

## Criteria for Two Year Olds

PHYSICAL DEVELOPMENT: a typical 2 year old .....			
<ul style="list-style-type: none"> <li>√ Jumps on spot both feet.</li> <li>√ Walk downstairs with help.</li> <li>√ Kicks large stationary ball.</li> <li>√ Pushes/pulls wheeled toys.</li> <li>√ Trundles a trike.</li> <li>√ Can stop and start with ease and avoid obstacles.</li> <li>√ Throws small ball overhand and forwards without falling over.</li> </ul>	<ul style="list-style-type: none"> <li>√ Picks up tiny objects quickly and accurately and places down neatly with increasing skill.</li> <li>√ Holds pencil and scribbles.</li> <li>√ Turns single pages of a book.</li> <li>√ Builds tower of 6 cubes.</li> <li>√ Is attentive and responsive to visual and auditory stimuli.</li> </ul>		
<b>Universal /Differentiation</b>	<b>Additional Needs Up to 5 hours</b>	<b>Complex Needs 5 - 10 hours</b>	<b>Severe Needs More than 10 hours</b>
Gross Motor Development			
<p><b>Can walk and position self independently but has some stability and/or coordination difficulties</b></p> <ul style="list-style-type: none"> <li>• Can rise to sitting position from lying.</li> <li>• Walks unsteadily (toddles).</li> <li>• Sits from standing with a 'bump'.</li> <li>• Crawls upstairs.</li> </ul> <p><b>Maintains balance whilst performing a range of actions</b></p> <ul style="list-style-type: none"> <li>• Sits on floor for indefinite time.</li> </ul>	<p><b>Makes some independent movement</b></p> <ul style="list-style-type: none"> <li>• Takes some steps when hands held.</li> <li>• Moves with intent around floor by crawling, bottom shuffling.</li> </ul> <p><b>Needs support to perform some physical skills</b></p> <ul style="list-style-type: none"> <li>• Pulls up on furniture to stand.</li> </ul> <p><b>Control of balance is emerging</b></p> <ul style="list-style-type: none"> <li>• Sits unsupported on the floor briefly.</li> <li>• Maintains sitting balance when</li> </ul>	<p><b>Development is slow due to long term nature of disability</b></p> <p><b>Physical skills may fluctuate or deteriorate</b></p> <p><b>Is in early stages of development of strength and balance</b></p> <ul style="list-style-type: none"> <li>• Can bear own weight when held</li> <li>• Moves on floor by rolling, commando crawling, bottom shuffling.</li> <li>• Is unstable when sitting.</li> <li>• Is not yet pulling up to stand.</li> </ul>	<p><b>Needs are likely to be permanent and lifelong due to nature of disability</b></p> <p><b>Has limited functional movement</b></p> <ul style="list-style-type: none"> <li>• Is unable to position/reposition without assistance.</li> <li>• Requires physical support to maintain posture.</li> <li>• Needs support/equipment in all situations.</li> <li>• Is unable to bear own weight.</li> </ul>

	reaching. <ul style="list-style-type: none"> <li>Loses balance without saving self.</li> </ul>		
<ul style="list-style-type: none"> <li>Displays clumsiness, repetitive movements, poor coordination, and sometimes unusual movements.</li> </ul>		<ul style="list-style-type: none"> <li>Displays unusual behaviours, e.g. peculiar finger or body posturing, staring or picking at body, self-directed aggression, rocking, spinning, finger wiggling or toe-walking.</li> </ul>	<ul style="list-style-type: none"> <li>Makes intense/frequent unusual movements which may persist, despite attempts to discourage them or involve the child in other activities.</li> </ul>
<b>Fine Motor Development</b>			
<b>Uses 2 hands together</b> <ul style="list-style-type: none"> <li>Drops and throws toys deliberately.</li> <li>Picks up large object with 2 hands.</li> </ul> <b>Uses finger and thumbs (albeit clumsily) to grasp small objects</b> <ul style="list-style-type: none"> <li>Is developing pincer grasp.</li> <li>Puts objects in/out of containers.</li> <li>Turns several pages of a book at once.</li> </ul>	<b>Is beginning to develop hand control and use 2 hands together</b> <ul style="list-style-type: none"> <li>Releases object into someone's hand.</li> <li>Transfers objects from one hand to another.</li> <li>Bangs objects together.</li> </ul>	<b>Development is slow due to long term nature of disability</b>  <b>Is in early stages of hand control</b> <ul style="list-style-type: none"> <li>Can reach and grasp, using scooping action.</li> <li>Can hold and release by dropping.</li> <li>Does not co-ordinate both hands together.</li> <li>Prods and pokes.</li> </ul>	<b>Needs are likely to be permanent and lifelong due to nature of disability</b>  <b>Has little or no functional movement for grasp/release but may demonstrate some intention</b> <ul style="list-style-type: none"> <li>Can reach but not grasp.</li> <li>Can hold but not release.</li> </ul>
<b>Use of Senses</b>			
<ul style="list-style-type: none"> <li>Makes limited response or mildly over-reacts to some sensations such as certain sounds/touch.</li> <li>May be distracted by irrelevant sounds.</li> <li>May ignore or over-react to mild pain.</li> </ul>	<ul style="list-style-type: none"> <li>Persistently puts objects in mouth. May smell or taste inedible objects.</li> <li>Makes variable responses to range of sensations (e.g. sounds or touch) - may ignore a sound initially, startle or cover ears, for example.</li> <li>Reacts too much or too little to pain.</li> </ul>	<ul style="list-style-type: none"> <li>Is preoccupied with touching, smelling or tasting objects or people</li> <li>Shows extreme over – or under – reaction to sound/touch, regardless of type.</li> <li>May completely ignore pain or react very strongly to slight discomfort.</li> </ul>	Is preoccupied with smelling, tasting or feeling objects for the sensation rather than as exploration
	<ul style="list-style-type: none"> <li>May need to be reminded to</li> </ul>	<ul style="list-style-type: none"> <li>Must be reminded frequently to look at what</li> </ul>	<ul style="list-style-type: none"> <li>Consistently avoids looking at people or</li> </ul>

	<p>look at objects.</p> <ul style="list-style-type: none"> <li>• May be more interested in mirrors/lighting than peers, stare off into space, or avoid eye contact.</li> </ul>	<p>s/he is doing</p> <ul style="list-style-type: none"> <li>• May stare into space, avoid eye contact, look at objects from unusual angle or hold objects very close to eye.</li> </ul>	<p>certain objects and shows extreme forms of other visual peculiarities.</p>
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<b>SPEECH, LANGUAGE AND COMMUNICATION DEVELOPMENT: a typical 2 year old .....</b>			
<ul style="list-style-type: none"> <li>√ Attends to communications addressed to self.</li> <li>√ Begins to listen with interest to general conversation.</li> <li>√ Understands 2 – 3 information carrying words.</li> <li>√ Responds appropriately to common adjectives, [big/little/cold/tired/hungry], verbs and prepositions [in/on]</li> <li>√ Responds to 'what ... doing?'</li> <li>√ Indicates body parts/facial features on request.</li> <li>√ Repeats words constantly.</li> <li>√ Names familiar objects and pictures.</li> <li>√ Uses 50 – 200 recognisable words.</li> </ul>		<ul style="list-style-type: none"> <li>√ Constantly asks names of objects and people.</li> <li>√ Puts 2+ words together to form simple sentences.</li> <li>√ Talks to self in long monologues which may be incomprehensible to others.</li> <li>√ Often omits initial and final consonants, e.g. bus = 'us'.</li> <li>√ Joins in with nursery rhymes and songs.</li> <li>√ Refers to self by name.</li> <li>√ Greets and uses 'please' and 'thank you' when reminded.</li> <li>√ Makes simple requests.</li> <li>√ Makes simple comments.</li> </ul>	
<b>Universal /Differentiation</b>	<b>Additional Needs Up to 5 hours</b>	<b>Complex Needs 5 - 10 hours</b>	<b>Severe Needs More than 10 hours</b>
<b>Speech, Language and Communication Development</b>			
<ul style="list-style-type: none"> <li>• May have mild delay in language or speech sound development.</li> <li>• May have developed skills in therapy which need to become generalised.</li> </ul>	<ul style="list-style-type: none"> <li>• Has a moderate speech and/or language difficulty which is likely to impact on child's inclusion or ability to access curriculum.</li> <li>• Is slow to develop age-appropriate language skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Has a severe speech and/or language difficulty where these skills are behind other areas of cognitive development.</li> <li>• Has limited age-appropriate language skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Has a profound speech and language disorder, as part of a severe physical condition or learning difficulty, such as cerebral palsy.</li> <li>• Has extremely limited language skills.</li> </ul>
<b>Listening and Attention</b>			
<p><b>Controls focus of interest. Attends to things, events or people for an extended period (non-language). Begins to attend to meaningful language.</b></p> <ul style="list-style-type: none"> <li>• Gives more focussed attention</li> </ul>	<p><b>Gives single channelled attention.</b></p> <ul style="list-style-type: none"> <li>• Usually needs some prompting to listen.</li> <li>• Gives better attention to</li> </ul>	<p><b>Begins to anticipate events from hearing a sound. Is motivated to attend to familiar sounds. May look towards the source of a sound.</b></p> <ul style="list-style-type: none"> <li>• Tries to copy adult facial expressions/tongue movements.</li> <li>• Begins to recognise his/her turn to communicate from the rising tone of voice at</li> </ul>	<p><b>Has inbuilt reflexes and reactions.</b></p> <ul style="list-style-type: none"> <li>• Responds to mother's voice [smiling, stop crying, looking]</li> </ul>

<p>with an adult than on own.</p> <ul style="list-style-type: none"> <li>• Sometimes needs adult prompts to listen to spoken language 1:1</li> </ul>	<p>activities involving non-verbal skills than to language based tasks.</p>	<p>the end of the adult turn.</p> <ul style="list-style-type: none"> <li>• Begins to 'choose' own focus of attention.</li> <li>• Demonstrates awareness of when things sound different – new objects, sounds and people.</li> </ul>	
<b>Understanding</b>			
<p><b>Receptive language may be more developed than expressive language.</b></p> <ul style="list-style-type: none"> <li>• Points to self when asked 'where's ..'</li> <li>• Has poor generalisation of concepts – colour, size and position.</li> <li>• Responds to simple instructions containing two information carrying words.</li> <li>• Responds to simple questions, verbally or non-verbally.</li> <li>• Can respond when offered a choice verbally.</li> </ul>	<p><b>Needs additional cues to support understanding of language.</b></p> <ul style="list-style-type: none"> <li>• Makes a choice between two objects.</li> <li>• Relies on visual cues to respond to simple requests.</li> <li>• Points to and looks at picture/photograph in book when named.</li> <li>• Follows a few simple instructions [single word level], e.g. get your coat.</li> </ul>	<p><b>Responds to single words in context</b></p> <ul style="list-style-type: none"> <li>• Responds to simple requests in imitation; e.g. clasp hands.</li> <li>• Recognises familiar people and objects when named; e.g. mummy, cup, teddy.</li> </ul>	<p><b>Anticipates familiar routines in response to sounds, actions, smells, e.g. mealtimes, bath time.</b></p>
<b>Use of Vocabulary</b>			
<p><b>Has a small, but steadily increasing vocabulary used to relate information and to make requests.</b></p> <ul style="list-style-type: none"> <li>• A few words or signs are emerging.</li> <li>• Begins to string together words/and or signs.</li> <li>• Imitates simple phrases, e.g. all gone, what's that.</li> <li>• Echolalia is often present.</li> </ul>	<p><b>Is able to communicate with and sometimes combine a wider range of gestures and vocalisations, making it easier for adults to interpret the child's intentions.</b></p> <ul style="list-style-type: none"> <li>• Uses small number of recognisable words or signs to name things that are important to them.</li> <li>• Points to or looks at objects to request or show.</li> <li>• Uses gestures to indicate a desire for more.</li> <li>• Copies representational sounds,</li> </ul>	<p><b>Is able to express needs using different cries and facial expressions and produces a range of sounds.</b></p> <ul style="list-style-type: none"> <li>• Makes a particular noise when wanting attention.</li> <li>• Babbles tunefully in strings.</li> </ul>	<p><b>Explores a limited range of sounds.</b></p> <ul style="list-style-type: none"> <li>• Cries when uncomfortable or annoyed.</li> <li>• Babbles.</li> <li>• May make some occasional vocalisations, other than crying, to show feelings.</li> </ul>

	e.g. brmm. • Imitates simple words when prompted.		
<b>Use of Grammatical Structure</b>			
<b>Use two word phrases.</b>  • Begins to put two words/signs together. • Uses telegraphic phrases, e.g. 'mummy home'.	<b>Uses single words, signs, and learnt phrases.</b>	<b>Not applicable</b>	<b>Not applicable</b>
<b>Speech</b>			
<b>Speech is often difficult to understand even when context is known.</b>  • May use some echolalia. • May have some clear words.	<b>Has no intelligible speech.</b>  • Makes speech-like sounds.	<b>Has no intelligible speech.</b>  • Babbles. • Uses very small range of sounds, mostly ah, er, oh. • Few consonants are used.	<b>Explores a limited range of sounds.</b>  • Cries when uncomfortable or annoyed. • Babbles. • May make some occasional vocalisations, other than crying, to show feelings.
<b>Interaction</b>			
<b>Has a range of ways of communicating meaning but only some of these may be understood even by close family.</b>  • Is able to communicate for a purpose using short phrases and gestures. • Will participate in a familiar rhyme with appropriate actions/gestures. • Wants to share songs and conversations.	<b>Displays some limited motivation to initiate, respond or sustain an interaction.</b>  • Joins in some actions of familiar rhymes/songs, with support. • May use constant echolalia.	<b>Shows a developing interest in songs, rhymes and communication games.</b>  • Makes sounds/gestures to songs/nursery rhymes. • Makes noises when talked to. • Makes eye contact when receiving attention. • Responds to peek-a-boo games. • Has poor motivation to initiate interactions.	<b>Some response to communication.</b>  • Vocalises in response to familiar voice. • Responds to peek-a-boo games. • Is aloof, withdrawn, passive. • Makes eye contact when receiving attention.
• Non-verbal communication is meaningful and appropriate to age and situation.	• Pointing or reaching for what is wanted may be vague.	• Is generally unable to express needs or wants non-verbally. • Cannot understand others' non-verbal communication.	• Only uses bizarre gestures with no apparent meaning (e.g. flapping). • Shows no awareness of meanings of others' gestures or facial expressions.

<b>PERSONAL, EMOTIONAL AND SOCIAL DEVELOPMENT: a typical 2 year old .....</b>			
<ul style="list-style-type: none"> <li>√ Constantly demands attention of parent(s).</li> <li>√ Clings tightly (affection, fatigue, fear)</li> <li>√ Resents attention shown to others.</li> <li>√ Defends own possessions.</li> <li>√ Is rebellious when thwarted.</li> </ul>	<ul style="list-style-type: none"> <li>√ Has tantrums when frustrated, but is Easily distracted.</li> <li>√ Finds waiting difficult.</li> <li>√ Plays alone well.</li> <li>√ Greets positively.</li> <li>√ Treats animal/baby/doll with care.</li> </ul>	<ul style="list-style-type: none"> <li>√ Plays alongside.</li> <li>√ Engages in spontaneous simple role play and make believe with self/doll.</li> <li>√ Takes turns but has little idea if sharing.</li> <li>√ Feeds self with spoon and uses cup appropriately.</li> <li>√ Verbalises toilet need but unreliable.</li> <li>√ Assists with bathing/dressing.</li> <li>√ Has little understanding of common dangers.</li> </ul>	
<b>Universal /Differentiation</b>	<b>Additional Needs Up to 5 hours</b>	<b>Complex Needs 5 - 10 hours</b>	<b>Severe Needs More than 10 hours</b>
<b>Emotional and Social Development</b>			
<p><b>Finds managing change difficult.</b></p> <p><b>May have difficulty with emotional responses to others.</b></p> <ul style="list-style-type: none"> <li>• Shows affection towards familiar people, e.g. hugs, pats and kisses.</li> <li>• Finds it difficult to cope with anger/frustration.</li> </ul> <p><b>Begins to understand how actions impact on others.</b></p> <ul style="list-style-type: none"> <li>• Seeks attention by vocalising rather than crying.</li> <li>• Shows some signs of willingness to wait for adult attention.</li> <li>• Repeats actions that produce</li> </ul>		<p><b>Has significant difficulties in managing change.</b></p> <ul style="list-style-type: none"> <li>• Needs familiar adult in sight.</li> </ul> <p><b>Begins to develop social response.</b></p> <ul style="list-style-type: none"> <li>• Accepts offered toys.</li> <li>• Makes delighted response to active play.</li> <li>• Responds to different tones of voice.</li> <li>• Shows eagerness, anger and pleasure by body movement, facial expression, vocalisation.</li> </ul> <p><b>Has limited ability to understand how actions impact on others.</b></p> <ul style="list-style-type: none"> <li>• Outs self or others in danger.</li> </ul> <p><b>Is withdrawn/unwilling to engage.</b></p> <p><b>May be anxious and demonstrate</b></p>	<p><b>Is unable to adapt to change.</b></p> <p><b>Makes simple social responses.</b></p> <ul style="list-style-type: none"> <li>• Smiles, coos and makes excited movements in response to familiar routines.</li> <li>• Responds with obvious pleasure to playful handling when accompanied by tickling and vocal sounds.</li> </ul> <p><b>Is unaware of cause and effect of own actions.</b></p>

laughter.		<b>disruptive/challenging behaviour.</b>	
<ul style="list-style-type: none"> <li>• May occasionally display inappropriate reactions, sometimes unrelated to objects or events around them.</li> </ul>		<ul style="list-style-type: none"> <li>• Displays inappropriate emotional responses e.g. inhibited or excessive reactions unrelated to situation.</li> </ul>	<ul style="list-style-type: none"> <li>• Responses are seldom appropriate to situation, and child's mood is difficult to change.</li> <li>• May show wildly different emotions when nothing has changed.</li> </ul>
<ul style="list-style-type: none"> <li>• May continue same activity or use same materials when adult tries to change tasks.</li> </ul>		<ul style="list-style-type: none"> <li>• Actively resists changes in routine, tries to continue old activity, is difficult to distract.</li> <li>• May become angry/unhappy when established routine is altered.</li> </ul>	<ul style="list-style-type: none"> <li>• Reacts severely to change.</li> <li>• May become extremely angry/uncooperative if change is forced, responding with tantrums.</li> </ul>
<ul style="list-style-type: none"> <li>• Occasionally shows too much or too little fear or nervousness.</li> </ul>		<ul style="list-style-type: none"> <li>• Often shows too much or too little fear or nervousness.</li> </ul>	<ul style="list-style-type: none"> <li>• Fears persist despite efforts to calm or comfort the child.</li> <li>• Has no awareness of danger.</li> </ul>
<b>Behavioural Development</b>			
<p><b>Tends to see world from own point of view.</b></p> <ul style="list-style-type: none"> <li>• Is easily frustrated, with occasional temper tantrums.</li> <li>• Stops briefly when told 'no', usually needing reinforcement.</li> <li>• Is not dissuaded from undesirable behaviour by verbal reasoning.</li> <li>• Responds to distraction and change of environment.</li> </ul>	<p><b>Has intense mood swings from dependence to independence, eagerness to irritation, cooperation to resistance.</b></p> <ul style="list-style-type: none"> <li>• Shows rage when thwarted.</li> <li>• Is difficult to distract when upset.</li> <li>• Obeys simple instruction.</li> </ul>	<p><b>Needs reassurance of familiar adult.</b></p> <ul style="list-style-type: none"> <li>• Cries to gain attention.</li> <li>• Shows likes and dislikes strongly.</li> <li>• Understands 'no'.</li> </ul>	<p><b>Responds happily to positive attention.</b></p> <ul style="list-style-type: none"> <li>• Stops crying when picked up and/or spoken to.</li> </ul>
<b>Identify, Self Esteem and Social Presentation</b>			
<p><b>Has a positive sense of self and abilities.</b></p> <ul style="list-style-type: none"> <li>• Begins to distinguish between 'you' and 'me'.</li> <li>• Has a sense of 'me' and 'mine'.</li> <li>• Recognises self by name and image.</li> </ul> <p><b>Is confident in social situations.</b></p> <ul style="list-style-type: none"> <li>• Plays contentedly alone but likes to be near a familiar adult.</li> <li>• May be shy, fussy or annoyed at being told what to do.</li> </ul>	<p><b>Is developing self awareness.</b></p> <ul style="list-style-type: none"> <li>• Knows own name.</li> <li>• Can distinguish between different members of the family.</li> </ul> <p><b>Is usually confident in social situations.</b></p> <ul style="list-style-type: none"> <li>• Has some insecurities.</li> </ul> <p><b>Has some difficulty relating to adults and with peer group.</b></p> <ul style="list-style-type: none"> <li>• Avoids eye contact, is</li> </ul>	<p><b>Begins to recognise self as a separate individual.</b></p> <ul style="list-style-type: none"> <li>• Smiles at own image in mirror.</li> <li>• Shows preference for main carer.</li> <li>• Offers objects to others but does not release.</li> </ul> <ul style="list-style-type: none"> <li>• Seems unaware of others as people, initiates minimal contact; attention is only gained by persistent and forceful attempts.</li> </ul>	<p><b>Does not realise that people and things exist apart and separate from self.</b></p> <ul style="list-style-type: none"> <li>• Follows voice or human face.</li> </ul> <ul style="list-style-type: none"> <li>• Is consistently unaware of others' actions. Rarely responds or initiates contact.</li> <li>• Only the most persistent attempts to get the child's attention have any effect.</li> </ul>

<b>Acts appropriately with peer group.</b> <b>Displays an appropriate level of independence.</b>	excessively shy, rather unresponsive to adults or clingy to parents.		
<b>Social Relationships</b>			
<b>Relates more easily with adults than children.</b> <ul style="list-style-type: none"> <li>• Is affectionate to familiar people.</li> <li>• Shows interest in strangers, but may be fearful/wary.</li> <li>• Joins in social routine (e.g. pat-a-cake).</li> </ul>	<b>Relates differently to various adults.</b> <ul style="list-style-type: none"> <li>• Is shy with strangers.</li> <li>• Is affectionate to familiar adults.</li> <li>• Waves goodbye.</li> </ul>	<b>Seeks out social contact.</b> <ul style="list-style-type: none"> <li>• Is friendly with strangers, showing occasional shyness.</li> <li>• Reaches out for familiar people; shows desire to be picked up or held.</li> <li>• Enjoys lap play and social play (e.g. peek-a-boo)</li> </ul>	<b>Is becoming more aware of self in relation to other people and things.</b> <ul style="list-style-type: none"> <li>• Fixes eyes on parent's face.</li> <li>• Uses sounds to interact socially.</li> <li>• Reaches out to human face.</li> </ul>
<b>Self Care and Independence</b>			
<b>Has a growing level of competencies.</b> <b>Self-care skills are maximised, despite disability.</b> <ul style="list-style-type: none"> <li>• Holds spoon and gets food safely to mouth.</li> <li>• Is beginning to give notice of urgent toilet needs.</li> <li>• May know if wet/soiled.</li> <li>• Takes off items of clothing but is unable to put them on.</li> </ul>	<b>Is slow to develop self-care skills.</b> <b>Disability limits amount of self-care.</b> <ul style="list-style-type: none"> <li>• Puts hands around bottle/cup when drinking.</li> <li>• Has no bowel/bladder control or awareness.</li> <li>• Co-operates with bathing/dressing.</li> <li>• Attempts to hold spoon.</li> </ul>	<b>Has limited self-care skills.</b> <b>Disability prevents self-care in a significant range of tasks.</b> <ul style="list-style-type: none"> <li>• May attempt to grasp bottle/cup.</li> <li>• Is dependent on adult for personal needs.</li> </ul>	<b>Does not demonstrate self-care skills.</b> <b>Relies totally on others to meet care needs.</b> <ul style="list-style-type: none"> <li>• Accepts dressing and bathing routines, may show enjoyment.</li> </ul>



<b>LEARNING: a typical 2 year old .....</b>			
<ul style="list-style-type: none"> <li>√ Completes 3 piece inset puzzle.</li> <li>√ Points to 'big' and 'little' on request.</li> <li>√ Matches three colours.</li> <li>√ Understands that objects continue to exist when not in view (object permanence).</li> <li>√ Recognises familiar people in photos; by 2½ can recognise themselves in photos.</li> <li>√ Is beginning to understand the consequences of actions.</li> <li>√ Is eager to try out new experiences.</li> </ul>		<ul style="list-style-type: none"> <li>√ Is beginning to ask questions, e.g. 'what', 'who'.</li> <li>√ Wants to share songs and finger rhymes.</li> <li>√ Is beginning to talk to themselves as they play.</li> <li>√ Begins to engage in more sustained role play, e.g. driving a car.</li> <li>√ Attempts to sing familiar nursery rhymes.</li> <li>√ Imitates domestic activities.</li> <li>√ Uses one object to represent another in pretend play.</li> <li>√ Likes to build with construction toys.</li> <li>√ Enjoys musical games.</li> </ul>	
<b>Universal /Differentiation</b>	<b>Additional Needs Up to 5 hours</b>	<b>Complex Needs 5 - 10 hours</b>	<b>Severe Needs More than 10 hours</b>
<b>Problem Solving and Reasoning</b>			
<p><b>Is reaching age appropriate skills.</b></p> <p><b>Begins to identify problems and work out possible solutions.</b></p> <p><b>Begins to place objects according to size, shape, colour.</b></p> <ul style="list-style-type: none"> <li>• Enjoys posting objects into boxes.</li> <li>• Likes to play matching and sorting games such as stacking beakers.</li> <li>• Can remove small objects from a container by turning it upside down.</li> </ul>	<p><b>Is slow in reaching developmental milestones.</b></p> <p><b>Experiments by relating objects using trial and error.</b></p> <ul style="list-style-type: none"> <li>• Drops and throws toys deliberately and looks to see where they have fallen.</li> <li>• Builds with a few bricks and arranges toys on the floor.</li> <li>• Puts objects into a container.</li> </ul>	<p><b>Developmental milestones are unlikely to be met.</b></p> <p><b>Explores objects in immediate environment.</b></p> <ul style="list-style-type: none"> <li>• Places objects in container in imitation.</li> <li>• Shakes a sound making toy.</li> <li>• Removes from face a cloth that obscures vision.</li> </ul>	<p><b>Developmental milestones are not met.</b></p> <p><b>Learns through inbuilt reflexes and reactions.</b></p> <ul style="list-style-type: none"> <li>• Responds to sensory stimuli, e.g. light, loud noises.</li> </ul>
	<ul style="list-style-type: none"> <li>• Shows mildly inappropriate interest in, or use of, toys/objects.</li> </ul>	<ul style="list-style-type: none"> <li>• May show little interest in toys/objects.</li> <li>• May be preoccupied with using toys/objects in a strange way (e.g. focussing on an insignificant part,</li> </ul>	<ul style="list-style-type: none"> <li>• Plays inappropriately with objects, frequently and intensively.</li> <li>• Is difficult to distract when engaged in inappropriate activities.</li> </ul>

		showing fascination with light, making repetitive movements, playing exclusively with one object).	
<b>Knowledge and Understanding</b>			
<b>Explores, recognises and begins to understand the wider environment.</b> <ul style="list-style-type: none"> <li>• Can point to known objects.</li> <li>• Recognises familiar people at a distance.</li> <li>• No longer explore by mouthing.</li> <li>• Points to distant interesting objects when outdoors.</li> <li>• Remembers where objects belong.</li> <li>• Points to one body part, e.g. nose.</li> <li>• Understands the function of simple objects, e.g. brush and comb.</li> </ul>	<b>Shows preferences. Understands object permanence.</b> <ul style="list-style-type: none"> <li>• Can point with index finger to objects of interest.</li> <li>• Knows and responds to own name.</li> <li>• Recognises familiar sounds and voices.</li> <li>• Discriminates between different food by taste.</li> <li>• Points to familiar people, animals or toys when requested.</li> <li>• Looks for an object that has been removed from direct line of vision.</li> </ul>	<b>Explores objects in immediate environment.</b> <ul style="list-style-type: none"> <li>• Touches and examines things.</li> <li>• Pokes, prods and shakes.</li> <li>• Discriminates between familiar people and strangers.</li> </ul>	<b>Responds to sensory stimuli.</b> <ul style="list-style-type: none"> <li>• Plays with hands.</li> <li>• Follows moving object.</li> <li>• Responds to familiar voices/sounds by moving head to locate.</li> </ul>
<b>Creating</b>			
<b>Imitates simple, everyday activities.</b> <ul style="list-style-type: none"> <li>• Imitates feeding doll, reading book, brushing floor, washing clothes.</li> <li>• Plays pat-a-cake and waves goodbye both spontaneously and on request.</li> <li>• Likes paint and crayons.</li> <li>• Enjoys trying to sing as well as listening to music and song.</li> <li>• Enjoys sand and water play.</li> <li>• Is interested in exploring small objects, looking for minute detail.</li> </ul>	<b>Imitates sounds and actions.</b> <ul style="list-style-type: none"> <li>• Imitates a cough.</li> <li>• Uses mark making tools to imitate to and fro scribble.</li> <li>• Takes objects to mouth less often.</li> <li>• Enjoys listening to rhymes and songs.</li> </ul>	<b>Imitates sounds.</b> <ul style="list-style-type: none"> <li>• Enjoys making noises by banging toys.</li> </ul>	<b>Learns through reflexes and reactions.</b> <ul style="list-style-type: none"> <li>• Reaches out in response to a stimulus.</li> </ul> <b>Occasionally imitates.</b>
<ul style="list-style-type: none"> <li>• Can imitate sounds, words and movements.</li> </ul>	<ul style="list-style-type: none"> <li>• Generally imitates simple behaviours, e.g. clapping or single verbal sounds, sometimes after prompting or a delay.</li> </ul>	<ul style="list-style-type: none"> <li>• Imitates sometimes, with persistence and help from an adult; frequently imitates after a delay.</li> </ul>	<ul style="list-style-type: none"> <li>• Rarely or never imitates sounds, words or movements even with prompting and assistance from an adult.</li> </ul>