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| **Positive Relationship – what adults could do** | | |  | **0 - 11 Months** | | |
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| **PRIME AREAS** | | |  | **SPECIFIC AREAS** | | |
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| **PSED**  **Making Relationships**  • Make sure babies have their own special person in the setting, who knows them really well and understands their wants and needs.  • Tune in sensitively to babies, and provide warm, loving, consistent care, responding quickly to babies’ needs.  • Hold and handle babies, since sensitive touch helps to build security and attachment.  • Ensure that the key person or buddy is available to greet a young baby at the beginning of the session, and to hand them over to parents at the end of a session, so the young baby is supported and communication with parents is maintained.  • Engage in playful interactions that encourage young babies to respond to, or mimic, adults.  • Follow the baby’s lead by repeating vocalisations, mirroring movements and showing the baby that you are ‘listening’ fully.  • Notice when babies turn away, signalling their need for less stimulation.  • Discover from parents the copying games that their babies enjoy, and use these as the basis for your play.  • Talk with babies about special people, such as their family members, e.g. grandparents.  **Self-confidence and self-awareness**  • Show your pleasure in being with the baby.  • Be close by and available, to ensure that babies feel safe and loved even when they are not the centre of adult attention.  • Say or sing made-up rhymes or songs while stroking or pointing to the babies’ hands, feet or cheeks.  • Respond to and build on babies’ expressions, actions, and gestures. Babies will repeat actions that get a positive response from you.  • Find out what babies like and dislike through talking to their parents.  **Managing Feelings & Behaviour**  • Find out as much as you can from parents about young babies before they join the setting, so that the routines you follow are familiar and comforting.  • Use calming processes such as rocking or hugging. | | |  | **Literacy**  **Reading**  • Use finger play, rhymes and familiar songs from home to support young babies’ enjoyment.  **Writing**  See Communication and Language |  | **Mathematics**  **Numbers**  • Sing number rhymes as you dress or change babies, e.g. ‘One, Two, Buckle My Shoe’.  • Move with babies to the rhythm patterns in familiar songs and rhymes.  • Encourage babies to join in tapping and clapping along to simple rhythms.  **Shape, space and measures**  *See* Characteristics of Effective Learning - Playing and Exploring, *and* Physical Development. |
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| **Physical Development**  **Moving and handling**  • Help babies to become aware of their own bodies through touch and movement, e.g. clapping the baby’s hands together, gently shaking baby’s foot.  • Play games, such as offering a small toy and taking it again to rattle, or sail through the air.  • Encourage young babies in their efforts to gradually share control of the bottle with you.  **Health and self-care**  • Encourage babies gradually to share control of food and drink.  • Talk to parents about the feeding patterns of young babies.  • Talk to young babies as you stroke their cheeks, or pat their backs, reminding them that you are there and they are safe.  • Notice individual baby cues when spending special one-to-one time with them to ensure they are ready to engage.  • Discuss the cultural needs and expectations for skin and hair care with parents prior to entry to the setting, ensuring that the needs of all children are met appropriately and that parents’ wishes are respected.  • Be aware of specific health difficulties among the babies in the group. |  | **Communication and language**  **Listening and attention**  • Being physically close, making eye contact, using touch or voice all provide ideal opportunities for early conversations between adults and babies, and between one baby and another.  • Encourage playfulness, turn-taking and responses, including peek-a-boo and rhymes.  • Use a lively voice, with ups and downs to help babies tune in.  • Sing songs and rhymes during everyday routines.  • Use repeated sounds, and words and phrases so babies can begin to recognise particular sounds.  **Understanding**  • Look at the baby and say their name. Make eye contact and wait for them to react.  • Interpret and give meaning to the things young babies show interest in, e.g. when babies point to an object tell them what it is.  • Talk to babies about what you are doing and what is happening, so they will link words with actions, e.g. preparing lunch.  • Use actions to support your words, e.g. waving when you say ‘bye bye’.  • Speak clearly. Babies respond well to a higher pitched, sing-song voice.  • Use and repeat single words, so the baby can gradually link the word to its meaning.  **Speaking**  • Find out from parents how they like to communicate with their baby, noting especially the chosen language.  • Ensure parents understand the importance of talking with babies in their home language.  • Encourage babies’ sounds and babbling by copying their sounds in a turn-taking ‘conversation’.  • Communicate with parents to exchange and update information about babies’ personal words. |  | **Understanding the world**  **People and communities**  *See* Personal, Social and Emotional Development *and* Communication and Language.  **The world**  • Encourage young babies’ movements through your interactions, e.g. touching their fingers and toes and showing delight at their kicking and waving.  **Technology**  *See Characteristics of Effective Learning* - Playing and Exploring *and* Creating and Thinking Critically |  | **Expressive arts and design**  **Exploring and using media and materials**  S*ee* Characteristics of Effective Learning – Playing and  Exploring, Physical Development, Understanding the World  – The World  **Being imaginative**  S*ee* Characteristics of Effective Learning; Communication  and Language; Physical Development; Personal, Social and  Emotional Development |