**Playgroup/Tots Areas of Curriculum Study Achievements expected for Year - Range 3 (age 2 to 3)**

**PSED Range 3**

**Making Relationships – Range 3** [] 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 if anxious or in unfamiliar situations [] Shows empathy by offering comfort that they themselves would find soothing, i.e. 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. [] By age of two, engages with others through gestures, gaze and sometimes, talk. [] Between the ages of 2 and 3, starts to enjoy the company of other children and want to play with them.

**Sense of Self - Range 3** [] 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 me, you and 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 likes and dislikes, choices, decisions, and ideas. These may be different to those of the adult or their peers; often saying no, me do it or mine. [] Plays with increasing confidence on their own and with other children, because they know their key person is nearby and available. [] Feels confident when taken out around the local neighbourhood and enjoys exploring new places with their key person. [] Feels strong enough to express a range of emotions. [] Grows in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums. [] Around the age of 2, starts to see themselves as a separate person. For example, decides what to play with, what to eat, what to wear.

**Understanding Emotions – Range 3** [] Expresses positive feelings such as joy and affection and negative feelings such as anger, frustration and distress, through actions, behaviours and a few words [] 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

**Communication and Language – Range 3**

**Listening and Attention Range 3** [] Listens to and enjoys rhythmic patterns in rhymes and stories, trying to join in with actions or vocalisations [] 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. [] By three, listens to simple stories and understands what is happening, with the help of the pictures. []

**Understanding Range 3** [] Understands different situations - able to follow routine events and activities using nonverbal cues [] 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) [] By around 2 years old, is the child showing an interest in what other children are playing and sometimes joins in? [] Follows instructions with three key words like: “Can you wash dolly’s face?” in term before three. [] By time they are three years of age -identifies familiar objects and properties for practitioners when they are described: for example: ‘Katie’s coat’, ‘blue car’, ‘shiny apple’. [] By three, understands and acts on longer sentences like ‘make teddy jump’ or ‘find your coat’. [] By term they turn three, understands simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’) [] Around the age of 2, understands many more words than they can say – between 200–500 words? [] Around the age of 2, understands simple questions and instructions like: “Where’s your hat?” or “What’s the boy in the picture doing?” [] Around the age of 3, shows that they understand action words by pointing to the right picture in a book. For example: “Who’s jumping?”

**Speaking Range 3** [] Copies familiar expressions, e.g. Oh dear, All gone. [] Uses different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot) [] Beginning to put two words together (e.g. Want ball, More juice) [] 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 Want it. [] Make themselves understood and can become frustrated when they cannot. [] Start to say how they are feeling, using words as well as actions. [] Develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’. [] Towards their second birthday, child uses up to 50 words. [] Begins to put two or three words together: “more milk” [] Asks questions, frequently, such as the names of people and objects. [] Towards their third birthday, uses around 300 words. [] Their words include descriptive language. [] Their words include words for time (for example, ‘now’ and ‘next’.) place (for example, ‘over there’) and function (for example, they can tell you a sponge is for washing). [] Links up to 5 words together, as they move towards 3 years of age. [] Begins to use pronouns (‘me’, ‘him’, ‘she’). In term before three, begins to use plurals and some prepositions (‘in’, ‘on’, ‘under’) – these may not always be used correctly to start with.

**Physical Development - Range 3**

**Moving and Handling Range 3** [] 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 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. [] 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, chalks 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. [] Gradually gains control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. [] Begins to clap and stamp to music. [] Fits themselves into spaces, like tunnels, dens and large boxes, and move around in them. [] Enjoys starting to kick, throw and catch balls. [] Builds independently with a range of appropriate resources. [] Sits on a small, simple push-along wheeled toy, uses a small/simple scooter/rides a push along tricycle. [] Around their second birthday, can run well, kick a ball, and jump with both feet off the ground at the same time [] Around their third birthday, climbs confidently, catches a large ball and pedals a tricycle. [] Develops manipulation and control. [] Tears paper [] Explores different materials and tools.

**Health and Self Care Range 3** [] 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 responds to music and singing with whole-body dancing [] 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.

**Literacy - Range 3**

**Reading Range 3** [] Is interested in and anticipates books and rhymes and may have favourites [] Begins to join in with actions and sounds in familiar song and book sharing experience. [] Says some of the words in songs and rhymes. [] Copies finger movements and other gestures to accompany songs and rhymes. [] Joins in with songs and rhymes, sometimes copying sounds, rhythms, tunes and tempo. [] Sings songs and says rhymes independently, for example, singing whilst playing. [] Pays attention and responds to the pictures or the words in books shared with others. [] Has favourite books and seeks them out, to share with an adult, with another child, or to look at alone. []

**Writing Range 3**: *As toddlers develop, they increase their understanding of how their marks are symbolic and convey meaning. Their marks may not yet resemble letters and words but nonetheless may carry meaning for the child*.

[] Begins to understand the cause and effect of their actions in mark making [] Knows that the marks they make are of value [] Enjoys the sensory experience of making marks. [] Enjoy drawing freely.

**Mathematics - Range 3**

**Comparison Range 3** [] Responds to words like lots or more. [] Reacts to changes of amount in a group of up to three items.

**Counting Range 3** [] Says some counting words [] May engage in counting-like behaviour, making sounds and pointing or saying some numbers in sequence [] Takes part in finger rhymes with numbers.

**Cardinality Range 3** [] Uses number words, like one or two and sometimes responds accurately when asked to give one or two things

**Spatial Awareness Range 3** [] Enjoys filling and emptying containers [] Investigates fitting themselves inside and moving through spaces

**Shape Range 3** [] Pushes objects through different shaped holes, and attempts to fit shapes into spaces on inset boards or puzzles [] Beginning to select a shape for a specific space [] Enjoys using blocks to create their own simple structures and arrangements.

**Pattern Range 3** [] Becoming familiar with patterns in daily routines [] Joins in with and predicts what comes next in a story or rhyme [] Beginning to arrange items in their own patterns, e.g. lining up toys.

**Measures Range 3** [] Shows an interest in size and weight [] Explores capacity by selecting, filling and emptying containers, e.g. fitting toys in a pram [] Beginning to understand that things might happen now or at another time, in routines.

**Understanding the World – Range 3**

**People and Communities Range 3** [] Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them [] Is interested in photographs of themselves and other familiar people and objects [] Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc) and is interested in photographs of themselves with these.

**The World - Range 3** [] Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life [] 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. [] Repeats actions that have an effect. [] Explores materials with different properties. [] Explores natural materials, indoors and outside. [] Explores and responds to different natural phenomena in their setting and on trips.

**Technology Range 3** [] 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 begins to learn to operate them.

**Expressive Arts and Design – Range 3**

**Creating with Materials Range 3** [] Continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression [] Moves while singing/vocalising, whilst listening to sounds and music, while playing with sound makers/instruments [] Mirrors and improvises actions they have observed, e.g. clapping or waving [] Sings/vocalises whilst listening to music or playing with instruments/sound makers [] Notices and becomes interested in the transformative effect of their action on materials and resources. [] Shows attention to sounds and music. [] Responds emotionally and physically to music when it changes. [] Moves and dances to music. [] Anticipates phrases and actions in rhymes and songs. [] Explores their own [] Enjoys making sounds.[] Starts to make marks intentionally. [] Begins to explore paint, using fingers and other parts of their bodies as well as brushes and other tools. [] Explores different materials, using all their senses to investigate them. [] Manipulates and plays with different materials.

**Being Imaginative and Expressive Range 3** [] Expresses self through physical actions and sound [] Pretends that one object represents another, especially when objects have characteristics in common [] Creates sound effects and movements, e.g. creates the sound of a car, animals. [] Starts to Use their imagination as they consider what they can do with different materials they are offered.