

1. To be happy, independent and confident

Pre-Milestones

- Enjoys the company of others
- Looks at faces
- Copies facial expressions and mouth shapes – for example, sticking out tongue, opening mouth and widening eyes
- Is comforted by touch
- Is comforted by people's faces
- Smiles at people
- Holds eye contact briefly (5 seconds or more)
- Gains physical and emotional comfort from 'snuggling in'
- Makes sounds and movements to initiate interaction with another person
- Calms from being upset when held, rocked, spoken or sung to with soothing voice
- Holds eye contact during interactions with a familiar person
- Recognises and is most responsive to main carer; face brightens, activity increases when familiar carer appears
- Shows pleasure at being tickled and other physical games
- Laughs and gurgles
- Likes cuddles and being held – for example, calms, snuggles in, smiles, gazes at carer's face or strokes carer's skin
- Shows pleasure at return of familiar carer
- Shows emotional responses to other people's emotions – for example, smiles when smiled at and becomes distressed if hears another child crying
- Smiles at image of self in mirror; shows a developing understanding and awareness of themselves
- Makes own sounds when talked to, especially when a smiling face is used by parent
- Takes turns in interactions with others; quietens when other person talks
- Uses voice or gesture to refuse - for example, by pushing object away, shaking head
- Lifts arms in anticipation of being picked up
- Shows attachment to special people – for example, by being distressed when they are separated, staying close and showing affection
- Responds to own name by turning or looking up at whoever said their name
- Recognises some family names such as Mummy, Daddy, names of other carers, brothers and sisters, or pets, and will turn to look when the name is said
- Seeks to gain attention in a variety of ways, drawing others into social interaction
- Likes to be close to adult and may cry and try to follow (by looking, reaching or crawling) when familiar adult leaves room
- Is wary of strangers
- Builds relationships with special people – for example, by showing affection or holding adults' attention by vocalising
- Points to draw other people's attention to things of interest

- Shows interest in the activities of others and responds differently to children and adults – for example, may be more interested in watching children than adults or may pay more attention when children talk to them
- Enjoys finding their nose, eyes or tummy as part of naming games
- Follows with gaze when an adult directs attention to an object by looking and pointing – for example, when an adult points to a bus and says “Look at the bus” and the child looks at the bus

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Milestone 1.1

The child starts to see themselves as a separate person. i.e. do they decide what to play with?

Possible sequence of learning:

- Forms a strong attachment to a familiar adult
- Clings tightly in affection, fatigue or fear
- Engages with others through gestures, gazes and talk
- Feels safe and secure within the environment
- Shows a preference for play
- Explores environment, although may check in regularly with a familiar adult
- Resentful of adults’ attention to others
- Unable to wait for wishes to be met
- Resists when told ‘no’ or ‘stop’
- May tantrum when frustrated
- Unable to share
- Communicates likes and dislikes, wants and needs using gestures and/ or utterances
- Recognises belongings
- Plays quite contently near other children but not with them
- Begins to self-regulate with support from an adult
- Begins to understand and respond to routines and boundaries
- Asks for food and drink
- Puts on and takes off simple clothing
- Verbalises toilet needs in reasonable time
- Begins to join in play with others

Milestone 1.2

The child starts to tolerate the company of other children and needs adult support to model interactions and play.

<p>Milestone 1.3</p> <p>The child sometimes manages to share and take turns with others with adult guidance and understands 'yours' and 'mine'</p> <p>The child can settle to some activities for a while.</p>	<ul style="list-style-type: none"> • Intensely curious regarding environment with little understanding of common dangers • Expresses preference and decisions, willing to try new things without relying solely on adults • Copies familiar adults and imitates domestic activities • Spontaneously engages in make believe and takes on simple roles in play • Seeks out others to share experiences • Initiates play and responds to what others are saying or doing • Demonstrates friendly behaviour • Plays with a wider range of activities and plays for longer periods of time • Plays collaboratively with others • Pretend play is extended
<p>Milestone 1.4</p> <p>The child is beginning to let other join their play. The child takes part in pretend play i.e. moving from familiar roles to imaginative roles.</p> <p>The child can negotiate solutions to conflicts in their play.</p>	<ul style="list-style-type: none"> • Shows 'effortful control' i.e. resisting a strong impulse to grab what they want • Verbalises wishes, needs and feelings • Begins to understand how others are feeling • Achieves a goal that they have chosen • Engagement and perseverance grows • Challenges themselves with more difficult activities or respond positively to adults challenging them • Reflects on their learning and comments on their thinking • Eats skilfully, washes and dries hands, toilets independently, dresses and undresses • Engages in dramatic make believe play and dressing up favoured • Shows sense of humour in talk and activities • Understands the need for turn taking and sharing • Shows concern and sympathy for playmates in distress and actively seeks help • Is able to self-regulate
<p>Final Milestone</p> <p>The child can understand their own feelings and those of others, with support the child can manage their own emotions. The child has a positive sense of self which enables them to set simple goals. The child has confidence to persist at what they want. The child can look after their body, managing their own personal needs. The child, can make good friendships, and with support, cooperates and resolves conflicts peaceably.</p>	