	C&L	PSED	PD
6 – 7 months	Does the baby respond to familiar voices, turn to their own name and 'take turns' in conversations with babbling?	Does the baby respond to their name and respond to the emotions in your voice?	Does the baby move with ease and enjoyment?
12 months	Does the baby 'take turns' by babbling and using single words? Does the baby point to things and use gestures to show things to adults and share interests? is the baby beginning to use single words like mummum, dada, tete (teddy)? Can the baby choose between 2 objects: "Do you want the ball or the car?"	Does the baby start to be shy around strangers and show preferences for certain people and toys?	Can the baby pull to stand from a sitting position and sit down? Can the baby pick up something small with their first finger and thumb (such as a piece of string)? Note: look out for babies and young toddlers who appear underweight, overweight or to have poor dental health. You will need to work closely with parents and health visitors to help improve the child's health.
15 months	Can the baby say around 10 words (they may not all be clear)?		
18 months	is the toddler listening and responding to a simple instruction like: "Adam, put on your shoes?" is the toddler using a range of adult like speech patterns (jargon) and at least 20 clear words? does the toddler understand lots of different single words and some two-word phrases, such as "give me" or "shoes on"?	is the toddler increasingly curious about their world and wanting to explore it and be noticed by you?	
2 years	is the child showing an interest in what other children are playing and sometimes joins in? can the child use up to 50 words? Is the child beginning to put two or three words together: "more milk"? Is the child frequently asking questions, such as the names of people and objects? can the child understand many more words than they can say – between 200–500 words? Can the child understand simple questions and instructions like: "Where's your hat?" or "What's the boy in the picture doing?"	Does the child start to see themselves as a separate person? For example, do they decide what to play with, what to eat, what to wear? Note: watch out for children who get extremely upset by certain sounds, smells or tastes, and cannot be calmed. Or children who seem worried, sad or angry for much of the time. You will need to work closely with parents and other agencies to find out more about these developmental difficulties.	Can the toddler run well, kick a ball, and jump with both feet off the ground at the same time? Look out for children who find it difficult to sit comfortably on chairs. They may need help to develop their core muscles. You can help them by encouraging them to scoot on sit-down trikes without pedals, and jump on soft-play equipment.
3 years	Can the child shift from one task to another if you get their attention? Using the child's name can help: "Jason, can you stop now? We're tidying up". can the child use around? 300 words? These words include descriptive language. They include words for time (for example, 'now' and 'later'), space (for example, 'over there') and function (for example, they can tell you a sponge is for washing). Is the child linking up to 5 words together? Is the child using pronouns ('me', 'him', 'she'), and using plurals and prepositions ('in', 'on', 'under') - these may not always be used correctly to start with. Can the child follow instructions with three key words like: "Can you **wash dolly's face**?" can the child show that they understand action words by pointing to the right picture in a book? For example: "Who's jumping?" Note: watch out for children whose speech is not easily understood by unfamiliar adults. Monitor their progress and consider whether a hearing test might be needed. can the child shift from one task? to another if you fully obtain their attention, for example, by using their name.	Does the child start to enjoy the company of other children and want to play with them? can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'? Can the child settle to some activities for a while?	Can the child climb confidently, catch a large ball and pedal a tricycle? Look out for children who appear to be overweight or to have poor dental health, where this has not been picked up and acted on at an earlier health check. Discuss this sensitively with parents and involve the child's health visitor. Adapt activities to suit their particular needs, so all children feel confident to move and take part in physical play.

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4 years	is the child using sentences of four to six words – "I want to play with cars" or "What's that thing called?"? Can the child use sentences joined up with words like 'because', 'or', 'and'? For example: "I like ice cream because it makes my tongue shiver". Is the child using the future and past tense: "I am going to the park" and "I went to the shop"? Can the child answer simple 'why' questions?	Does the child play alongside others or do they always want to play alone? Does the child take part in pretend play (for example, being 'mummy' or 'daddy'?) Does the child take part in other pretend play with different roles – being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play? Note: watch out for children who seem worried, sad or angry for much of the time, children who seem to flit from one thing to the next or children who seem to stay for over-long periods doing the same thing and become distressed if they are encouraged to do something different. You will need to work closely with parents and other agencies to find out more about these developmental difficulties.	Most, but not all, children are reliably dry during the day by the age of 4. Support children who are struggling with toilet training, in partnership with their parents. Seek medical advice, if necessary, from a health visitor or GP.

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