



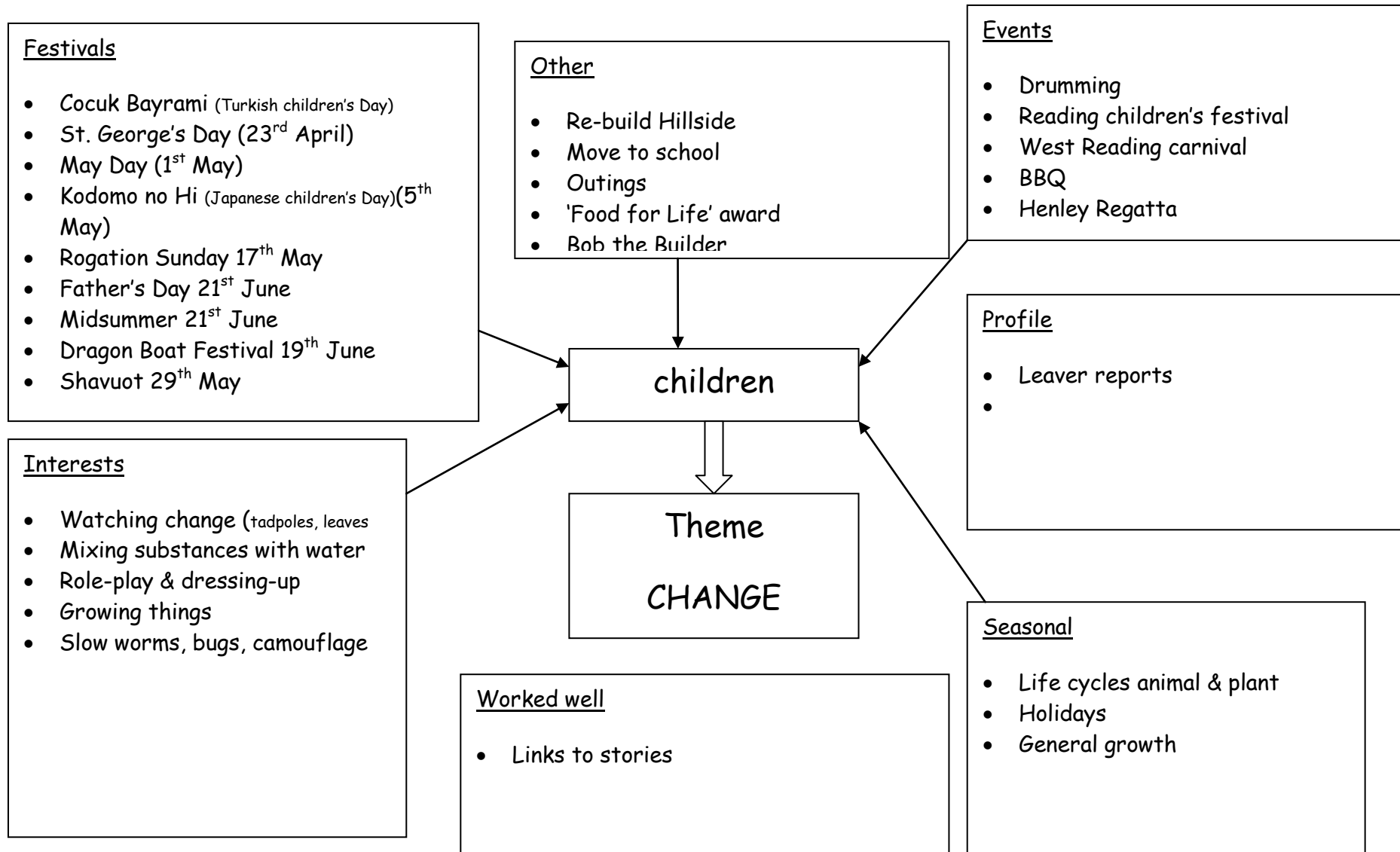
Changes

Norcot Early Years Centre – Summer 2009 Planning



PLANNING

Summer 2009



Us - growing and changing



babies - clinics

Height charts

Our characteristics

Moving to school



STORIES

Titch

Once there were Giants

When I am Bigger

Life cycles - animals

egg - hen



caterpillar - butterfly



tadpole - frog

names of baby animals

farm trip

STORIES

Handa's Hen

Hungry caterpillar

Life cycles - plants

Herb garden



Role-play Garden Centre

Planting and growing

Jack and the Beanstalk



STORIES

Jack and the Beanstalk

Jim and the beanstalk

Jill and the beanstalk

Enormous turnip/ watermelon

Oliver's fruit salad

Oliver's vegetables

Holidays and outings

Picnics

Seaside



Forests

Ways to travel



Role-play travel agent / airport /boats

STORIES

Train Ride

Mr Gumpy's Outing / motorcar

Who sank the boat

Change of state

Foods -



Popcorn

Jelly, Ice / ice cream, chocolate

Cooking - bread

BBQ

Soil - mud



Cement

Clay

STORIES

Bob the Builder

Little Red Hen

Stone soup

Summer (Terms 4&5) 2009 - Change

Personal Social and Emotional (Sally)	Communication, Language and Literacy (Karen)	Problem Solving, Reasoning and Numeracy (Fiona)
<p><u>D&A</u> *Learn they are special through response to similarities/differences *increasing independence as carry out activities</p> <p>* <u>S-c & S-e</u> *comfort from touch & human face *explore from security of adult (trips out, new to nursery) * talk about home (family outings, memories of growing up) and celebrations *sensitive to needs of others (ages, skills ...) *new experiences (drumming)</p> <p><u>M R</u> * work with others (lg beanstalk construction, role-play,)</p> <p><u>B & S-c</u> *respect/concern for plants eg. Veg, care for animals (pets, tadpoles...) Able to d/w own clothing e.g. change for paddling pool/water play; sun awareness (hats)</p> <p><u>Community</u> *sense of self within family, within teams, groups. *understand that others have likes/dislikes different to own</p>	<p><u>Communication Thinking</u> *vocab associated with growing(plants, body parts), names of young animals, vocab associated with change (adjectives – soft, crunchy...) * recall and sequencing of trips, stories, actions such as making sandwich, planting seeds</p> <p><u>Sounds & Letters</u> (as document)</p> <p><u>Reading</u> *seed packets, tickets for travel, labels in garden centre</p> <p><u>Writing</u> *planting instructions, own name, labels for seeds, clinic forms, telephone messages</p> <p><u>Handwriting</u> * wiggly lines (tadpole tails, beanstalks, pathways), circular movements (eggs, bubbles)</p>	<p><u>Numbers</u> * Counting - leaves on stalk, sandwiches for picnic, beans in a pod, eggs laid *fingers and toes games and rhymes * count drum beats *numerals – dice games, tickets, height charts,</p> <p><u>Calculating</u>*Songs- 5 Little speckled frogs, *spaces in egg cartons, *which packet has more seeds, pod has less beans, giant has x gold coins – Jack takes away</p> <p><u>Shape, Space, Measure</u>Measure – *height plant grown(use cubes, bricks, hands, footsteps to measure), own height (strips pf paper, pen marks) *sorting seeds / animals by size * filing and emptying pots (soil, sand, water, popcorn ...) * pattern – symmetry butterfly wings,</p>
<p>Knowledge & Understanding of the World (Emily)</p> <p><u>Exploration & Investigation</u> *investigate/comment on how things change e.g. when heated, frozen, cooked, mixed *notice how plants grow / identify what need to grow *observe and comment on animals changing – tadpoles, eggs/chicks</p> <p><u>Designing & Making</u> *Construct castles, find ways of joining (that allow movement or very strong) * use tools – scissors, knife (cut veg, fruit, sandwiches), spades for digging</p> <p><u>ICT</u> *CD player, look at tills in shops and role-play, use microwaves (popcorn)</p> <p><u>Time</u> *events in own life – starting nursery, going to school, birthdays * time things take to grow, decay</p> <p><u>Place</u> *small world farm * explore space using own hands, body *notice changes in world around them / cooment on changes – gardens (growing), changes to Hillside site</p> <p><u>Communities</u> *join in role-play, acting out stories, cultural festivals – carnival, children’s festivals (Japan, Turkey, Reading)</p>	<p>Physical Development (Trish)</p> <p><u>Movement & Space</u> *movement inspired by winding, waving plants, movement inspired by animals, movement inspired by events – popping corn.</p> <p>*Movement than includes change of pace, change of direction, change of level</p> <p><u>Health & Bodily Awareness</u> *Recognise what we need to grow – sleep, rest, exercise, food (Food for Life award). Recognise as we grown we can do more things for self (toileting/hygiene) *recognise changes in body after exercise, what happens if we get too hot</p> <p><u>Equipment and Materials</u></p> <p>. * enjoy sensory experiences – making holes/marks in damp compost/soil *control beaters in music making * use gardening tools effectively *constructing walls (castle, building - inspired by H/S). Moulding and shaping materials – clay, soil, sand castles,</p>	<p>Creative Development (Diana)</p> <p><u>Responding</u>*Touching, smelling handling compost, herbs/vegetables</p> <p>*touching/handling substances that change – jelly, clay, ice,</p> <p>*respond to music – movement, swaying, stamping, dancing</p> <p>*creating collage, painting etc in response to what seen, heard, touched ...</p> <p><u>Media and Materials</u> *colours change through mixing, adding sand to change texture of paint, *construct vertically as well as horizontally – castles, beanstalks, walls, fences</p> <p><u>Music and Dance</u>*songs, *dances eg – maypole, carnival, ring games</p> <p>*drumming – changing sounds (fast/slow, loud/quiet), rhythm, composing</p> <p>*imitate sounds such as ‘quack quack’ ‘moo’</p> <p>Imagination</p> <p>*Pretend mobilo as a telephone, yoghurt pot as a cup</p> <p>*pretend worlds – building sites, beach, role-play</p>

Early Years Foundation Stage – Areas of Learning and Development

Personal, social and emotional development

Sense of community

0-11	<ul style="list-style-type: none"> Learn that special people are a source of sustenance, comfort and support. 	<p>Talk to babies about the different people they meet in there day at nursery. Who are their special people? Talk to about how they help them and why they like them.</p>
8-20	<ul style="list-style-type: none"> Is learning that own voice and actions have effects on others 	<p>Respond to child when s/he communicates that they want to do something. For older babies use photos/pictures to provide child with choices about songs, food, activity, playing out doors or inside. For younger ones offer choice of items.</p>
16-36	<ul style="list-style-type: none"> Learn that they have similarities and differences that connect them to, and distinguish them from, others. Shows affection and concern for special people 	<p>Ask parents for photos of children taking part in community and family events – add to books as described above. Encourage child to talk about what they are doing in each picture. Ask parents for photos on a theme, e.g. “crawling, walking or running, ” – make display and talk to children about similarities and differences. Challenge negative behaviour.</p> <p>Form strong relationships with children, model concern and encourage to look after distressed, sad peers.</p>
30-50	<ul style="list-style-type: none"> Makes connections between different parts of their life experience 	<p>Encourage parents and children to talk to the group about what they do at special times. Group sharing activities – talking about what they did at the weekend, showing photos, clothes. Talk about what they looked like when they were younger. What can they do now that they couldn't when they were a baby? Talk about holidays that they have been on. Changes in environment.</p>

40-60	<ul style="list-style-type: none"> • Has a positive self-image, and shows that s/he is comfortable with himself • Understand that people have different needs, views, cultures and beliefs that need to be treated with respect. 	<p>Talk about other children's and family beliefs. Introducing festivals such as Kodomo no Hi (Japanese children's day) 5th may (see festival section for more)</p> <p>During group times children can share what they have been doing at the weekend, in the afternoon/morning. Bring photos in from home of when they were a baby. Look at how they have changed, how will they change?</p>
Self Care		
0-11	<ul style="list-style-type: none"> • Anticipate food routines with interest. 	<p>Give babies the opportunity to express noise and movements when they need or want drink or food. Encourage babies to gradually share control of their food and drink times. Using finger food, encouraging independence.</p>
8-20	<ul style="list-style-type: none"> • Is beginning to indicate own needs, for example, by pointing 	<p>Ensure environment is visually stimulating – change arrangement of toys to encourage scanning and exploration. Moving self to the toys they would like to play with. Offer choice at snack time. encourage children to communicate physically and verbally.</p>
16-26	<ul style="list-style-type: none"> • Shows a desire to help with dress and hygiene routines • Communicates preferences 	<p>Provide opportunities to encourage children to put on own clothes. To turn on taps to wash hands. Making them think about what body parts they have to move to achieve desired effect.</p> <p>Offer choices – using actual objects or photos/symbols/pictures to aid choosing when playing, using</p>

		musical instrument, snack, activity, song.
22-36	<ul style="list-style-type: none"> Seeks to do things for himself, knowing that an adult is close by, ready to support and help if needed Is becoming more aware that choices have consequences 	<p>Build confidence in children to take part in tasks and activities with out adult. Show the children that you are close by. Build trust in known adults. Give the children opportunities to choose their own activities using pictures, task sheet. Talk about growing up and learning to do things independently.</p> <p>Tell stories that have moral meanings. Highlighting the consequence of choice.</p>
30-50	<ul style="list-style-type: none"> Demonstrate a sense of pride in own achievement. Shows willingness to tackle problems and enjoys self-chosen challenges 	<p>Provide opportunities for children to take responsibility for their own work. looking at what they can do now/ what they couldn't do then they started nursery. Provide a range of activities that enable the child to make lots of decisions about how they are going to approach a task and what they will make/do.</p> <p>Give the children lots of opportunity to dress and undress them selves. Practicing putting on shoes, socks, hats scarves, coats, gloves. After PE, going out for garden time,</p>
40-60+	<ul style="list-style-type: none"> Operates independently within the environment and shows confidence in linking up with others for support and guidance Dresses and undresses independently and manages own personal hygiene 	
Behaviour and self-control		
0-11	<ul style="list-style-type: none"> Is usually soothed by warm and consistent responses from familiar adults Is beginning to adapt to care giving routines 	Learn which songs, lullabies parents use at home to provide consistency and familiarity. Play familiar piece of calm, soothing music at nap times. Massage activities.
8-20	<ul style="list-style-type: none"> Responds to a small number of boundaries, with encouragement and support 	Agree as a team on what the boundaries are and if they will differ at all to meet needs of different children. Ensure that all team members emphasise the positive and tell children what they do want them to do rather than what they shouldn't.
16-36	<ul style="list-style-type: none"> Is beginning to learn that some things are his/hers, some things are shared, and some things belong to other people Is aware that some actions can hurt or harm others 	<p>Provide clearly labelled places for child to keep his/her special things. Encourage sharing and using things together. Try to have duplicates of favoured items.</p> <p>Lots of positive re- enforcement, positive modelling,</p>

		<p>especially in the role play area. Focusing on language used.</p> <p>Use puppets, cuddly toys to tell stories about things that happened to them and how it made them feel. Have emotion symbols to underline the feelings of others. Talk to children calmly about how things they have done make someone else feel.</p>
30-50	<ul style="list-style-type: none"> • Is beginning to accept the needs of others, with support • Shows care and concern for others, for living things and the environment 	<p>Encourage children to work together, to help each other with tasks such as putting on coats, finding resources, friends, working out problems together. To comfort each other when feeling sad or have hurt themselves, to show compassion towards friends. To share in happiness and success of others.</p> <p>Helping in the garden, weeding getting ready for planting, watching the plants grow, watering, harvesting.</p>
40-60+	<ul style="list-style-type: none"> • Show confidence and the ability to stand up for own rights • Consider the consequences of their words and actions for themselves and others. 	<p>During group times ask children to talk about what are the things they should do in order to make sure that everyone is feeling safe and happy. Encourage them to talk about when things did not go well and what made them better. Ask children to identify they own feelings in given situations so they can begin to understand how others may be feeling. When conflict arises encourage children to explain to each other how they are feeling and to say what they want.</p>
Dispositions and Attitudes		
0-11	<ul style="list-style-type: none"> • Is developing an understanding and awareness of himself • Is learning that has influence on and is influenced by others 	<p>Individual time with each child, e.g. when feeding. Anticipation games, e.g. peek a boo – giving baby opportunity to pull cloth from their or your face. Mirror babies movements and vocalisations to form a conversation – give baby time to see if they are able to mirror your expressions.</p> <p>Treasure baskets- exploring natural materials using all the senses – 1:1 with an adult and with one or two others. Lying under gently wafting parachute and other fabrics with other babies</p>
8-20	<ul style="list-style-type: none"> • Has a strong exploratory impulse • Explores the environment with interest 	<p>Lots of opportunities to explore, especially out side in the</p>

		<p>garden, grass, gravel, stones, water, ice. Feeling different textures with hand and feet, lots of room to move body parts, listening to music, exploring musical instruments. Bells on legs and wrists.</p> <p>Using lots of natural materials, feely bags, Modelling putting hand into bag and making different facial expressions.</p> <p>Exploring different tastes and textures of food.</p>
16-26 22-36	<ul style="list-style-type: none"> • Is developing a curiosity about things and processes • Begin to develop self-confidence and a belief in themselves. 	<p>Developing curiosity about growing of plants, animals, and children. Make sure the children have the opportunity to make choices, support their decisions</p> <p>Really encourage excitement when a new skill has been learnt with and without adult help. Lots of praise and different facial expressions when a new skill has been learnt/ is being learnt.</p>
30-50 40-60+	<ul style="list-style-type: none"> • Has a positive approach to new activities and events • Shows increasing independence in selecting and carrying out activities • Persists for extended periods of time at an activity of own choosing • Continues to be interested, excited and motivated to learn 	<p>See above. Encourage and support children to try new things. Help them take small steps towards building up confidence. Encourage persistence.</p> <p>Encourage large gross movement in the garden, lots of focus problem solving activities, see above</p> <p>Plan & review sessions to encourage thinking about what will do and what have done. At daily diary discuss activities that have been of particular interest to individual children. Use pictures or symbols to provide visual prompts to aid processing. Make a wide range of activities available that have particular personal interest to the children, encourage them, lots of focus on keeping boys involved in classroom activities. using the outside environment to encourage interest in growing of plants, looking at life cycles</p>
Self Confidence and Self Esteem		
0-11	<ul style="list-style-type: none"> • Finds comfort in touch and in the human face • Is gaining physical, psychological and emotional comfort from "snuggling in" 	<p>Strong keyworker relationship. Ensure child gets regular individual attention, e.g. at meal times. Massage activities & songs that involve touch, e.g. Round and Round the Garden, Row the Boat. Create snugly corners where child</p>

		and adult can cuddle comfortably together
8-20	<ul style="list-style-type: none"> • Feels safe and secure within healthy relationships with key people • Sustains healthy emotional attachments through familiar, trusting, safe and secure relationships 	<p>See above</p> <p>Making picture books of staff, toys and activities, establishing routines that are the same as home to develop trust in their carers and keep continuity.</p> <p>work with parents and develop a shared understanding of responses to babies emotions and behaviour.</p>
16-26	<ul style="list-style-type: none"> • Makes choices that involve challenge, when adults ensure safety • Is developing confidence in own abilities 	<p>Work together as a team to develop the children's independent skills. Lots of encouragement to choose their own activities. Use lots of pictures of activities and adults so they are able to make choices with out adult help.</p>
22-36	<ul style="list-style-type: none"> • Is beginning to be assertive and self-assured when others have realistic expectations of his/her competence • Is beginning to recognise danger and knows who to turn to for help • Feels pride in own achievements 	<p>Celebrate achievements which reflect significant progress for each child with peers and parents. Take photos, make display board "Look What We Can Do!".</p> <p>Lots of positive praise and encouragement if you feel their confidence is fading.</p> <p>Celebrate every little steps, levels of achievement is different for every child.</p>
30-50	<ul style="list-style-type: none"> • Has a sense of personal identity • Talks freely of their home and community • Takes pleasure in gaining more complex skills 	<p>Settling in plan for new children, encouraging older children to show their new friends where things are and how things can be used.</p> <p>Encourage children to talk about their home life, about family members and pets. Encourage children to talk about experience outside of school, lots of open questioning. 1:1 with adults, in small groups or in whole class discussions.</p> <p>Reflect on their achievements.</p>
40-60+	<ul style="list-style-type: none"> • Expresses needs and feelings in appropriate ways • Respond to significant experiences, showing a range of feelings when appropriate. • Have a developing awareness of their own needs, views and feelings, and be sensitive to the needs, views and feelings of others. 	<p>Encourage children to talk about their feelings. Use persona puppets dolls to explore feeling. Reflect on how you think they are feeling and how you know 'you are stamping your feet, seems like you are really cross'. Either in circle times or</p>

		<p>1:1. Support children's growing ability to think rational about what there are feeling and why the responded in the way that they did.</p> <p>Talk about our needs to eat, sleep and keep clean. How do you do it? How do babies? Animals? See above.</p>
Making Relationships		
0-11	<ul style="list-style-type: none"> Enjoys the company of others and is sociable Is learning by interacting with others 	<p>Activities where babies are seated in a circle so they can see each other and the adults. Lay babies on mats beside each other so they can make physical and visual contact with each other.</p> <p>Strong key worker relationship as before. Have photos available so parents can show baby who is in the room today. Make photos books of special people to be shared at home and in nursery.</p>
8-20	<ul style="list-style-type: none"> Seeks to gain attention in a variety of ways, drawing others into social interaction Uses his developing physical skills to make social contact 	<p>Talk to babies about special people, such as their family members. Always greet the child by saying hello, waving and smiling, encourage child to coping your actions, do the same when the child leaves nursery.</p> <p>Follow the baby's lead by repeating vocalisations, mirroring movements and showing the baby that you are 'listening' fully. Encourage children to come to you for a cuddle, to show you what they have done.</p>
16-36	<ul style="list-style-type: none"> Looks to others for responses which confirm, contribute to, or challenge his understanding of himself Is learning social skills, and enjoys being with and talking to adults and other children Seeks out others to share experiences 	<p>Always make sure that you give a child your full attention when talking to them or responding to a question.</p> <p>When talking with children make sure that lots of opened questioning is used, so to encourage the child to develop the conversation further. Building the confidence to talk in small groups as well as whole class situations.</p> <p>Provide role play areas that will encourage social interacting. A home corner, restaurant, office.</p>
30-50	<ul style="list-style-type: none"> Feels safe and secure, and shows a sense of trust Demonstrate flexibility and adapt their behaviour to different events, social situations 	<p>Establish stable routines with the children, using visual time tables, talking from the pictures for EAL children. Reassure</p>

	<p>and changes in routine.</p> <ul style="list-style-type: none"> Forms friendships with other children 	<p>children who are still finding the session hard.</p> <p>Encourage children to play with a wide range of friends.</p> <p>Support children who find change in routine confusing. We are doing this first then Next. Helping children prepare for school. Talking about growing up and meeting new friends and teachers.</p> <p>See above</p>
40-60+	<ul style="list-style-type: none"> Values and contributes to own well-being and self-control Forms good relationships with adults and peers Work as part of a group or class, taking turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously 	<p>Provide lots of activities that provide turn taking and sharing. Use timer for children who find sharing/turn taking more difficult.</p> <p>Planting vegetables, large scale paintings, cooking food, making cakes, collecting the eggs,</p> <p>Ask children to identify appropriate ways to behave in a range of situations</p> <p>Activities such as dancing and circle games where children have fun as part of a group.</p>

Communication, Language and Literacy

Language for Communication		
0-11	<ul style="list-style-type: none"> Communicates in a variety of ways including crying, gurgling, babbling and squealing Makes sounds with her voice in social interaction 	<ul style="list-style-type: none"> Respond to babies gurgle, babbles, squeals ... Use opportunities such as changing time, settling to sleep to sing or tell stories to babies Use recordings (tape/CD) of mother tongue for ch. learning English as a 2nd language. Ask parents for key words – nappy, drink/bottle, Mummy/Daddy
8-20	<ul style="list-style-type: none"> Takes pleasure in making and listening to a wide variety of sounds Creates personal words as she begins to develop language 	<ul style="list-style-type: none"> Adults tune in and respond to messages babies attempting to convey, be particularly alert as routine times and when ch. has favoured toy/object Ensure parents feel welcome by displaying greeting words/ routine related words of different cultures
16-26	<ul style="list-style-type: none"> Uses single-word and two-word utterances to convey simple and more complex messages Understands simple sentences 	<ul style="list-style-type: none"> Staff observe ch's play and interests and add comments (ch. need to hear words many times) Play games such as rolling ball commenting as play "Joe's got the ball"

22-36	<ul style="list-style-type: none"> Learns new words very rapidly and is able to use them in communicating about matters which interest her 	<ul style="list-style-type: none"> Display photos, pictures of familiar objects – foods, objects used at meal times, clothing - for ch. to talk about. Create photo books of activities e.g. planting (digging, planting, watering), a hunt in the garden for toy bugs, Play games that focus on sounds e.g. place object in tin – keys in one, sand in another – ‘where are the keys?’. Songs and games that involve rhythm - clapping songs, rocking songs (row the boat, hickory dickory dock)
30-50	<ul style="list-style-type: none"> Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Listens to stories with increasing attention and recall Listens to others in one-to-one or small groups when conversation interests her Questions why things happen and gives explanations Uses vocabulary focused on objects and people that are of particular importance to her Uses a widening range of words to express or elaborate on ideas 	<ul style="list-style-type: none"> Read at pace/allow gaps /add actions to encourage ch. to join in stories with refrains – Enormous Watermelon/turnip, Little Red Hen, Who Sank the boat. Encourage ch. to act out rhymes or stories – actions to Humpty Dumpty, provide props to retell stories (inside & out) e.g. picture of watermelon fixed with rope attached to pull and pull, carry buckets up and down hill like Jack and Jill. Adults model questions – by pondering ‘I wonder what made that plant grow?, Value chs explanations. Develop ch’s vocabulary linked to experiences topics – petals, roots, melting; as child plays extend vocab/offer alternative words e.g. child comments cars going backwards offer word ‘yes, the cars reversing’
40-60+	<ul style="list-style-type: none"> Uses talk to gain attention and sometimes to use action rather than talk to demonstrate or explain to others Uses vocabulary and forms of speech that are increasingly influenced by her experience of books Consistently develops a simple story, explanation or line of questioning Uses language for an increasing range of purposes Interacts with others, negotiating plans and activities and taking turns in conversation Enjoys listening to and using spoken and written language, and readily turns to it in her play and learning Listens with enjoyment, and responds to stories, songs and other music, rhymes and poems and makes up her own stories, songs, rhymes and poems 	<ul style="list-style-type: none"> Provide word banks inside and out, along with writing materials – link with activities such as planting, role-play areas, ingredients for recipe, words linked to an experience e.g. feeling ice (cold, slippery) In a group use actions or drama to retell a familiar story (Little Red Hen, Rosies Alk, Hands Surprise) then invite children to change one or two elements and create own story Adults model language for negotiating ‘ May I ...’, Would it be alright ...’ In real situations encourage ch. to explain to another ch. how they had made their model, what they had put in their soup Work together to plan e.g. what might go in pallet garden, what might take on a picnic, Encourage ch’s made up songs, encourage ch to join in nonsense rhymes and songs
Language for Thinking		
0-11	Are intrigued by novelty and events and actions around them.	<ul style="list-style-type: none"> Provide objects that attract babies attention – suspend ribbons, shiny objects that catch the light, lay babies in garden beneath trees (movement and light patterns), bubbles Opportunities to handle objects that stimulate several senses (fruits – smell, touch; metal objects that jingle (sound, sight, changes temperature as handled)
8-20	Understands simple meanings conveyed in speech. Respond to the different things said to them when in a familiar context with a special person.	<ul style="list-style-type: none"> Observe ch. comment on what they are doing ‘splashing’ ‘pushing’ ‘shaking’ ‘eating’ Adult comments on what they are doing especially routines
16-26	Are able to respond to simple requests and grasp meaning from context.	<ul style="list-style-type: none"> Provide props that encourage ch. to engage in symbolic play – feeding doll, putting doll to bed,

22-36	Use action, sometimes with limited talk, that is largely concerned with the here and now.	<ul style="list-style-type: none"> Provide cooking, making activities where talk is used by adult to help ch to anticipate what is to happen or to initiate ch's actions: cooking - 'we need some eggs, let's see if we could find some', tray garden ' we could use stones to make a path, lets go and find some
30-50	Uses talk to connect ideas, explain what is happening and anticipate what might happen next Uses talk, actions and objects to recall and relive past experiences	<ul style="list-style-type: none"> Provide props to encourage ch to remind them of experiences e.g. small world farm, photos following visit to farm. Interactive display – flowerpots, compost, watering can, tools following a planting activity to encourage ch to recall and sequence what they did. Series of photos of a cooking activity for ch. to sequence.
40-60+	<ul style="list-style-type: none"> Is beginning to use talk instead of action to rehearse, reorder and reflect on past experience, linking significant events from own experience and from stories, paying attention to how events lead into one another Is beginning to make patterns in her experience through linking cause and effect, sequencing, ordering and grouping Uses talk to organise, sequence and clarify thinking, ideas, feelings and events	<ul style="list-style-type: none"> As above Set up investigations e.g. placing seeds in different places to grow – encourage ch. to predict what might happen; where will ice melt quickest and why?; based on story Who Sank the Boat –in water tray have objects to put in boat – what might happen? Provide props inside and outside that encourage acting out story scenarios (large turnip with a rope; paper/fabric beanstalk – attach string so can pull up to make grow)
Linking Sounds and Letters		
0-11	<ul style="list-style-type: none"> Listens to, distinguishes and responds to intonations and the sounds of voices 	<ul style="list-style-type: none"> Initiate peek-a-boo games, use nappy changing times/ singing times for exploring fingers and toes through songs and rhymes
8-20	Enjoys babbling and increasingly experiments with using sounds and words to represent objects around her	<ul style="list-style-type: none"> Respond to ch's attempts at words – offer doll in response to baba, dummy in reponse to dudu (IMPORTANT to link with parents re ch's special words for objects including comforters)
16-26	Listens to and enjoys rhythmic patterns in rhymes and stories	<ul style="list-style-type: none"> Encourage ch. to talk about sounds they hear – with objects, pictures in books add sound words – cat 'meow'; rain 'pitter, patter; train 'ch, ch whoooo'
22-36	Distinguishes one sound from another Shows interest in play with sounds, songs and rhymes Repeats words or phrases from familiar stories	<ul style="list-style-type: none"> Through actions and movement such as rocking/swaying explore rhythm of rhymes and songs. Join in rhythm of stories e.g. Train Ride. Echo train rhythm in chants " Fish and chips, fish and chips, bread and butter, bread and butter, s-o-u-p!"
30-50	Enjoys rhyming and rhythmic activities Shows awareness of rhyme and alliteration Recognises rhythm in spoken words	<ul style="list-style-type: none"> Play with names emphasising initial sound K-K-K-Katy Refer to Letters and Sounds (aspect 1 – 7) and L is for Sheep for lots more ideas.
40-60+	<ul style="list-style-type: none"> Continues a rhyming string Hears and says the initial sound in words and knows which letters represent some of the sounds Hears and says sounds in words in the order in which they occur Links sounds to letters, naming and sounding the letters of the alphabet	<ul style="list-style-type: none"> As above Encourage ch to listen to sounds in own name Adult model phonetic make up of words when writing FOCUS on aspect 7 of Letters and Sounds Fun games that encourage strings of rhyming words – Humpty Dumpty Pumpty Wumpty
Reading		
0-11	<ul style="list-style-type: none"> Listens to familiar sounds, words, or finger plays 	<ul style="list-style-type: none"> Provide board books to share Finger rhyme play – Round and round the garden, This Little Piggy ...
8-20	<ul style="list-style-type: none"> Responds to words and interactive rhymes, such as "Clap Hands" 	<ul style="list-style-type: none"> As share books draw ch's attention to pictures Tell stories to ch encouraging ch to join in actions e.g. Trip trap (Billy Goats Gruff)

16-26	<ul style="list-style-type: none"> Shows interest in stories, songs and rhymes 	<ul style="list-style-type: none"> Share picture books with ch. adult use different voices e.g. deep voice for Daddy bear, squeaky voice for baby bear – encourage ch to join in. Provide CDs of simple stories (try to obtain those in chs first language)
22-36	<ul style="list-style-type: none"> Has some favourite stories, rhymes, songs, poems or jingles 	<ul style="list-style-type: none"> Ensure plan in told stories as well as read stories Adult model using props e.g. puppets to tell stories Use clear pictures or puppets to explore how story characters might be feeling – Little Red Hen when nobody would help; Handa when her fruit had ‘changed’; Little Old Woman when trying to pull up watermelon
30-50	<ul style="list-style-type: none"> Knows information can be relayed in the form of print Holds books the correct way up and turns pages Understands the concept of a word 	<ul style="list-style-type: none"> Work with children to follow written instructions – instructions on seed packet, recipes e.g. crispie cakes (melting chocolate), making bread Plan time following stories for ch. to ask questions Ensure ‘word’ rich environment – labels around room, name cards, word banks (written and typed)
40-60+	<ul style="list-style-type: none"> Enjoys an increasing range of books Knows that information can be retrieved from books and computers Explores and experiments with sounds, words and texts Retells narratives in the correct sequence, drawing on language patterns of stories Knows that print carries meaning and, in English, is read from left to right and top to bottom 	<ul style="list-style-type: none"> Following trip to farm, visit to shop, or bug hunt in garden use books, CD roms, internet to extend experiences, find more information Add story CDs with accompanying books to book areas Encourage ch. to recall/talk about words they see in the environment – names of shops, word like ‘stop’, ‘open’. Enlarge section of print from a book/magazine and give ch highlighters to be word or letter detectives. Opportunities to recognise own name - typed, written Adult model direction of print when reading (pointer or finger, indicate where starting to read) Using big books encourage ch to recognise words that are repeated e.g. pulled and pulled (repeated through out story)
Writing		
0-11	<ul style="list-style-type: none"> Moves arms and legs and increasingly uses them to reach for, grasp and manipulate things 	<ul style="list-style-type: none"> Provide gloop, yoghurt in small trays so babies can make marks
8-20	<ul style="list-style-type: none"> Is beginning to make marks 	<ul style="list-style-type: none"> Talk to babies about marks they make e.g. with piece of apple or toast as they rub it on table at snack (‘round and round’ ‘up and down’) Provide mark making opportunities with thick crayons, in paint
16-26	<ul style="list-style-type: none"> Examines the marks she and others make 	<ul style="list-style-type: none"> Ensure provide wide range of mark making tools – crayons, brushes & paint, sticks in sand and mud, fingers in sand, gloop (cornflour), tools to mark in clay
22-36	<ul style="list-style-type: none"> Distinguishes between the different marks she makes 	<ul style="list-style-type: none"> Observe ch and record comments they make about their marks Draw attention to symbols in environment – road signs, wash hand signs in bathroom, print from different cultures – numerals displayed in print of different cultures, Japanese print (Japanese Children’s Festival).
30-50	<ul style="list-style-type: none"> Sometimes gives meaning to marks as she draws and paints Ascribes meanings to marks she sees in different places 	<ul style="list-style-type: none"> Encourage ch to write messages for real reasons, provide opportunities for writing in role-play, writing labels for seeds planted.
40-60+	<ul style="list-style-type: none"> Uses writing as a means of recording and communicating Uses her phonic knowledge to write simple regular words 	<ul style="list-style-type: none"> Encourage ch to ‘read’ what they have written Ch who are linking sounds to letters in own name, encourage to use these

	<p>and make phonetically plausible attempts at more complex words</p> <ul style="list-style-type: none"> • Attempts writing for different purposes, using features of different forms such as lists, stories and instructions <p>Writes her own name and other things such as labels and captions, and is beginning to form simple sentences, sometimes using punctuation</p>	<p>sounds/letters when writing other words</p> <ul style="list-style-type: none"> • Adults involved in role play model writing on writing frames provided (lists, order forms, memos, recipes)
Handwriting		
0-11	<ul style="list-style-type: none"> • Plays with own fingers and toes and focuses on objects around her 	<ul style="list-style-type: none"> • Provide activities that encourage babies to reach and grasp – suspended objects/ribbons, baby gym, items in treasure basket • Chances to pick up small (safe) items such as rice crispies
8-20	<ul style="list-style-type: none"> • Is beginning to bring together hand and eye movements to fix on and make contact with objects 	<ul style="list-style-type: none"> • Plan and provide to develop fine and gross motor skills – posting objects into holes, throwing or kicking balls, stacking bricks/objects
16-26	<ul style="list-style-type: none"> • Makes random marks with her fingers and some tools 	<ul style="list-style-type: none"> • Finger painting, grasping objects for printing, felt pens or thick crayons for scribbling, pushing small cars to make tracks in paint
22-36	<ul style="list-style-type: none"> • Is beginning to show some control in her use of tools and equipment 	<ul style="list-style-type: none"> • Shape squeeze dough/clay • range of brushes – different thickness of paint • small spoons/scoops with - sand, rice, pasta • rakes, sticks to make marks in sand
30-50	<ul style="list-style-type: none"> • Uses one-handed tools and equipment • Draws lines and circles using gross motor movements • Manipulates objects with increasing control 	<ul style="list-style-type: none"> • Write dance – manipulate ribbons, scarves to music (links to weather – wind, movement of plants) • Opportunities to make range of shapes in the air, in sand, in salt/flour with fingers or tools [circles inspired by wheels, bubbles; wiggly lines inspired by plant moving in wind, waves in sea, a bumpy journey]
40-60+	<ul style="list-style-type: none"> • Is beginning to use anti-clockwise movement and retraces vertical lines • Is beginning to form recognisable letters <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed</p>	<ul style="list-style-type: none"> • Opportunities to practice movements that make up letter formation e.g. down strokes -(rain, fences, hair; up strokes – grass growing; combine movements up beanstalk then down on same line) • Ensure paper and writing tools provided inside and outside. Provide note pads next to phones; clip boards next to construction activities, plant labels (lolly sticks) next to planting areas etc.

Problem Solving, Reasoning and Numeracy

Numbers as Labels and for Counting		
0-11	<ul style="list-style-type: none"> • Responds to people and objects in her environment • Notices changes in groupings of objects, images or sounds 	Treasure baskets of fruit, herbs ,veg encourage babies to touch, feel and smell use taste where appropriate
8-20	<ul style="list-style-type: none"> • Is developing an awareness of number names through her enjoyment of action rhymes and songs that relate to her experience of numbers 	Songs: 5 Little Speckled Frogs, 5 Little Peas in a Pea Pod Grew”, This Little Pig Went to Market, Tommy Thumb, Peter

	<ul style="list-style-type: none"> Enjoys finding her nose, eyes, or tummy as part of naming games 	Works with One Hammer, Ten Little Fingers, Head Shoulders, Knees & Toes.
16-26	<ul style="list-style-type: none"> Says some counting words randomly Is gaining an awareness of 1-1 correspondence through categorising belongings, starting with “mine”, or “Mummy’s” 	<p>Giving out items to each other, adult to model: “one for, one for and one for you!” Preparing to go into garden One welly for each foot, one head-one hat etc</p> <p>Counting bricks as building towers & structures.</p> <p>Planting seeds – one in each pot/hole.</p>
22-36	<ul style="list-style-type: none"> Creates and experiments with symbols and marks Uses some number language such as “more” and “ a lot” 	<p>Marking ‘tickets’ in role play airport. Creating labels for plant pots.</p> <p>Cooking activities – measuring out ingredients. Role play vegetable shop – filling boxes and bags. Looking after plants and produce.</p>
30-50	<ul style="list-style-type: none"> Shows curiosity about numbers by offering comments or asking questions Sometimes matches number and quantity correctly Recognises groups with one, two or three objects 	<p>Observing plants the children have grown – talking about how many. Groups of plant pots with 1,2 or 3 plants in that children sort into numeral labelled boxes in role play garden centre.</p> <p>Counting eggs laid, recording on a chart, comparing how many are laid.</p>
40-60+	<ul style="list-style-type: none"> Recognises some numerals of personal significance Counts out up to six objects from a larger group Counts actions or objects that cannot be moved Is beginning to count beyond 10 Is beginning to represent numbers using fingers, marks on paper or pictures 	<p>Age, door numbers, numbers on tractors and bikes – matching to parking space.</p> <p>Counting out seeds to plant, bricks to build with, items that the Hungry Caterpillar ate</p> <p>Drumming patterns and counting out rythms.</p> <p>Writing price labels for garden centre, numbers for seats on airplane,</p>
Calculating		
0-11	<ul style="list-style-type: none"> Shows evidence of logical thinking 	Cause and effect toys – what happens when I press this button, turn this knob etc.

		Have clear routines
8-20	<ul style="list-style-type: none"> Has some understanding that things exist, even when out of sight Is alert to and investigates things that challenge her expectations 	Peek a boo games – child to pull cloth from adult or puppet’s head. Jack in the box toys. Putting things into containers with lids then rediscovering what is inside. Feely bag activities.
16-26	<ul style="list-style-type: none"> Categorises objects according to their properties 	Fun tidying away activities – gather all items that are out together, pull one out “who knows where this goes?!” Collages with found objects and other natural materials.
22-36	<ul style="list-style-type: none"> Knows that a group of things changes in quantity when something is added or taken away 	Cutting pizza into slices and noticing how plate becomes empty as everyone has a slice. Use props or fingers when singing number rhymes (see above for song suggestions).
30-50	<ul style="list-style-type: none"> Compares two groups of objects, saying when they have the same number Shows an interest in number problems 	Jack and the Beanstalk – how many beans did Jack have? How many grew?
40-60+	<ul style="list-style-type: none"> Finds the total number of items in two groups by counting all of them Says the number that is one more than a given number Selects two groups of objects to make a given total of objects 	Tallying how many eggs hens lay each day and counting up how many altogether at the end of the week. How many tomatoes did we pick today? How many beans? How many things did we pick altogether?

Shape Space and Measures		
0-11	<ul style="list-style-type: none"> Is developing an awareness of shape, form and texture as she encounters people and things in her environment 	Wide range of tactile objects to explore through touch, taste, sight & smell- natural objects such as shells, large stones, twigs, herbs. And everyday objects such as spoons, cups, food items. Have collections of objects that can only be used with 1:1 supervision so babies encounter a wide range of shape, texture and smell.
8-20	<ul style="list-style-type: none"> Finds out what toys are like and can do through handling objects Recognises big things and small things in meaningful contexts 	Big & small boxes with items which do and do not fit into them. Posting shapes. Offer v small and larger portions of food – notice with the child which one they have chosen. Offer big & small spoons when child is eating from a small pot.

16-26	<ul style="list-style-type: none"> • Uses blocks to create her own simple structures and arrangements ▪ Enjoys filling and emptying containers 	<p>Offer wide range of building equipment paying attention to size, weight, texture, colour etc.</p> <p>Filing pots for planting seeds. Lots of access to waterplay filling activities: bottles with holes, jugs, large and small pots, big and small holes to tip into. Use wide range of items for filling and emptying, things that are hard/soft, heavy/light, brightly coloured/monochrome, e.g sawdust, shredded paper, stones, wet/dry pasta, flour etc.</p>
22-36	<ul style="list-style-type: none"> • Notices simple shapes and patterns in pictures • Is beginning to categorise objects according to properties such as shape or size • Is beginning to understand variations in size 	<p>Looking at photos of patterns from a range of cultures. Talking about the designs on flags, e.g. cross of St George. Which flags have circle? Can you find one with a triangle?</p>
30-50	<ul style="list-style-type: none"> • Shows an interest in shape and space by playing with shapes or making arrangements with objects • Shows awareness of similarities in shapes in the environment • Observes and uses positional language • Uses shapes appropriately for tasks 	<p>Outdoor construction using a variety of materials– mirroring building work.</p> <p>Shape hunts, looking for real objects that are round, square etc – indoors, outdoor and at home – sharing what we find by taking photos, making charts.</p> <p>Games that involve children being inside, on top, behind etc boxes, hoops, furniture. Doing the same with dolls/teddies. Responding to instructions when tidying away, e.g “can you put that behind the table for me?”</p>
40-60+	<ul style="list-style-type: none"> • Shows curiosity about and observation of shapes, by talking about how they are the same or different • Shows awareness of symmetry • Orders two or three items by length or height • Orders two items by weight or capacity • Matches sets of objects to numerals that represent the number of objects • Sorts familiar objects to identify their similarities and differences, making choices and justifying decisions • Uses familiar objects and common shapes to create and recreate patterns and build models 	<p>Develop awareness of height and growth by drawing around children at beginning of term (or make a height strip for each child) – use figures to order by height – keep until end of term and then draw around children again – is there any difference?</p> <p>Ordering pictures of Hungry Caterpillar as he grows.</p> <p>Measuring plants as they grow using bricks, hands, paper measuring strips etc.</p> <p>Sorting types of seed and bean into similar groups.</p> <p>Making buildings that are the same on both sides of the door. Symmetrical printing.</p>

Knowledge and Understanding

Exploration and Investigation

0-11	<ul style="list-style-type: none"> • Uses movement and senses to focus on, reach for and handle objects • Learns by observation about actions and their effects 	Wide range of objects and toys to explore. Early cause and effect toys: things that make a sound or light up when you shake them
8-20	<ul style="list-style-type: none"> • As she pulls to stand and becomes more mobile, the scope of her investigations widens 	Plan to vary the arrangement of activities and equipment to maintain interest and challenge the babies' expectations.
16-26	<ul style="list-style-type: none"> • Sometimes focuses her enquiries on particular features or processes 	Encourage children to explore patterns of thought and movement (schemas) by providing materials that relate to what they are interested in at present.
22-36	<ul style="list-style-type: none"> • Explores, plays and seeks meaning in her experiences • Uses others as sources of information and learning 	Use garden to encourage exploration. Investigate properties of compost, water, leaves, vegetables. Explore how the wind moves objects; draw attention to different features of the plants- leaves, roots, petals etc Insects...Explore fruit and vegetables grown by touching and tasting. Explore range of objects before and after change, e.g. warm after being in microwave, cold after being in a freezer.
30-60	<ul style="list-style-type: none"> • Shows curiosity and interest in the features of objects and living things • Describes and talks about what she sees • Investigates objects and materials by using all of her senses as appropriate • Looks closely at similarities, differences, patterns and change 	<p>How does the Nursery garden/gardens at home change? Spring into summer. Planting variety of different seeds- talking about what is going to happen to them next? What do they need to grow? Eggs in incubator- talking about the difference to sitting under a bird. What is happening inside the incubator/egg? How long does it take to change? Why do we need plants? To eat, dye with etc. Collecting seeds from the vegetables- explore cyclical pattern of growing. Cooking, chopping, tasting- use all senses and encourage descriptive talk about what they see/feel/taste etc.</p> <p>Exploring the tadpoles- shape, size, colour.</p> <p>Changes in Nursery- knocking down H/S- new building.</p>

		Going to School.
Designing and Making		
0-11	<ul style="list-style-type: none"> Explores objects and materials with hands and mouth 	-Offer a range of objects that babies can explore with hands and fingers- include different textures, shapes and sizes – talk to baby as they explore-use key words and intonation to describe the properties to baby, ‘soft and squishy, wet...’
8-20	<ul style="list-style-type: none"> Shows curiosity and interest in things that are built up and fall down, and that open and close 	Provide a variety of blocks and bricks for children to explore. Use junk boxes with different ways of opening, for building, opening/closing and filling. Add in shapes which do not easily balance. Play anticipation games relating to knocking over and falling down.
16-36	<ul style="list-style-type: none"> Is interested in pushing and pulling things, and is beginning to build structures Is curious and interested in making things happen 	Draw attention to what child is doing whilst building/moving things: “oh look you pushed it over”. Encourage anticipation when pushing over structures by counting “1,2,3,go!”
30-60+	<ul style="list-style-type: none"> Investigates various construction materials Is beginning to try out a range of tools and techniques safely Builds and constructs with a wide range of objects, selecting appropriate resources and adapting her work where necessary 	Workshop role-play areas – builders’ yard, plumbers’ merchant. Appropriate tools readily available – encourage children to discuss what they need to do and how they will do it, why they have made the choices they have.
ICT		
0-11	<ul style="list-style-type: none"> Shows interest in toys and resources that incorporate technology 	Battery operated, push button toys and activity centres that play music/light up.
8-20	<ul style="list-style-type: none"> Explores things with interest and sometimes presses parts or lifts flaps to achieve effects such as sounds, movements or new images 	As above...
22-36	<ul style="list-style-type: none"> Shows an interest in ICT Seeks to acquire basic skills in turning on and operating some ICT equipment 	Using simple cause & effect computer programmes. Give children opportunity to push start button on CD player, photocopier etc.

30-50	<ul style="list-style-type: none"> Knows how to operate simple equipment 	<p>Selecting music CD, loading it and pressing start button. Taking photos of things s/he has made, pressing start button on photocopier/printer/microwave. Using tills in role play areas/shops. Phones.</p>
40-60+	<ul style="list-style-type: none"> Uses a mouse and keyboard to interact with age-appropriate computer software Finds out about and identifies the uses of everyday technology and uses information and communication technology and programmable toys to support her learning 	<p>Use programmes that involve moving mouse, clicking and dragging, using certain keys – exploring webcams on internet- baby animals, growing etc.</p> <p>Programming Beebot to do individual moves and follow a sequence – place rubbish on Beebot and programme it to follow the route to H/S, vegetable patch, rubbish tip as appropriate. Using microwaves/oven/ice cream maker to change state- making popcorn, bread, jelly, icecream.</p>
Time		
0-11	<ul style="list-style-type: none"> Anticipates repeated sounds, sights and actions 	<p>Talk to baby about what is about to happen next and what you are doing. Use objects of reference to show baby what is going to happen next: spoon at mealtime, bed at naptime etc.</p>
8-20	<ul style="list-style-type: none"> Is getting to know and enjoy daily routines, such as getting-up time, mealtimes, nappy time, and bedtime 	<p>Ask parents about significant events in their babies' day and how these are talked about, for example, "na night" for sleep or bedtime, "din-dins" for dinner time.</p>
16-26	<ul style="list-style-type: none"> Associates a sequence of actions with daily routines Is beginning to understand that things might happen 'now' 	<p>Use photos/symbols to display a sequence of events – take symbol from schedule and show children what is going to happen 'now'</p>
22-36	<ul style="list-style-type: none"> Understands some talk about immediate past and future, for example, 'before', 'later', or 'soon' Anticipates specific time-based events such as mealtimes or home time 	<p>Use photos/symbols to display a sequence of events that are going to happen. Look at pictures of important events that have happened in child's life- e.g. pictures of their family at Christmas or Birthdays.</p> <p>-Talk to child about what has happened during the session-'before lunch you did a painting for Daddy'.</p>

30-60+	<ul style="list-style-type: none"> • Talks about past and future events • Is developing an understanding of growth, decay and changes over time • Is beginning to differentiate between past and present • Understands about the seasons of the year and their regularity 	<p>Talking about previous events at home/Nursery- Birthdays. What could you not do when you were younger? What can you do now?- link to child conferences.</p> <p>Planting seeds- watching them grow. Eggs, tadpoles, compost etc. Photographic records of processes- in garden, with eggs, new building.</p> <p>Spring and Summer- how has the weather, garden changed? Baby animals- why do most animals have their babies in the spring?</p> <p>Talking about going to School- what we are going to do at the weekend/ in holidays/ September.</p>
Place		
0-11	<ul style="list-style-type: none"> • Explores the space around her through movements of hands and feet and by rolling 	<p>Give children space to move as they wish- encourage range of different movements- highlight how another child is moving 'Look Sam is rolling over and over'.</p>
8-20	<ul style="list-style-type: none"> • Loves to be outdoors and closely observes what animals, people and vehicles do 	<p>Ensure children are appropriately dressed and then allow them to freely explore the outdoor environment: puddles, mud, grass. Provide opportunities for visits to a range of environments. Draw attention to vehicles and creatures that visit the site, fly overhead and when out and about. Feed in key vocabulary: nouns, verbs, adjectives, adverbs.</p>
22-36	<ul style="list-style-type: none"> • Enjoys playing with small-world models such as a farm, a garage, or a train track 	<p>Provide wide range of activities, support with story and information books about places. Small world farm/garden/ lego- making new buildings.</p>
30-60+	<ul style="list-style-type: none"> • Shows an interest in the world in which she lives • Comments and asks questions about where she lives and the natural world • Finds out about her environment, and talks about those features she likes and dislikes 	<p>Talking about changes in the garden/ Hillside etc.</p> <p>Explore the environment after different types of weather</p>

		– what is it like when it rains a lot? What happens to the garden/plants/flowers when it is sunny? Which flowers/vegetables/ fruits would you like to grow in the garden? Which vegetables/fruits do you like? Why do you like strawberries..etc??
Communities		
0-11	<ul style="list-style-type: none"> • Concentrates intently on faces and enjoys interaction • Forms attachments to special people 	Spend regular times in close contact individually with the baby, singing and playing, responding to his/her interactions.
8-20	<ul style="list-style-type: none"> • Recognises special people, such as family, friends or her key person • Shows interest in social life around him 	Continuity of key person. Talk with the child about the special people in their lives, use photos to support the interaction. Invite visitors to talk and play with the children & share their experiences. Talk to child about what is happening around them-naming other adults and children. Collect and share some stories and songs that parents and babies use at home
16-26	<ul style="list-style-type: none"> • Is curious about people and shows interest in stories about herself and her family • Enjoys stories about herself, her family and other people • Likes to play alongside other children 	Talk with the child about the special people in their lives, use photos to support the interaction. Invite visitors to talk and play with the children & share their experiences.
22-36	<ul style="list-style-type: none"> • Is interested in others and their families • Has a sense of own immediate family and relations • Is beginning to have her own friends 	Use going home bear for children to take home – in small group share what bear has done during its time with Encourage children to play alongside others who have similar interests – highlight to them what it is they have in common. Small group games and activities to support interactions as well as time for children to select their own activities and play together as they choose
30-50	<ul style="list-style-type: none"> • Describes significant events for family or friends 	Creation of role play areas- garden centre, restaurant,

	<ul style="list-style-type: none"> Enjoys imaginative and role-play with peers 	builders site, estate agents. Adults join in and extend children's play. Encourage children to talk about significant events- birth of siblings, marriages, moving house, days out, birthdays etc- bring own experiences into role play.
40-60+	<ul style="list-style-type: none"> Is beginning to know about her own culture and beliefs and those of other people 	- Invite children and families from different cultures to share photos, music, objects, food from their home culture. Encourage children to talk about any experiences they have of cultures other than their own. Provide lots of opportunities to explore food, clothing, music, objects from cultures other than their own

Physical Development

Movement and Space		
0-11	<ul style="list-style-type: none"> Makes movements with arms and legs which gradually become more controlled Uses movement and sensory exploration to link up with her immediate environment 	Provide safe spaces indoors and out for babies to roll, stretch and explore. Provide resources that move or make a noise when touched to encourage movement towards.
8-20	<ul style="list-style-type: none"> Makes strong and purposeful movements, often moving from the position in which she is placed Uses her increasing mobility to connect toys, objects and people Shows delight in the freedom and changing perspectives that standing or beginning to walk brings 	Create environments that stimulate movement, slight slopes, low steps, tunnels etc. Provide secure objects that enable babies/toddlers to pull themselves up to standing position.
16-26	<ul style="list-style-type: none"> Has a biological drive to use her body and develop her physical skills Expresses herself through action and sound Is excited by her own increasing mobility and often sets her own challenges 	Use stories/rhymes to help children think about how they move. Use music to stimulate movement
22-36	<ul style="list-style-type: none"> Is gradually gaining control of her whole body and is becoming aware of how to negotiate the space and objects around her Moves spontaneously within available space Responds to rhythm, music and story by means of gesture and movement Is able to stop Manages body to create intended movements Combines and repeats a range of movements 	Provide wheeled toys, both large and small, to encourage children to negotiate space and objects. Use tracks to follow, encourage different speeds and directions. Respond to music with instructions eg Sticky Kids, to encourage use of different parts of body.

		<p>Maypole dancing for May day</p> <p>Stop and go games. Use instruments to indicate repetitive actions. Tap repeating patterns on drums</p>
30-50	<ul style="list-style-type: none"> • Moves freely with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping • Uses movement to express feelings • • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles • Sits up, stands up and balances on various parts of the body • Demonstrates the control necessary to hold a shape or fixed position • Operates equipment by means of pushing and pulling movements • Mounts stairs, steps or climbing equipment using alternate feet • Negotiates an appropriate pathway when walking, running, or using a wheelchair or other mobility aids, both indoors and outdoors • Judges body space in relation to spaces available when fitting into confined spaces or negotiating openings and boundaries • Shows respect for other children's personal space when playing among them • Perseveres in repeating some actions or attempts when developing a new skill • Collaborates in devising and sharing tasks, including those which involve accepting rules 	<p>Provide safe opportunities for moving in different ways, trying out new skills, eg LTN</p> <p>Painting to music. Mvt inspired by winding, waving plants. Mvt inspired by animals Move like a giant</p> <p>Talk about importance of moving safely, negotiating space and peers. Stop/go games</p> <p>Provide wheelbarrows, buggies etc to push/pull. Link to role play builders,</p> <p>Make obstacle courses for bikes and children outside</p> <p>Adult encourage practising of skills and repeating actions till skills acquired. Drumming skills</p> <p>Work collaboratively to make large vehicles out of boxes, planks etc. Work together to transport large items.</p>
40-60+	<ul style="list-style-type: none"> • Goes backwards and sideways as well as forwards • Experiments with different ways of moving • Initiates new combinations of movement and gesture in order to express and respond to 	<p>Tracks/courses to provide movements in various directions</p>

	<p>feelings, ideas and experiences</p> <ul style="list-style-type: none"> • Jumps off an object and lands appropriately • Shows understanding of the need for safety when tackling new challenges • Avoids dangerous places and equipment • Constructs with large materials such as cartons, fabric and planks • Moves with confidence, imagination and in safety • Moves with control and coordination • Travels around, under, over and through balancing and climbing equipment <p>Shows awareness of space, of herself and of others</p>	<p>Provide space and opportunity for jumping, encouraging awareness of need to land safely. Allow children to risk assess areas.</p> <p>Make large vehicles, including diggers, cranes, construction vehicles using blocks, planks, boxes etc</p> <p>Pose challenges for children eg get from A to B without touching ground, using feet etc.</p>
Health and Bodily Awareness		
0-11	<ul style="list-style-type: none"> • Thrives when her nutritional needs are met • Responds to and thrives on warm, sensitive physical contact and care 	<p>Feeding routines that meet individual and cultural needs of baby</p> <p>Talk to baby, reassure them, as carrying out daily routines Make frequent, gentle contact.</p>
8-20	<ul style="list-style-type: none"> • Focuses on what she wants as she begins to crawl, pulls to stand, creeps, shuffles, walks or climbs 	<p>Provide safe environment which encourages need to aim for and reach objects</p>
16-26	<ul style="list-style-type: none"> • Shows some awareness of bladder and bowel urges • Is developing her own likes and dislikes in food, drink and activity • Practises and develops what she can do 	<p>Offer range of healthy drinks and snacks, encourage children to try new tastes and textures</p>
22-36	<ul style="list-style-type: none"> • Communicates her needs for things such as food, drinks and when she is uncomfortable • Shows emerging autonomy in self-care 	<p>Involve ch in choosing and preparing food. Display colourful menu cards and model food names</p>
30-50	<ul style="list-style-type: none"> • Shows awareness of own needs with regard to eating, sleeping and hygiene • Often needs adult support to meet those needs • Shows awareness of a range of healthy practices with regard to eating, sleeping and hygiene • Observes the effects of activity on her body 	<p>Encourage ch to recognise and communicate own needs. Talk about need to rest when tired, dress warmly when cold, wash hands after toileting etc</p>

		Provide opportunities for physical activity. Draw attention to what happens to body in different situations
40-60+	<ul style="list-style-type: none"> Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health Recognises the importance of keeping healthy, and those things which contribute to this Recognises the changes that happen to her body when she is active 	<p>Talk about health awareness whenever possible. Use books, DVDs, role play dentist (Jim and Beanstalk]</p> <p>Through stories, games, sorting pictures etc talk about food types- both good and bad for the body.</p>
Using Equipment and Materials		
0-11	<ul style="list-style-type: none"> Watches and explores hands and feet Reaches out for, touches and is beginning to hold objects 	Play games to encourage babies to reach out for and hold objects. Provide objects that can be held, squeezed, rattled, shaken etc
8-20	<ul style="list-style-type: none"> Imitates and improvises actions she has observed, such as clapping and waving Becomes absorbed in putting objects in and out of containers Enjoys the sensory experience of making marks in damp sand, paste or paint. 	<p>Adult to model actions eg waving, clapping. Use action songs</p> <p>Provide dough, cornflour, paint etc to explore using all senses</p>
16-26	<ul style="list-style-type: none"> Uses tools and materials for particular purposes Is beginning to make, and manipulate, objects and tools Puts together a sequence of actions 	Involve ch in everyday tasks, sweeping, mixing, using cutters etc. Lots of role play opportunities to use tools-Bob the Builder, Postman Pat, dustmen, moving house/building, packing etc
22-36	<ul style="list-style-type: none"> Balances blocks to create simple structures Shows increasing control in holding and using hammers, books, beaters and mark-making tools 	<p>Use blocks to build simple structures, balancing</p> <p>Provide role play tool boxes, inside and out-builders yard, garage, garden centre, greenhouse</p>
30-50	<ul style="list-style-type: none"> Engages in activities requiring hand-eye coordination Uses one-handed tools and equipment <ul style="list-style-type: none"> Shows increasing control over clothing and fastenings 	<p>As above, role play, and real tools</p> <p>Use gardening equipment to make holes, dig in compost. Use beaters whilst drumming</p> <p>Encourage ch to put on own coats, sunhats, boots to go outside. Dress for LTN. Provide dolls, bears</p>

	<ul style="list-style-type: none"> Shows increasing control in using equipment for climbing, scrambling, sliding and swinging Demonstrates increasing skill and control in the use of mark-making implements, blocks, construction sets and small-world activities Understands that equipment and tools have to be used safely 	<p>and clothing to practice on</p> <p>Provide opportunities and variety of media for ch to explore</p> <p>Talk about safety issues, and model safe handling and use of tools for cutting to cook</p>
40-60+	<ul style="list-style-type: none"> Explores malleable materials by patting, stroking, poking, squeezing, pinching and twisting them Uses increasing control over an object, such as a ball, by touching, pushing, patting, throwing, catching or kicking it Manipulates materials to achieve a planned effect Uses simple tools to effect changes to the materials Shows understanding of how to transport and store equipment safely Practises some appropriate safety measures without direct supervision Uses a range of small and large equipment <p>Handles tools, objects, construction and malleable materials safely and with increasing control</p>	<p>Use clay/dough to make different plants, veg, fruit for garden shop, or Oliver's veg or fruit salad story. Adult introduce and extend vocab to describe actions. Adult model actions</p> <p>Provide equipment and opportunities</p> <p>Fold, cut, stick media to achieve planned outcome, make seed packets</p> <p>Provide opportunities to explore equipment</p>

Creative Development

Being creative: responding to experiences, expressing and communicating ideas		
0-11	<ul style="list-style-type: none"> Uses movement and sensory exploration to connect with her immediate environment 	Touching and feeling a range of substances that change i.e. Ice, clay, jelly, corn flour , mud, wet and dry paint, pastry (cooked and uncooked).

		<p>Touching smelling herbs, vegetables, fruit.</p> <p>Large sensory experiences using natural materials to crawl through, sit under e.t.c.</p>
8-20	<ul style="list-style-type: none"> • Responds to what she sees, hears, smells, touches and feels 	<p>As above.</p> <p>Play catch with muslin bags full of herbs or other feely/smelly things.</p> <p>Explore using different textured paint, different brushes and paper and colour mixing.</p> <p>Modelling with different materials i.e. clay, pastry, boxes, wood.</p> <p>Collage with seeds, other materials of interesting textures.</p>
16-26	<ul style="list-style-type: none"> • Expresses herself through physical action and sound • Explores by repeating patterns of play 	<p>Dance and movement to music, making music using instruments or every day objects.</p> <p>Building blocks and knocking down.</p> <p>Role play building site, home including bedroom and day/ night routines with staff modelling routines.</p> <p>Familiar songs which include sounds for exploration such as Old Macdonald.</p>
22-36	<ul style="list-style-type: none"> • Seeks to make sense of what she sees, hears, smells, touches and feels • Is beginning to use representation as a form of communication 	<p>Exploring substances as above and starting to link descriptive words to what they are doing, categorising materials, comparing and contrasting.</p> <p>Children using movement to express mood with music and props such as streamers scarves e.t.c.</p>

30-50	<ul style="list-style-type: none"> • Uses language and other forms of communication to share the things she creates, or to indicate personal satisfaction or frustration • Explores and experiences using a range of senses and movement • Captures experiences and responses with music, dance, paint and other materials or words. • Develops preferences for forms of expression 	<p>As above extending language using phrases and sentences for descriptions.</p> <p>Role play situations where children can talk about builders, gardening, farm animals, holidays and growing and can act out personal experiences or scenarios.</p>
40-60+	<ul style="list-style-type: none"> • Talks about personal intentions, describing what she was trying to do • Responds to comments and questions, entering into dialogue about her creations • Makes comparisons and creates new connections • Responds in a variety of ways to what she sees, hears, smells, touches and feels • Expresses and communicates her ideas, thoughts and feelings by using a widening range of materials, suitable tools, imaginative and role-play, movement, designing and making, and a variety of songs and musical instruments 	<p>Activities as above.</p> <p>Drumming work.</p> <p>May day dancing and ribbon work.</p> <p>Songs linking to themes at story and group time.</p>
Exploring Media and Materials		
0-11	<ul style="list-style-type: none"> • Discovers mark-making by chance, noticing, for instance, that trailing a finger through spilt juice changes it 	<p>Using meal times to explore mark making in spilt food or juice before clearing it up. Offering a range of substances to mark make in both on floor and on tables including water, paint, foods, compost.</p> <p>Treasure baskets of topic linked items for exploration.</p>
8-20	<ul style="list-style-type: none"> • Explores and experiments with a range of media using the whole body 	<p>Large paper, sheets of material or plastic with media for use on the floor to explore with whole body. Materials to scatter or sprinkle.</p>
16-26	<ul style="list-style-type: none"> • Creates and experiments with blocks, colour and marks 	<p>Free use of large crayons, felt tips, paint. Use of blocks to build both wood and soft blocks large and small. A range of other materials both natural and man made to create with build free style or stick with glue, sellotape e.t.c. Making kites for Japanese festival (5th May)</p>
22-36	<ul style="list-style-type: none"> • Is beginning to combine movement, materials, media or marks 	<p>Inspirational materials linked to the theme for inventive creations with lots of adult encouragement. Use of herbs, found materials, media or mark making equipment and materials with different textures such as wall paper.</p>

30-50	<ul style="list-style-type: none"> • Is beginning to be interested in and describing the texture of things • Explores colour and is beginning to differentiate between colours • Differentiates marks and movements on paper • Uses her body to explore texture and space • Understands that she can use lines to enclose a space, and is beginning to use these shapes to represent objects • Creates 3D structures • Is beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces 	<p>Continue to use blocks and other creative materials linking to theme such as for role play builders, garden centre, baby clinic introduce creative descriptive language encourage children to talk about their observational experiences.</p> <p>Construct beanstalk, castle with walls, fences for farm animals and homes for animals.</p> <p>Use dance for expression and to explore media through painting to music, foot print dancing.</p>
40-60+	<ul style="list-style-type: none"> • Explores what happens when she mixes colours • Chooses particular colours to use for a purpose • Understands that different media can be combined to create new effects • Experiments to create different textures • Creates constructions, collages, paintings and drawings • Uses ideas involving fitting, overlapping, in, out, enclosure, grids and sun-like shapes • Works creatively on a large or small scale <p>Explores colour, texture, shape, form and space in two or three dimensions</p>	<p>As above and encourage children to plan and record their work with examples of plans for new building have architects office role play, planning office, site hut for builders. Plans for Jack when he reaches the giants castle.</p>
Creating Music and Dance		
0-11	<ul style="list-style-type: none"> • Responds to a range of familiar sounds, for example, turning to a sound source such as a voice 	<p>Listening responding to music and sounds in the environment Using a range of materials to make sounds such as saucepans and spoons, water in bottles, bells.</p>
8-20	<ul style="list-style-type: none"> • Moves her whole body to sounds she enjoys, such as music or a regular beat 	Drumming
16-26	<ul style="list-style-type: none"> • Is beginning to move to music, listen to or join in rhymes or songs 	Drumming
22-36	<ul style="list-style-type: none"> • Joins in singing favourite songs • Create sounds by banging, shaking, tapping or blowing • Shows an interest in the way musical instruments sound 	drumming

30-50	<ul style="list-style-type: none"> • Enjoys joining in with dancing and ring games • Sings a few familiar songs • Sings to herself and makes up simple songs • Taps out simple repeated rhythms and makes some up • Explores and learns how sounds can be changed • Imitates and creates movement in response to music 	Old Macdonald
40-60+	<ul style="list-style-type: none"> • Is beginning to build a repertoire of songs and dances • Explores the different sounds of instruments • Is beginning to move rhythmically <p>Recognises and explores how sounds can be changed, sings simple songs from memory, recognises repeated sounds and sound patterns and matches movements to music</p>	Drumming

Developing Imagination and Imaginative Play		
0-11	<ul style="list-style-type: none"> • Smiles with pleasure at recognisable playthings 	
8-20	<ul style="list-style-type: none"> • Enjoys making noises or movements spontaneously 	
16-26	<ul style="list-style-type: none"> • Pretends that one object represents another, especially when objects have characteristics in common 	Mobilo telephones, yoghurt pots as cups.
22-36	<ul style="list-style-type: none"> • Is beginning to make-believe by pretending 	Role play area for home.
30-50	<ul style="list-style-type: none"> • Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there • Uses available resources to create props to support role-play • Develops a repertoire of actions by putting a sequence of movements together • Engages in imaginative play and role-play based on own first-hand experiences 	Role play as previous areas
40-60+	<ul style="list-style-type: none"> • Introduces a storyline or narrative into her play • Plays alongside other children who are engaged in the same theme • Plays cooperatively as part of a group to act out a narrative <p>Uses her imagination in art and design, music, dance, imaginative and role-play and stories</p>	<p>Story role play ie jack and the beanstalk.</p> <p>Role play using imagination to change scenarios ie what happened in the castle with the giant.</p>