want to play with others.



I know how to pedal a tricycle.



Sometimes, I am able not to grab or push to the front - with verbal support.



I come in with support of a familiar/favourite object or toys.



I know how to run on my whole foot



I show interest in picture books (1:1)



I climb confidently on the blocks outside, using 2 feet on each as I climb. I may need to hold a surface or hand for support



I can use 2/3 words together.



I notice differences between people that you help me to make sense of. (e.g. Be open to what children say about differences and answer their questions straightforwardly)



With some support, I can use a three wheeled scoter.



I am learning to use the speech sounds p, b, m, w. Pronounce: l/ r/w/y f/th s/sh/ch/dz/j multi-syllabic words such as 'banana' and 'computer'



I am beginning to talk to a member of staff - often jumping from topic to topic.



I am beginning to develop some simple pretend play.



I am beginning to use words and actions to say how I am feeling. (e.g. sad)



I can point to objects I am asked about.



I understand a simple instruction such as, 'stop' or 'give to nanny'.

C&L

Notice when young children are ready to begin toilet training and discuss this with their parents:

- 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



I can choose a piece of fruit with help.



I watch others play.



I can play with a favourite toy/object.



I am building a relationship with a member of staff.



I find comfort in a special toy/object when it is given to me.

PSED



I try to:
put my coat on
feed myself
collect my snack/cutlery and cup at lunchtime
use my cutlery



I try to:
tear papers



I touch and move materials and tools with my hands.



I can spin in an outdoor spinning top/cone.



I can rock back and forth on a oversized ball/yoga ball.



I can try to kick and throw balls.



I can fit myself under the climbing walls, pop up tunnels, large boxes, etc.

PD