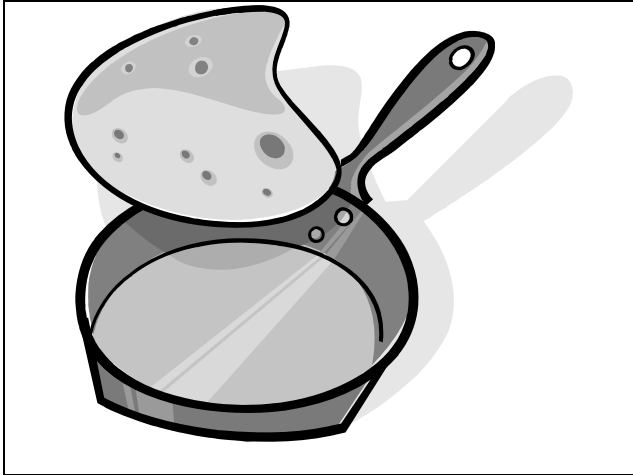


New Beginnings



Planning January – March 2010

Profile:

Sense of community (PSED)
Recognising emotions
Health and body awareness (PSED & PD)
Real reasons for writing (CLLD)
Sounds & Letters (CLLD)

Events affecting children:

- New building, new environment, opening ceremony.
- Making new friendships
- New connections/community
- New brothers and sisters.
- Centre Dev Plan
 - Signing (makaton)
 - Moving writing on
- ELLP / Every Child a Talker

What went well?

Using familiar songs and stories to help children settle in.

New Beginnings

Festivals:

Parinirvana 8th Feb (Buddhist)
Mahashivratri – 12th Feb (Hindu)
Chinese New Year – 14th Feb (Tiger)
Valentines Day – 14th Feb
Shrove Tuesday – 16th Feb
Holi – 28th Feb

Interests:

- Role-play - outdoor
- Messy/tactile activities
- Stories
- Cooking - especially outdoor

Seasonal:

- Snow (hopefully!)
- Rain and cold
- Wind

January – March 2010 Suggestions for Mini-Topics

Carnival

Opening of new building
Carnival Dances
Making poster/invitations
Party foods
Pancakes

Chinese New Year



Dragon dancing
Chinese writing
Cooking and tasting new foods

New Life

- Baby Animals
- Babies
- Tadpoles



Norcot Early Years Centre – Planning Spring 2010

Once There Were Giants

Enormous Turnip

New Weather Every Day

- Weather charts
- Exploring and collecting water
- Making wind socks



Snow/ice - cold

animals who live in it, snow/ice sports

Bear Hunt

New Connections

Making new friendships
Exploring new indoor and outdoor environments
Learning new routines
Discovering new experiences: tactile/tasting
Posters for hand washing

Useful Web links:

<http://www.foundation-stage.info/> user name: norcot , password: NEY - for information on all subjects relating to Early Years

Hindu Festivals -

<http://www.bbc.co.uk/religion/religions/hinduism/holydays/mahashivratri.shtml>

<http://www.bbc.co.uk/religion/tools/calendar/>

<http://www.bbc.co.uk/schools/religion/hinduism/holi.shtml>

<http://www.mahashivratri.org/when-is-shivaratri.html> (Look down the column on the left for lots of ideas)

Jewish Festivals –

<http://www.bbc.co.uk/schools/religion/judaism/passover.shtml>

Carnival

http://www.bbc.co.uk/northernireland/schools/4_11/cultureclub/stageschool/jamican.shtml

<http://www.bbc.co.uk/schools/religion/christianity/lent.shtml>

Chinese New Year

<http://www.bbc.co.uk/schools/events/chinesenewyear/>

<http://www.nancymusic.com/Gunghayplay.htm> (Song and links for other resources.)

Buddhist Festivals

<http://www.pujas.com/Buddhism-Holydays-ParinirvanaDay.html>

General Festival Information for Early Years

<http://www.bigeyedowl.co.uk/Festivals-spring.htm>

<http://www.stuff4teaching.com/news>

<http://www.nancymusic.com/Wintercolorsplay.htm> (winter song)

Personal, social and emotional development

Sense of community		
0-11	<ul style="list-style-type: none"> • Responds to differences in environment, for example, showing excitement or interest • Is learning that special people are a source of sustenance, comfort and support 	A range of exciting environments with soft colours, bright areas, water, ice, treasure baskets, music, sensory experiences ie smells and taste using carnival theme.
8-20	<ul style="list-style-type: none"> • Is learning that own voice and actions have effects on others 	As above adults and other babies/toddlers responding to babies/toddlers responses
16-26	<ul style="list-style-type: none"> • Is learning that has similarities and differences that connect him to, and distinguish him from, others 	Mirrors to look in and draw themselves or collage. Looking at photos of each other playing who's who. Matching photo game.
22-36	<ul style="list-style-type: none"> • Shows a strong sense of self as a member of different communities, such as family or setting • Shows affection and concern for special people 	Who lives in my house activity send to home. Include pets. As above. Bathing a baby demo and then role play babies and baths.
30-50	<ul style="list-style-type: none"> • Makes connections between different parts of their life experience 	Baby photos, role play festivals and cultures. People who help us role play As above
40-60	<ul style="list-style-type: none"> • Has an awareness of, and an interest in, cultural and religious differences • Has a positive self-image, and shows that s/he is comfortable with himself • Enjoys joining in with family customs and routines • Understands that people have different needs, views, cultures and beliefs, that need to be treated with respect • Understands that s/he can expect others to treat their needs, views, cultures and beliefs with respect 	As above Rights of the child, respecting each other.
Self Care		
0-11	<ul style="list-style-type: none"> • Anticipates food routines with interest • Expresses discomfort, hunger or thirst 	•
8-20	<ul style="list-style-type: none"> • Is beginning to indicate own needs, for example, by pointing • May like to use a comfort object 	•
16-26	<ul style="list-style-type: none"> • Shows a desire to help with dress and hygiene routines • Communicates preferences 	•
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 • Takes pleasure in personal hygiene including toileting 	•
30-50	<ul style="list-style-type: none"> • Shows willingness to tackle problems and enjoys self-chosen challenges • Demonstrates a sense of pride in own achievement • Takes initiatives and manages developmentally appropriate tasks 	•

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 Appreciates the need for hygiene Dresses and undresses independently and manages own personal hygiene Selects and uses activities and resources independently 	•
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 	
8-20	<ul style="list-style-type: none"> Responds to a small number of boundaries, with encouragement and support 	
16-26	<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 	
22-36	<ul style="list-style-type: none"> Is aware that some actions can hurt or harm others 	
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 	
40-60+	<ul style="list-style-type: none"> Shows confidence and the ability to stand up for own rights Has an awareness of the boundaries set, and of behavioural expectations in the setting Understands what is right, what is wrong, and why Considers the consequences of their words and actions for themselves and others 	
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 Is learning that experiences can be shared 	<p>Singing songs about weather giving real experiences of snow, rain and icy.</p> <p>Carnival music and dance with bright coloured scarves etc.</p> <p>Tasting different foods ie prawn crackers for Chinese new year.</p>
8-20	<ul style="list-style-type: none"> Is becoming aware of himself as separate from others Is discovering more about own likes and dislikes Has a strong exploratory impulse Explores the environment with interest 	As above.
16-26	<ul style="list-style-type: none"> Is learning that s/he is special through the responses of adults to individual differences and similarities Is developing a curiosity about things and processes Takes pleasure in learning new skills 	<p>Exploring own coat peg and all that belongs there.</p> <p>Sharing stories looking at pictures of body parts and making comparisons.</p> <p>Hatching chicks tadpoles changing to frogs.</p> <p>As above</p>

22-36	<ul style="list-style-type: none"> Shows particular characteristics, preferences and interests Is beginning to develop self-confidence and a belief in himself 	As above Winter soup -choose what goes in it taste express likes and dislikes. Choice of music, stories activities.
30-50	<ul style="list-style-type: none"> Seeks and delights in new experiences Has a positive approach to activities and events Shows confidence in linking up with others for support and guidance Shows increasing independence in selecting and carrying out activities 	As above Exploring festivals and other countries/cultures. Exploring new environments. Exploring new life. Welcoming new children.
40-60+	<ul style="list-style-type: none"> Displays high levels of involvement in activities Persists for extended periods of time at an activity of own choosing Continues to be interested, excited and motivated to learn Is confident to try new activities, initiate ideas and speak in a familiar group Maintains attention, concentrates and sits quietly when appropriate 	As above
Self Confidence and Self Esteem		
0-11	<ul style="list-style-type: none"> Seeks to be looked at and approved of Finds comfort in touch and in the human face Is thriving when emotional needs are met Is gaining physical, psychological and emotional comfort from "snuggling in" 	New babies settling in together and learning names and faces building relationships and routines.
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 Expresses feelings within warm, mutual, affirmative relationships 	As above. Expresses feelings through songs, dance and rhymes. Learning to care for each other and to share the key peoples time.
16-26	<ul style="list-style-type: none"> Makes choices that involve challenge, when adults ensure safety Explores from the security of a close relationship with a caring and responsive adult Is developing confidence in own abilities 	Explore through songs and dance. Choices of equipment ie spoon for soup. Outside climbing and work with blocks, carrying and moving large objects.
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 	As above
30-50	<ul style="list-style-type: none"> Shows increasing confidence in new situations Talks freely about home and community Takes pleasure in gaining more complex skills Has a sense of personal identity 	Exploring cultures and festivals. Wearing appropriate clothes for different types of weather. Choosing and wearing costumes and valuing clothes worn by others. Talk about new babies and new life. Baby pictures from home.

		Home school news, send home a picture of a dwelling.
40-60+	<ul style="list-style-type: none"> Expresses needs and feelings in appropriate ways Has an awareness and pride in self as having own identity and abilities Responds to significant experiences, showing a range of feelings when appropriate Has a developing awareness of own needs, views, and feelings, and is sensitive to the needs, views and feelings of others Has a developing respect for own culture and beliefs and those of other people 	As above
Making Relationships		
0-11	<ul style="list-style-type: none"> Enjoys the company of others and is sociable Depends on close attachments with a special person within his setting Is learning by interacting with others 	Use soft areas where babies can be together. Cuddle times. Songs rhymes and music to encourage interaction.
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 Builds relationships with special people 	Encourage positive interactions such as hand holding, waving, hugging, Dancing together interactive songs such as row the boat. Sharing balls and cars in rolling games.
16-26	<ul style="list-style-type: none"> Looks to others for responses which confirm, contribute to, or challenge his understanding of himself Can be caring towards others 	Making choices of food ,music and physical challenges expressing likes and dislikes. Develop helping skills, supporting younger children and peers through routines and other challenges ie climbing and story.
22-36	<ul style="list-style-type: none"> Is learning social skills, and enjoys being with and talking to adults and other children Seeks out others to share experiences Responds to the feelings and wishes of others	As above. Developing turn taking through cooking, interactive songs, climbing and balancing. Enjoy dancing together, role play stories such as bear hunt, enormous turnip.
30-50	<ul style="list-style-type: none"> Feels safe and secure, and shows a sense of trust Forms friendships with other children Demonstrates flexibility and adapts his behaviour to different events, social situations and changes in routine	Routine picture timetables with photos. Own story books of an activity or event. Role play homes, festivals and cultures. Familiar stories such as Charlie and Lola. Paired obstacle courses in the garden. Talking and listening table. As above
40-60+	<ul style="list-style-type: none"> Values and contributes to own well-being and self-control 	As above

<ul style="list-style-type: none"> • Forms good relationships with adults and peers Works 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 	Rights of children understanding and respecting each other.
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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 	Use play, changing and feeding opportunities to be close, make eye contact and 'early conversation'. Use words from child's own language Move babies so they have a view of each other.
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 	Build up baby talk books e.g. photos showing how babies communicate and note sounds, words used.
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 	Adult commenting on children's play, connecting things they see with things connected to their own life. Introducing new words, using match plus one. 'A car' 'A red car' Lots of stories with repeated refrains. Giving very simple instructions. Using mirrors to watch mouth movements.
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 	Lots of adult modelling, singing of well known nursery rhymes, introducing signs to help them remember. Think about vocabulary used. Commenting on the children's play, talking about what they are doing. Recommended 1 question for 4 comments. Connecting play to their own life/ stories they have read. Learning new seasonal words, wet, soggy, slipping, icy Festival words.
30-50	<ul style="list-style-type: none"> • Uses simple statements and questions often linked to gestures • Uses intonation, rhythm and phrasing to make her meaning clear to others • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Listens to stories with increasing attention and recall • Describes main story settings, events and principle characters • Listens to others in one-to-one or small groups when conversation 	Adults model questions, simple questions Develop children vocabulary linked to the experiences of the topics Encourage children to act out rhymes and stories for example 'The Enormous Turnip' and 'The Gingerbread man' Read at a slow pace, allow gaps and allow the children to join in with the stories, lots of focus on repeated refrains OWL observes, wait and listen.

	<p>interests her</p> <ul style="list-style-type: none"> • Responds to simple instructions • Questions why things happen and gives explanations • Uses vocabulary focused on objects and people that are of particular importance to her • Is beginning to experiment with language describing possession • Is building up vocabulary that reflects the breadth of her experiences • Is beginning to use more complex sentences • Uses a widening range of words to express or elaborate on ideas 	<p>Giving very clear simple instructions, can you wash your hands, can you put the car away. At tidy up time.</p> <p>Using lots of stories with repeated refrains. 'Monkey Puzzle' 'Going on a bear hunt',</p> <p>Provide practical experiences to encourage the children to ask and respond to questions, push and pull the boat. Asking questions with their peers. 'where does the water come from' – jack and Jill</p> <p>Talking about the weather. What is it going to be like today? What clothes do we have to wear?</p> <p>Learning conversational skills</p> <p>Introducing new feeling words cross, sad, happy</p> <p>Songs connected to feelings</p> <p>Visual symbols and signing to communicate with the children especially those with EAL and SEN</p>
40-60+	<ul style="list-style-type: none"> • Has confidence to speak to others about her own wants and interests • Uses talk to gain attention and sometimes to use action rather than talk to demonstrate or explain to others • Initiates conversation, attends to and takes account of what others say • Is extending her vocabulary, especially by grouping and naming • Uses vocabulary and forms of speech that are increasingly influenced by her experience of books • Links statements and sticks to a main theme or intention • Consistently develops a simple story, explanation or line of questioning • Uses language for an increasing range of purposes • Uses simple grammatical structures • 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 • Sustains attentive listening, responding to what she has heard with relevant comments, questions or actions 	<p>Lots of modelling from adults developing words that have been heard from story books</p> <p>Lots of commenting. 4 comments to every one question that we ask</p> <p>Word banks</p> <p>Provide first hand experiences. Talking to mothers and babies.</p> <p>Growing in the garden/ inside. Looking at different herbs. Herb garden?</p> <p>Tadpoles and other baby animals.</p> <p>Experiencing different weathers by going out on learning through nature.</p> <p>See above</p>

	<ul style="list-style-type: none"> • Listens with enjoyment, and responds to stories, songs and other music, rhymes and poems and makes up her own stories, songs, rhymes and poems • Is extending her vocabulary, exploring the meanings and sounds of new words <p>Speaks clearly and audibly with confidence and control and shows awareness of the listener</p>	
Language for Thinking		
0-11	<ul style="list-style-type: none"> • Are intrigued by novelty and events and actions around them. 	Opportunities to explore. Looking out the window, looking at weather. Playing with mobiles, other adults interacting. Squeaky toys.
8-20	<ul style="list-style-type: none"> • Understands simple meanings conveyed in speech. Respond to the different things said to them when in a familiar context with a special person. 	Lots of repeated words from adults, everyday adult interaction. And actions.
16-26	<ul style="list-style-type: none"> • Are able to respond to simple requests and grasp meaning from context. 	Play games such as 'Simple Simon' Snack time. Following routines. Symbolic play/ early role play , putting baby to bed, cooking, using equipment
22-36	<ul style="list-style-type: none"> • Use action, sometimes with limited talk, that is largely concerned with the here and now. • Use language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. 	Provide opportunities for children to take part in small groups – encouraging conversation, taking part in small world play such as the farm, talking about their own experiences.
30-50	<ul style="list-style-type: none"> • Talks activities through, reflecting on and modifying what she is doing • Uses talk to give new meanings to objects and actions, treating them as symbols for other things • 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 	Talking about what they are doing, describing actions, what they are making, junk modelling Talking about their activities, cooking, LTN Talking about new experience, describing what they have seen, talking about the weather, snow, ice?? Using real photos of past experience, LTN Interactive displays Possible trip out
40-60+	Is beginning to use talk to reflect on actions to rehearse, reorder, and reflect on past experiences, linking significant events from own experiences and from stories, paying attention to how event lead into one another	Lots of role play opportunities, home corner, with lots of every day objects. Chinese restaurant, pancake house, hospital, home corner, gingerbread house,

	<p>one another.</p> <ul style="list-style-type: none"> Begins to make patterns in their experience, through linking cause and effect, sequencing, ordering and grouping. Is beginning to use talk to pretend imaginary situations Uses language to imagine and recreate roles and experiences Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. 	<p>Developing stories and taking on characters, developing roles, opportunities for fancy dress</p> <p>See list of stories.</p>
Linking Sounds and Letters		
0-11	<ul style="list-style-type: none"> Listens to, distinguishes and responds to intonations and the sounds of voices 	<p>Play games such a peekaboo when involves in everyday activities such as getting dressed.</p> <p>Lots of singing, introducing well known nursery rhymes, using parts of their bodies to help with interaction. This little piggy, round and round the garden</p>
8-20	<ul style="list-style-type: none"> Enjoys babbling and increasingly experiments with using sounds and words to represent objects around her 	<p>Focus on children’s special words/sounds for objects such as ‘baba’ for dolly.</p> <p>Adult modelling for sounds in play such as ‘brum brum’ when playing with the cars. Introducing all animal noises when looking through books and playing with the small world farm.</p>
16-26	<ul style="list-style-type: none"> Listens to and enjoys rhythmic patterns in rhymes and stories 	<p>Reading simple rhyming books, listening to tapes</p> <p>Guessing what objects make a sound. Linking sounds to animals</p>
22-36	<ul style="list-style-type: none"> Distinguishes one sound from another Shows interest in play with sounds, songs and rhymes Repeats words or phrases from familiar stories 	<p>Use lots of puppets and props to encourage attentive listening to rhymes and stories.</p> <p>Introduce listening bears. Talking about good sitting, good listening. Interacting with bears.</p> <p>Tell stories that have lots of repeated phrases and rhyming</p> <p>Enormous turnip, going on a bear hunt.</p> <p>Listening games, using CD. Can they tell you what they can hear?</p>
30-50	<ul style="list-style-type: none"> Enjoys rhyming and rhythmic activities 	<p>Silly soup</p>

	<ul style="list-style-type: none"> Shows awareness of rhyme and alliteration Recognises rhyme in spoken words 	<p>Wibbily wobbily woo</p> <p>Group times</p> <p>Story times</p> <p>Playing with letters and sounds</p> <p>Refer to letters and sounds (aspects 1-7) and L is for sheep</p> <p>Feely bags</p>
40-60+	<ul style="list-style-type: none"> Continuing a rhyming string Hears and says the initial sound in words and knows which letters represent some of the sounds Hear and says sounds in the order in which they occur Links sounds to letters and naming and sounding the letters of the alphabet Links sounds to letters, naming and sounding the letters of the alphabet 	<p>Provide opportunities for phonic development</p> <p>Groups times looking at children names</p> <p>Exploring new sounds and words</p> <p>Phonic bags</p> <p>Phonic boxes</p> <p>Phonic tables/ talking tables</p> <p>Animal noises</p> <p>Using letters and sounds aspect one and two.</p>
Reading		
0-11	<ul style="list-style-type: none"> Listens to familiar sounds, words, or finger plays 	<p>Share lots of books with children. Board books/ cloth books</p> <p>Interactive print. Names, shapes</p>
8-20	<ul style="list-style-type: none"> Responds to words and interactive rhymes, such as "Clap Hands" 	<p>Tell as well as read story books. Interact by playing 'tickle stories' e.g. use fingers. Round and round the garden, little mouse tickled toes, run up to your nose</p> <p>Copying games</p>
16-26	<ul style="list-style-type: none"> Shows interest in stories, songs and rhymes 	<p>Tell stories, read stories, using props, puppets. Provide CD's of stories. Involve children in using different voices for different characters. Looking at the pictures in books, talking about what they see. Show happy, excited face to draw in children.</p> <p>Posters to talk about.</p>
22-36	<ul style="list-style-type: none"> Has some favourite stories, rhymes, songs, poems or jingles 	<p>Touch and feel books</p>

		Story bags props
30-50	<ul style="list-style-type: none"> Listens to and joins in with stories and poems, one-to-one and also in small groups Beginning to be aware of the way stories are structures Suggest how a story might end Shows interest in illustrations and print in books and print in the environment Handles books carefully 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 	Poems and rhyming books Looking at characters of books and well known TV programmes Story bags and story boards Puppets Focus at group times the care of books Developing a nice attractive book/reading area Small group stories where the children can touch the book and point to the pictures showing interest in the pictures Looking at recipe books and recipe cards following instructions picture clues pancakes, valentine biscuits, Chinese food, welsh cakes.
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 Retell narratives in the correct sequence, drawing on language patterns of stories Reads a range of familiar and common words Reads simple sentences independently 	Introducing new books, different types of books, looking at fiction and non fiction, looking at big books Information for the computer Looking at information on the internet, playing well known games connected to TV programmes. Simple well known books/ beginner books with CVC words.
Writing		
0-11	<ul style="list-style-type: none"> Moves arms and legs and increasingly uses them to reach for, grasp and manipulate things 	Provide cornflour gloop, yogurt, shaving foam, paint for children to use fingers to make marks in. Suspended toys to encourage children to kick out and reach. mobiles
8-20	<ul style="list-style-type: none"> Is beginning to make marks 	Encourage children to show interest in mark making. Using fingers and toes, finger painting. Whole body painting. Using food e.g. carrot sticks, bread sticks, yogurt.
16-26	<ul style="list-style-type: none"> Examines the marks she and others make 	Provide lots of opportunities to make marks using fingers and different types of equipment, sponges, rollers, duplo, stampers, paint brushes Talking about what they have made and what marks they can see.
22-36	<ul style="list-style-type: none"> Distinguishes between the different marks she makes 	Provide materials for the children to experiment with making different types of marks, providing different colours, sizes of paper. Chinese writing,

		invitations, party food lists, shopping lists, ingredients, writing recipes.
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 	<p>Using small paint brushes, cotton buds, sticks to write with connected to LTN</p> <p>Interactive displays, with captions and signs, posters and signs around the classroom</p> <p>Signs in the garden, House signs, for the kitchen, labels Notices for snacks. Noticing road signs whilst out on walks Identifying print in the environment, tesco, etc</p>
40-60+	<ul style="list-style-type: none"> • Beginning to break the flow of speech into words • Attempts writing for different purposes using features of different forms, such as lists stories and instructions • Uses writing as a means of recording and communicating • 	<p>Telephones, writing messages, Hunts in the garden, recording, clip boards, taking the register, shopping lists. Number of children for milks and waters. Taking on the roles of characters Party invitations, party food lists, shopping lists, ingredients. Writing down messages, Writing letters and envelopes , Messages to the other grown ups in the classroom. Recipe cards connected to different popular nursery rhymes/stories enormous turnip. Writing labels for the seeds in the garden.</p>
Handwriting		
0-11	<ul style="list-style-type: none"> • Plays with own fingers and toes and focuses on objects around her 	Lots of opportunities for children to reach and grasp for objects on floor or above them
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 	<p>Push and pull long toys, riding on toys Playing with balls, rolling between adults and babies Putting things into boxes, feeling boxes, feeling different shapes and textures, pulling objects out of a box Finger food picking up food and bringing it to their mouths Musical instruments. Bells, shakers. Squeaky toys. Encourage use of spoons for feeding. Use of bottles and cups.</p>
16-26	<ul style="list-style-type: none"> • Makes random marks with her fingers and some tools 	Finger painting, gloop, Soapy water play

		Grasping objects for printing, felt pens, thick crayons
22-36	<ul style="list-style-type: none"> Is beginning to show some control in her use of tools and equipment 	<p>Cooking, chopping veg, fruit, making soups, cheese graters.</p> <p>Playing instruments,</p> <p>Playing with playdough</p> <p>Wheel toys pushing cars and trains</p> <p>Small world</p> <p>Wood work</p> <p>Gardening, planting. Weeding. Picking food to eat. cook with</p>
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 	<p>Write dance to nursery rhymes,</p> <p>large scale movements in tactile materials such as salt, corn flours, sand</p> <p>playing with playdough</p> <p>cooking, mixing , cutting, chopping vegetables,</p> <p>musical instruments, holding beaters</p> <p>LTN, drawing in the ground with sticks</p> <p>Playground drawings, chalks, water paint brushes, movement to music</p> <p>in the garden, scarves, juggling balls,</p> <p>Skicky kids large scale dancing, to well known nursery rhymes grand old duke to York.</p>
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>	See above

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 	<p>Photos of family, staff, family friends in personal book for each child – share with keyworker.</p> <p>Seasonal treasure baskets – include small groups of similar objects as well as single items – cold metal objects, fir cones,</p>

		stones, ice in bags etc.
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 Enjoys finding her nose, eyes, or tummy as part of naming games 	<p>Sing repetitive number rhymes 5 jolly/tubby/little Snowmen, 5 little speckled frogs, 1,2,3,4,5 – counting onto children’s fingers/toes</p> <p>1 Finger 1 Thumb Keep Moving, Head, Shoulders, Knees & Toes, Little Peter Rabbit’s Got a Fly Upon His Nose</p>
16-26	<ul style="list-style-type: none"> Says some counting words randomly Distinguishes between quantities, recognising that a group of objects is more than one Is gaining an awareness of 1-1 correspondence through categorising belongings, starting with “mine”, or “Mummy’s” 	<p>Songs as above.</p> <p>Looking at photos of self and self and (new) siblings, talking about how many children.</p> <p>Giving out snack – 1 for each person. My coat, my boots, your hat. 2 Gloves, 1 scarf etc.</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>Taking orders in role play restaurant, writing bill. Making marks on weather chart.</p> <p>Lots of numerals in the environment, e.g – number chairs – give children numerals to match to chairs so they know where to sit.</p> <p>Serving food in role-play restaurant and at carnival party. Discussing quantity when real meals are served – staff to deliberately give different portions and discuss with children how to make them equal. Give opportunity to experience “none left”.</p> <p>Discussing weather chart – today we had <u>more</u> rain than yesterday, yesterday it snowed <u>a lot</u>, etc.</p>
30-60	<ul style="list-style-type: none"> Shows curiosity about numbers by offering comments or asking questions Recognises groups with one, two or three objects Counts out up to six objects from a larger group 	<p>Give children real reasons to count, e.g. count all the children in the group (use number line), choose 4 friends to cook with, give the chickens 6 pieces of apple etc.</p>

	<ul style="list-style-type: none"> 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 Recognises numerals 1 to 5 Counts an irregular arrangement of up to 10 objects Estimates how many objects she can see and checks by counting 	<p>the chickens 6 pieces of apple etc.</p> <p>Using photo-menu cards showing quantities of foods.</p> <p>Counting money and giving change in role play shop</p> <p>Range of materials and situations for making representational marks: Chinese brushes, use of survey charts, record weather, rainfall, number of eggs chickens have laid, height of selves and things they have planted.</p> <p>Tactile numeral cards. Display numerals in meaningful contexts, eg. how many children can sit at an activity at a time, numbered queue in outdoor role play, eg. waiting for bus or train.</p> <p>Estimating: how many eggs do you think the chickens have laid this week? How many bikes do you think are in the garden? Etc.</p>
Calculating		
0-11	<ul style="list-style-type: none"> Shows evidence of logical thinking 	<p>Routines through the day are clearly marked using recognisable, repetitive visual, auditory and other sensory cues.</p> <p>Range of cause and effect toys – what happens when I push this button, turn this knob, slide this switch?</p> <p>Talk to babies about what you are doing and what is happening.</p>
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 	<p>Range of boxes and other containers to put things in and take them out of. Peek a boo and hiding objects under one of two upturned bowls. Lift the flap books and displays.</p> <p>Carnival & Chinese New Year: exploring different flavours, textures and smells.</p>
16-26	<ul style="list-style-type: none"> Is learning to classify by organising and arranging toys with increasing intent Categorises objects according to their properties 	<p>Sorting clothes needed to be worn for different weathers.</p>

		<p>Use tidy up time to develop logic about where things are kept, how they fit. Use pictures of shapes of objects to indicate where things are kept.</p> <p>Sorting/categorising animals, e.g. water/land/air creatures. Observing tadpoles/frogs as they grow.</p> <p>Put all the apple in one dish and all the celery in another when preparing snack.</p>
22-36	<ul style="list-style-type: none"> • Is beginning to make comparisons between quantities • Knows that a group of things changes in quantity when something is added or taken away 	<p>Comparing quantities when cooking, e.g. making soups.</p> <p>When eating observe how quantities change as children take their portion (use sequenced photos to highlight and illustrate)</p> <p>Provide props for children when singing counting songs, e.g. frogs etc on magnetic board.</p> <p>Play games such as skittles which provide opportunities for counting.</p>
30-60	<ul style="list-style-type: none"> • Compares two groups of objects, saying when they have the same number • Shows an interest in number problems • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same • Says the number that is one more than a given number • Shares objects into equal groups and counts how many in each group 	<p>Collecting groups of items in the garden: how many in each group? How many things altogether?</p> <p>Provide groups of objects for use in role play, e.g. different coloured dinosaurs for Harry & Dinosaurs, types of clothing for Mrs Mopple's Washing Line, types of food for the Tiger Who Came to Tea etc.</p> <p>Pictures and objects for children to manipulate when singing counting songs. As you recite number rhymes ask questions such as "how many frogs will be in the pond if one more jumps in?"</p> <p>During activities talk about groups using language such as</p>

		fewer, more, same as, less than....
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 	<p>Winter themed treasure baskets as described above.</p> <p>Use of shape sorters. Talk to babies about the shapes of things which grasp their attention, describing shapes and features.</p> <p>Stimulating mobile displays, e.g. spirals, mirrored objects, black and white shapes and pictures.</p>
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 	<p>Explore characteristics of objects, eg. find range of items which can be rolled between you. Provide objects whose properties can change: cornflour, sponges, dough etc.</p> <p>Baby/mummy animals. Enormous Turnip story, big/small plants.</p>
16-26	<ul style="list-style-type: none"> Uses blocks to create her own simple structures and arrangements Enjoys filling and emptying containers 	<p>Building snowmen – real and using shapes/blocks/materials with big and small balls/circles.</p> <p>During restaurant play – washing up, filling teacups for Tiger Who Came to Tea, filling & emptying containers when cooking soup or when role playing washing from Down In the Jungle. Through talk encourage children to think about when containers are full or empty.</p>
22-36	<ul style="list-style-type: none"> Notices simple shapes and patterns in pictures Is beginning to understand variations in size 	<p>Making and talking about decorations for Chinese New Year and Carnival. Observing patterns on animals' fur/skin.</p> <p>Making different party foods, e.g. choosing and naming shapes when making biscuits.</p> <p>Sorting coins in role play shop.</p>
30-60	<ul style="list-style-type: none"> Is beginning to understand “bigger than” and “enough” Shows interest in shape by sustained construction activity or by talking about 	<p>Cooking activities – making party foods, Chinese foods, pouring drinks.</p>

	<p>shapes or arrangements</p> <ul style="list-style-type: none"> • Shows awareness of symmetry • Orders two items by weight or capacity • Matches sets of objects to numerals that represent the number of objects • Is beginning to use mathematical names for “solid” 3D shapes and “flat” 2D shapes, and mathematical terms to describe shapes 	<p>drinks.</p> <p>Constructing using a range of different equipment – spheres/cubes/pyramids etc. Take photos of constructions or make displays of children’s work. Adult to introduce mathematical names for shapes;.</p> <p>Devising/copying/interpreting verbal or visual instructions when making physical shapes when creating carnival dances.</p> <p>Exploring symmetry of snowmen/Gingerbread man – putting halve together to make a whole.</p> <p>Comparing quantities when monitoring weather. Comparing sizes of rooms in Meadowside and Hillside. Make books to represent findings.</p> <p>Matching sets of objects to numerals when constructing menu for Chinese restaurant.</p>
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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 	<ul style="list-style-type: none"> • Link to changes in weather – bring snow and frost in on trays/ ice melting to water. • Body painting using lots of seasonal colours. • Cooked noodles and rice touching and smelling different flavours. • Link to festivals- playing with instruments and listening to music associated with different festivals e.g. Chinese, carnival etc.
8-20	<ul style="list-style-type: none"> • As she pulls to stand and becomes more mobile, the scope of her investigations widens 	<ul style="list-style-type: none"> • Continue to ensure safe structures to pull self up indoors/outdoors/ learning through nature walks/soft play. Provide different tactile play at different levels e.g. water trays on table that is easily accessible.

16-26	<ul style="list-style-type: none"> Sometimes focuses her enquiries on particular features or processes 	<ul style="list-style-type: none"> Follow children's interests e.g. if likes pouring provide different items to pour water/ dry sand/sequins/ beads.... if likes mixing – mix paint (winter colours and glitter)/ sand and water, cooking activities. Using glitter and frosty coloured materials in water trays. Dressing self appropriately for weather wellies if it is raining. Big winter coats when it is cold.
22-36	<ul style="list-style-type: none"> Shows an interest in why things happen 	<ul style="list-style-type: none"> Link to weather- melting ice/ freezing water/ wind socks/ streamers/ bubble makers on windy days/ putting up umbrellas. Link to festivals- why do we celebrate? Party poppers/streamers/costumes/ customs and clothing. The year of the tiger. Cooking lots of food for celebrations prawn crackers/ rice/ noodles/pancakes for Shrove Tuesday. Traditional welsh and Irish food such as welsh cakes or potato bread etc. Outdoor cooking- making a fire to cook on. What happens to the wood as it burns? Mixing ingredients soup to keep warm etc. Planting new seeds- planting in water/soil/jars observing the changes that take place and why or how does it grow?
30-50	<ul style="list-style-type: none"> Shows curiosity and interest in the features of objects and living things. Shows curiosity about why things happen and how things work Shows understanding of cause/effect relations 	<ul style="list-style-type: none"> Role play outdoors garden centre. Growing plants and seeds. Using gardening tools. Planting seeds in jars/soil/water and changing environments some seeds had no light and no water what happens to those? New life- baby animals such as tadpoles/chicks. New baby brothers or sisters. Parents helping bath babies. Looking after ourselves and babies. Weather- role play weather station collecting and measuring rain water. Using barometer to measure the speed of wind. Making weather reports/ charts to record the weather daily. Learning through nature walks- observing new shoots, new leaves changing colours. Different weather causing frost on ground/puddles/mud. Cooking both indoors and out- lots of festival appropriate food. Party/ carnival food for the opening of new build, Chinese flavours and textures prawn crackers chocolate

		<p>nests for Easter.</p> <ul style="list-style-type: none"> As above Discussing, questioning patterns of the seasons/growth. What do plants need to grow? Weather songs- look at changes in weather, record the weather, how things feel when wet/dry. Encourage children to use other senses to investigate. What does different spices and foods smell like. Observing weather and deciding on appropriate clothing to wear. Why do we wear willies when its rained? What do gloves do? etc.
40-60+	<ul style="list-style-type: none"> Notices and comments on patterns Shows an awareness of change Investigates objects and materials by using all of her senses as appropriate Finds out about, and identifies, some features of living things, objects and events she observes. 	
Designing and Making		
0-11	<ul style="list-style-type: none"> Explores objects and materials with hands and mouth 	<ul style="list-style-type: none"> Link to weather- tasting ice/ snow/water toys and water play. Link to festivals- Chinese fabrics/ foods(check for allergies) carnival decorations, streamers, costumes, feathers etc
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 	<ul style="list-style-type: none"> Toys/ books with flaps and doors. Building new blocks inside and outside. New garden opening and closing gates, learning new boundaries. Boxes and tins with lids to hide related artifacts in. Such as chopsticks during Chinese new year.
16-26	<ul style="list-style-type: none"> Is interested in pushing and pulling things, and is beginning to build structures 	<ul style="list-style-type: none"> Garden centre role play- using differing gardening tools, stacking flower pots, pushing seeds into soil, pushing and pulling wheelbarrows. Pushing and pulling buggies and babies link to new life, new brothers and sisters. Building fires to cook on outdoors. Learning through nature walks moving large branches/ being pushed on rope swing.
22-36	<ul style="list-style-type: none"> Is curious and interested in making things happen 	<ul style="list-style-type: none"> As above.
30-50	<ul style="list-style-type: none"> Investigates various construction materials Realises tools can be used for a purpose Joins construction pieces together to build and balance Is beginning to try out a range of tools and techniques safely 	<ul style="list-style-type: none"> Using different materials/paints to create costumes/dragon heads for festivals and carnivals. Making invitations/posters and signs for the new building. Using weather tools e.g barometer/measuring cylinder to measure rain water and wind speed. Gardening tools spades/forks/pots etc to aid planting. Making bird boxes using woodwork tools ready for birds

		<ul style="list-style-type: none"> building nests and laying eggs. Constructing insect hotel in the garden planting around to include plants that attract mini beasts.
40-60+	<ul style="list-style-type: none"> Constructs with a purpose in mind, using a variety of resources Uses simple tools and techniques competently and appropriately Builds and constructs with a wide range of objects, selecting appropriate resources and adapting her work where necessary Selects the tools and techniques she needs to shape, assemble and join materials she is using 	<ul style="list-style-type: none"> Extend ideas above Using cooking equipment whisks/knives/spoons/spatulas/ measuring and weighing ingredients.
ICT		
0-11	<ul style="list-style-type: none"> Shows interest in toys and resources that incorporate technology 	<ul style="list-style-type: none"> Provide dance mats/activity centres/push button toys/music toys.
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 	<ul style="list-style-type: none"> Toys as above Lift flap books Etch sketch Musical instruments – fit with festivals play along with music from different festivals.
16-26	<ul style="list-style-type: none"> Shows interest in toys with buttons and flaps and simple mechanisms and is beginning to learn to operate them 	<ul style="list-style-type: none"> Role play toys- toasters/kettles Torches Simple remote control toys/water world.
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 	<ul style="list-style-type: none"> Computers switching on/off. Microwave cooking. Operate CD player, camera, play telephones. Visit shops to look at tills.
30-50	<ul style="list-style-type: none"> Knows how to operate simple equipment 	<ul style="list-style-type: none"> Using CD players to play festival music Role play- telephone, thermometer (to coincide with Drs surgery linked with new babies.) Scales, tills. Microwaves- cooking festival and foods to keep us warm. Selecting minutes and start/ stop buttons. Use photocopier/printer with the help of an adult.
40-60+	<ul style="list-style-type: none"> Completes a simple program on a computer Uses ICT to perform simple functions, such as selecting a channel on the TV remote control 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 	<ul style="list-style-type: none"> Equipment as above Use mouse with control, select games from menu. Use metal detectors and walkie talkies on learning through nature walks.

	support her learning	
Time		
0-11	<ul style="list-style-type: none"> Anticipates repeated sounds, sights and actions 	<ul style="list-style-type: none"> Routines- moving tables for lunch, coats for garden time. Continue to use signing to communicate with the babies- change nappy, going to sleep etc.
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 	<ul style="list-style-type: none"> Involve children in preparation for meals link to the tiger that came to tea. Use verbal, signing and picture prompts to indicate what is next in the routine. Begin to use a visual timetable in the room to allow parents and children to see what happens throughout the day.
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' 	<ul style="list-style-type: none"> Verbally rehearse sequences e.g. story, wash hands, lunch. Use picture prompts to talk about sequences. Use sand (or similar) timers to aid turn taking and length of time to sit on toilet etc.
22-36	<ul style="list-style-type: none"> Recognises some special times in her life and the lives of others Understands some talk about immediate past and future, for example, 'before', 'later', or 'soon' 	<ul style="list-style-type: none"> Using photographs, role-play, art- to talk about special times e.g. birthdays, move from one room/setting to another, holidays, celebrations, festivals, arrival of a new baby, new children. Staff use language associated with time – mum will come after lunch, snack is next. Introduce clock at children level.
30-50	<ul style="list-style-type: none"> Remembers and talks about significant events in her own experience Shows interest in the lives of people familiar to her Talks about past and future events Is developing an understanding of growth, decay and changes over time 	<ul style="list-style-type: none"> Talk about friends who have moved to school / new building/ different room. Use stories, photographs to prompt talk about family members (new baby brothers/sisters being born and celebrating birthdays , visiting grandparents. Winter weather – talk about changes/it was dry before the rain. Link to garden centre – planting and growing new plants an vegetables talk about changes and what we can use the plants for once they have finished growing. What do they require to grow healthily?
40-60+	<ul style="list-style-type: none"> Uses time-related words in conversation Understands about the seasons of the year and their regularity. Finds out about past and present events in her own life, and in those of her family and other people she knows 	<ul style="list-style-type: none"> As above Passing of time in stories 'Once There Were Giants', 'When I Was One.' Making a weather station to record the weather daily.

		<p>Encourage children to talk about changes. Did it rain yesterday? Let's check the weather chart etc.</p> <ul style="list-style-type: none"> • Relate seasons to festivals e.g. Parinirvana, Chinese new year, Shrove Tuesday, Holi, Mothering Sunday etc. • Recall what how we celebrate our festivals at home or at nursery. • Staff and visitors recall what they did and model language to children to talk about when they were younger.
Place		
0-11	<ul style="list-style-type: none"> • Explores the space around her through movements of hands and feet and by rolling 	<ul style="list-style-type: none"> • Provide opportunities to be in different environments- indoors, soft-play, park/woods and new garden. • Create indoor environments using ice, frost, soil, snow for babies to enjoy. • Body painting using colours associated with the seasons appropriately.
8-20	<ul style="list-style-type: none"> • Loves to be outdoors and closely observes what animals, people and vehicles do 	<ul style="list-style-type: none"> • Learning through Nature- explore park and woods, walks to the shops, all of which allow for opportunities to see animals, people and vehicles. Looking out for trains, cars, river boats all from when on nature walks. • Investigating new garden and new boundaries. • Looking after nursery animals chickens and tadpoles etc.
16-26	<ul style="list-style-type: none"> • Is curious about the environment 	<ul style="list-style-type: none"> • Learning through Nature – seasonal changes leaves gradually beginning to grow, new shoots. • Link to weather- changes in outdoor environment puddles/mud etc. • Create environments linked to festivals using and making decorations in accordance to each theme.
22-36	<ul style="list-style-type: none"> • Enjoys playing with small-world models such as a farm, a garage, or a train track 	<ul style="list-style-type: none"> • Use small world toys to create environments which enable changes of the season to be involved. E.g. using new buds/leaves/flowers in play. • .Farm can be linked to new baby animals that are expected. What are different baby animals called eg sheep/lamb, Frog/Tadpole. • Using road maps, maps of the uk, globes in small world play alongside cars and train tacks talk about destinations.
30-50	<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 	<ul style="list-style-type: none"> • Talk about the different festivals origins- Carnival/south America, Chinese new year/china, St Patricks Day/Ireland

		<p>embrace the cultural differences each provide discuss weather in different countries around these celebrations.</p> <ul style="list-style-type: none"> • Link fictional worlds to own world- Bear Hunt whilst learning through nature /investigating the local environment. Little Bo Peep lost her lamb. • Bringing new babies into the world talking about what to expect. What changes occur in children's lives when a new baby arrives? Change bedrooms, moving house etc.
40-60+	<ul style="list-style-type: none"> • Notices differences between features of the local environment • Observes, finds out about and identifies features in the place she lives and the natural world • Finds out about her environment, and talks about those features she likes and dislikes 	<ul style="list-style-type: none"> • As above • Continue to observe and notice changes in environment. • Notice seasonal changes and changes in the weather in the nursery grounds and Local Park. • Children notice similarities and differences between home/nursery, different building/rooms within nursery, Using different gardens exploring the space available. • Trip to local supermarket to buy festival foods and ingredients such as rice/noodles/spices/etc.
Communities		
0-11	<ul style="list-style-type: none"> • Concentrates intently on faces and enjoys interaction • Forms attachments to special people 	<ul style="list-style-type: none"> • Continue keyworker system • Staff build effective relationship with parents/support staff/ children relationships.
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 	<ul style="list-style-type: none"> • Set up photo boards in room of staff. • Making family tree with photographs from home of new babies. • Making new friends and create spaces in room that encourage children to play alongside each other. • Introduce ring games, simple greetings/goodbye songs.
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 	<ul style="list-style-type: none"> • Introduce going home bear with book to note what bear did-share with children. • Change names of characters in stories to children's names. • Use rhymes to talk about family. • Link to festivals- begin to embrace different cultures and differences between the children such as skin colour and clothing.
22-36	<ul style="list-style-type: none"> • Is interested in others and their families • Is beginning to have her own friends 	<ul style="list-style-type: none"> • Link to new connections – explaining new environments/ new routines. Encourage the development of new friendships with new children.

		<ul style="list-style-type: none"> Name songs, ring games that involve choosing a friend. Use DVD of festivals that show how families celebrate together. Talk about own family events. Embracing differences when celebrating the same festivals.
30-50	<ul style="list-style-type: none"> Expresses feelings about a significant personal event Describes significant events for family or friends Enjoys imaginative and role-play with peers Shows interest in different occupations and ways of life 	<ul style="list-style-type: none"> Role-play homes (differing cultures) e.g. Chinese themed tiger that came to tea, using chopsticks and oriental dishes. Role-play doctors surgery for introducing new brothers and sisters. Role play vets surgery for welcoming new baby animals. Watching DVD/ looking at books , photographs and artefacts to stimulate conversation about personal events that the children may be involved in. Invite parents in to talk about significant events.
40-60+	<ul style="list-style-type: none"> Is gaining an awareness of the cultures and beliefs of others Feels a sense of belonging to own community and place Is beginning to know about her own culture and beliefs and those of other people 	<ul style="list-style-type: none"> Using festivals as a starting point to explore cultures in more detail-food/ clothing/music/instruments (visitors, books, DVD to support.) Enjoy singing and saying rhymes from different culture. Hear stories from different cultures/traditions. Creating artefacts for festival celebrations such as costumes for carnivals, Chinese lanterns, foods, etc

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. Baby massage using rhymes
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, Grand old duke of York 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 	Use stories/rhymes to help children think about how they move. Row ,row your boat, seesaws,

	<ul style="list-style-type: none"> • Is excited by her own increasing mobility and often sets her own challenges 	<p>Grand Old duke of York, Head, Shoulders etc, Happy and you know it; 1 little finger; Music man Use music to stimulate movement. Make up own rhymes</p>
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 	<p>Provide wheeled toys, both large and small, to encourage children to negotiate space and objects. Use tracks to follow, encourage different speeds and directions. Introduce peer massage Respond to music with instructions Humpty, Dumpty, Ring o Roses, And rhymes as above to encourage use of different parts of body. Story Raps 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 • • <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles</p> <ul style="list-style-type: none"> • • 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 • • Shows respect for other children's personal space when playing among them 	<p>Provide safe opportunities for moving in different ways, trying out new skills, eg LTN, and move on different parts of body Painting to music, linked to festivals. Eg Chinese music, dragon dancing Party dancing at opening party</p> <p>Talk about importance of moving safely, negotiating space and peers. Finding the way around new environments, exploring new outdoor areas Stop/go games; race tracks for Chinese animals Make obstacle courses for bikes and children outside. Act out stories using movements eg Enormous Turnip,(Gingerbread Man, Enormous Watermelon Make up rhymes to encourage development of new movement Adult encourage practising of skills and repeating actions till skills acquired. Staff to continue development of drumming skills</p>

	<ul style="list-style-type: none"> • 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>Work collaboratively to make Chinese dragon. Use large packing boxes to make things. Work together to transport large items, unpack boxes, cleaning equipment, setting up new areas, working in garden. Collecting and transporting water</p>
40-60+	<ul style="list-style-type: none"> • Goes backwards and sideways as well as forwards • • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences • • Jumps off an object and lands appropriately • Shows understanding of the need for safety when tackling new challenges • • • • 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 • Shows awareness of space, of herself and of others 	<p>Tracks/courses to provide movements in various directions Learning new action songs, combining own movements. Rain songs- splashing; Moving through snow with signing Provide space and opportunity for jumping, encouraging awareness of need to land safely. Allow children to risk assess areas, new garden areas. LTN</p> <p>Make carnival floats, objects to dance with and play instruments Pose challenges for children eg get from A to B without touching ground, using feet etc. Make ice rink, toboggan run, ski slope for Winter Olympics Act out any songs or stories. Music and movement, Here we go round the Mulberry bush, Gingerbread man 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 Talk to baby, reassure them, as carrying out daily routines Make frequent, gentle contact, baby massage</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"> • 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>

		Different textures to sit in, feel and explore eg spaghetti, cornflour etc
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 	Involve ch in choosing and preparing food. Display colourful menu cards and model food names
30-50	<ul style="list-style-type: none"> Shows awareness of own needs with regard to eating, sleeping and hygiene Shows awareness of a range of healthy practices with regard to eating, sleeping and hygiene Observes the effects of activity on her body 	Encourage ch to recognise and communicate own needs. Talk about need to rest when tired, dress warmly when cold, practise dressing for cold weather, wash hands after toileting etc. Eat foods to warm Provide opportunities for physical activity. Draw attention to what happens to body in different situations. Energetic rhymes and songs Hokey Kokey, Heads, shoulders. Listen to relaxing music. Chill out areas
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 <p>Recognises the changes that happen to her body when she is active</p>	Talk about health awareness whenever possible. Use books, DVDs, role play. Miss Polly Through stories, games, sorting pictures and visitors etc talk about food types- both good and bad for the body. Adapt songs to encourage good practice. Eg This is way we wash our face, clean teeth
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 Enjoys the sensory experience of making marks in damp sand, paste or paint. 	Adult to model actions eg waving, clapping. Use action songs. Introduce signing, Use story raps Provide dough, cornflour, paint etc to explore using all senses
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 baby food blending, using cutters Gingerbread men etc. Lots of role play. Using tools in garden for digging, planting etc Action songs , Repetitive stories
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 	Use blocks to build simple structures, balancing Provide role play tool boxes, inside and out, fixing new furniture, setting up garden etc-

	tools	
30-50	<ul style="list-style-type: none"> Engages in activities requiring hand-eye coordination Uses one-handed tools and equipment Shows increasing control over clothing and fastenings 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>As above, role play, and real tools. Large paintings inside and out, Pegging out washing for Mrs Mopple Make stir fry, rice, use chopsticks, chop enormous Turnip, make baby food, and change nappies. Cutting lanterns, lucky purses, folding fans. Write posters and invitations for opening party. Chinese writing, Write dance Encourage ch to put on own coats, hats, boots to go outside. Dress for LTN. This is the way we put on our coat etc Link to weather and songs Provide dolls, bears and clothing to practice on. Bear hunt</p> <p>Provide opportunities and variety of media for ch to explore, Talk about safety issues, and model safe handling and use of tools for cutting to cook, and in the garden</p>
40-60+	<ul style="list-style-type: none"> Explores malleable materials by patting, stroking, poking, squeezing, pinching and twisting them 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 objects /props for stories, rhymes. Explore ice, and hopefully snow for snowmen. Adult introduce and extend vocal to describe actions. Adult model actions Provide equipment and opportunities Fold, cut, stick media to achieve planned outcome, make Chinese props</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 	<p>Making shakers, babies filling containers with different sensory materials and using fingers, funnels, spoons E.T.C. Weather experiencing different types warm, cold and freezing. Touching and tasting carnival and Chinese new year foods i.e.</p>

		rice, noodles, jelly, crackers. Tactile experiences with paint on the floor. Splash pools and swim nappies to experience water like rain puddles. Wellie painting and paddling.
8-20	<ul style="list-style-type: none"> • Responds to what she sees, hears, smells, touches and feels 	As above Using lights to reflect carnival atmosphere i.e. multi colour torches and sensory projectors.
16-26	<ul style="list-style-type: none"> • Expresses herself through physical action and sound • Explores by repeating patterns of play 	Learning songs and rhymes, Incey wincey, when I was 1, rain rain go away and monkey songs. Go on a bear hunt explore sensory experiences.
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 	Make soup to taste use foods from different countries. Songs and signing.
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 	As above extending with role play costumes real food. Teddy bears picnic. Tiger role play tea party. Offer range of materials for creating carnival atmosphere, painting patterns, foot painting to music on material, making shaker and steamers, making instruments, making grass skirts with floristry ribbon and duck tape. Songs with instructions.
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 	Design and create Chinese dragons, musical instruments for carnival, carnival costumes. Any of above thing to make.
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 	A range of tactile experiences including finger painting prints to make carnival patterns, baby lotion, flour, shaving foam etc.
8-20	<ul style="list-style-type: none"> • Explores and experiments with a range of media using the whole body 	Floor painting, water on paper and flick paint. Experience weather in the garden with mud , wet , dry (Bear hunt)

		Tactile as above. Role play habitats for animals.
16-26	<ul style="list-style-type: none"> Creates and experiments with blocks, colour and marks 	3 D dwellings with different purposes. Mark making with different media like bubble wrap, scrunched paper and corrugated card.
22-36	<ul style="list-style-type: none"> Is beginning to combine movement, materials, media or marks 	Carnival dance, music, patterns and role play. Chinese new year dragon dance and banquet. Making pictures with Chinese or carnival materials.
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 	Explore new build materials. Role play builders. Make large scale models to support role play. Tasting vegetable from different cultures looking at textures. Bananas and custard. Planting in different media, such as cress on cotton wool, seeds in compost, grass on wood shavings, bulbs on gravel. Making things for events above. Buildings and streets for the carnival out of blocks in the garden and large boxes.
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>	As above Using works of art for inspiration for example starry night. BBQ Spin painting patterns.
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 	Carnival, Chinese music, songs, using creative words.
8-20	<ul style="list-style-type: none"> Moves her whole body to sounds she enjoys, such as music or a regular beat 	As above
16-26	<ul style="list-style-type: none"> Is beginning to move to music, listen to or join in rhymes or songs 	As above Create an album of favourite songs with pictures. Drumming rhythms for dance.
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 	As above. Making instruments for carnival and new year. Weather sounds.

		Baby toys such as rattles, push and play.
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 	<p>Ring games linking to theme include here we go round the mulberry bush, farmers in his den, princess long ago, build a house song.</p> <p>As above.</p> <p>Sound patterns for carnival.</p> <p>Rain sound patterns.</p>
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>	
Developing Imagination and Imaginative Play		
0-11	<ul style="list-style-type: none"> Smiles with pleasure at recognisable playthings 	<p>Animal families mummy, daddy, baby.</p> <p>Treasure basket of animals and of carnival items and Chinese new year items.</p> <p>Dolls with accessories such as buggies and beds.</p>
8-20	<ul style="list-style-type: none"> Enjoys making noises or movements spontaneously 	As above activities.
16-26	<ul style="list-style-type: none"> Pretends that one object represents another, especially when objects have characteristics in common 	<p>Role play homes and babies.</p> <p>Role play kitchen.</p>
22-36	<ul style="list-style-type: none"> Is beginning to make-believe by pretending 	<p>Vet or pet shop role play where children can be the animals.</p> <p>Going on a bear hunt.</p> <p>Role play tiger comes to tea.</p>
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 	As above
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>	As above