

2. To be able to communicate their experiences effectively and to demonstrate curiosity in the wider world

Pre-Milestones

- Cries to express needs – for example, when hungry, or in discomfort
- Uses sounds – for example, gurgling and cooing to communicate when relaxed
- Turns eyes and/or head towards adult when they speak
- Makes sounds in response when adults talk
- Vocalises back when talked to (making own sounds) especially to familiar adult and when a smiling face is used
- Begins to develop and use some consonant sounds – for example, 'g', 'm', 'p', 'd'
- Begins to develop and use vowel sounds – for example, 'aa'
- Uses simple sounds or gestures to mean a particular thing – for example, "da" for daddy
- Uses voice or gesture to attract attention
- Babbles by repeating a series of the same sounds – for example, "ba-baba", "ma-ma-ma"
- Asks for favourite games using sounds or gestures – for example, playing peek-a-boo, saying "Boo" or hiding face in hands
- Copies the speech of others, especially the vowels and 'ups and downs' (intonation)
- Babbles, using varied consonants and vowels – for example, "baga", "maba"
- Uses pointing with eye gaze, and then fingers or hands, to make requests and to share an interest
- Points to objects and people, using first finger
- Creates personal words as they begin to develop language
- Takes part in a simple 'conversation' with an adult, focusing on things happening in the here and now or frequent events that are about to happen – for example, meals or bath time
- Uses sounds instead of words to represent different objects - for example "brmm" for 'car', "yum" for 'dinner', "dodi" for 'dummy'
- Voice has the 'ups and downs' (intonation) of the language spoken at home even though individual words may not be clear
- Responds to familiar words and short sentences based on familiar routines – for example, runs to the door when an adult holds their keys and says "It's time to go"

2. To be able to communicate their experiences effectively and to demonstrate curiosity in the wider world

Milestone 2.1

The child explores and responds to the environment around them.

Possible sequence of learning:

- Shows an interest in the environment
- Shows an interest in what adults are doing and saying
- Explores environment, although may check in regularly with a familiar adult
- Feels safe and secure within the environment
- Leads an adult to an interest
- Communicates likes and dislikes, wants and needs using gestures and/ or utterances
- Moves around the environment confidently
- Explores objects using all their senses
- Explores collections of materials with similar and/or different properties
- Uses one word to make requests

Milestone 2.2

The child is able to understand and communicate simple questions of others such as the names of people and objects, i.e. 'what's that?' 'Who's that?'

- Names familiar objects
- Understands simple concepts, big/little
- Learns new words very rapidly and uses them in communicating
- Feels secure and confident with adults (not immediate family)
- Listens and responds to adults
- Uses adults' names
- Uses simple sentences
- Makes connections with home
- Has a sense of self
- Wants to recreate familiar experiences
- Recognises their belongings
- Has a sense of immediate family
- Begins to care for living things
- Shows confidence and independence

Milestone 2.3

The child is able to talk about significant events that have happened i.e. birthdays
The child understands who, what, where in more complex scenarios.

- Comments on familiar objects within the environment
- Comments on and asks questions about the weather
- Talks about things they have observed, begins to ask 'why?'
- Understands more complex sentences
- Communicates to adults when hungry or tired
- Understands their feelings/emotions
- Shares special objects and experiences between home and school

Milestone 2.4

The child is able to answer how and why questions linked to their experiences.

- Begins to make sense of their own life history and families history
- Explores unfamiliar activities and objects
- Begins to ask questions, what things are and how things work
- Responds to others in play
- Uses language focussed on objects and people that are particularly important to them
- Retells a recent event in correct order
- Shows curiosity in things that are unfamiliar
- Shows an interest in different occupations
- Articulates their feelings and emotions
- Holds a conversation jumping from topic to topic
- Uses a variety of questions
- Begins to use more complex sentences, using 'and' & 'because'
- Knows that they are unique and can talk about some of the similarities and differences in relation to others
- Uses talk to connect ideas
- Starts a conversation with another and continues it for many turns
- Shows understanding of prepositions
- Explains what is happening in a situation and anticipates what might come next
- Begins to demonstrate a respect and care for living things
- Recalls and relives past experiences
- Recognises and describes special times or events for family or friends
- Uses a range of tenses
- Uses intonation, rhythm and phrasing
- Observes and talks about the effect of activity on their bodies
- Uses all of their senses
- Understands the key features of life cycles of plants and animals
- Builds up language that reflects the breadth of their experiences
- Explores and talks about different forces they can feel
- Talks about different materials and changes they notice
- Uses talk to help solve problems and organise their thinking

Final Milestone

The child is able to talk confidently about what they see, hear, feel and smell around them. The child shows curiosity in changes and talks about what they think is happening. The child is able to respond to questions from others demonstrating their level of understanding.