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| **Positive Relationship - what adults could do** | | |  | **8-20 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**  • Playfully help babies to recognise that they are separate and different from others, e.g. pointing to own and baby’s nose, eyes, fingers.  • Give opportunities for babies to have choice, where possible.  • Follow young babies’ lead as they explore their surroundings, people and resources.  • Talk to babies about puzzles they encounter such as how to get their sock back from where it has fallen, asking whether they can do it or if they might need help.  **Managing Feelings & Behaviour**  • Establish shared understandings between home and setting about ways of responding to babies’ emotions.  • Make sure the key person stays close by and provides a secure presence and a refuge at times a child may be feeling anxious.  • Support children who are anxious on separating from their parents by acknowledging their feelings and reassuring them.  • Demonstrate clear and consistent boundaries and reasonable yet challenging expectations. | | |  | **Literacy**  **Reading**  • Notice and support babies’ developing responses as they learn to anticipate and join in with finger and word play.  **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**  • Play games that involve curling and stretching, popping up and bobbing down.  • Encourage babies’ explorations of the characteristics of objects, e.g. by rolling a ball to them.  • Talk about what objects are like and how objects, such as a sponge, can change their shape by being squeezed or stretched. |
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| **Physical Development**  **Moving and handling**  • Engage babies in varied physical experiences, such as bouncing, rolling, rocking and splashing, both indoors and outdoors.  • Encourage babies to use resources they can grasp, squeeze and throw.  • Encourage babies to notice other babies and children coming and going near to them.  • Support and encourage babies’ drive to stand and walk.  • Be aware that babies have little sense of danger when their interests are focused on getting something they want.  • Use feeding, changing and bathing times to share finger plays, such as ‘Round and Round the Garden’.  • Show babies different ways to make marks in dough or paint by swirling, poking or patting it.  **Health and self-care**  • Talk to parents about how their baby communicates needs. Ensure that parents and carers who speak languages other than English are able to share their views.  • Help children to enjoy their food and appreciate healthier choices by combining favourites with new tastes and textures.  • Be aware that babies have little sense of danger when their interests are focused on getting something they want. |  | **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**  • Try to ‘tune in’ to the different messages young babies are attempting to convey.  • Share the fun of discovery and value babies’ attempts at words, e.g., by picking up a doll in response to “baba”.  • When babies try to say a word, repeat it back so they can hear the name of the object clearly.  • Find out from parents greetings used in English and in languages other than English, and use them in the setting.  • Recognise and equally value all languages spoken and written by parents, staff and children. |  | **Understanding the world**  **People and communities**  *See* Personal, Social and Emotional Development *and* Communication and Language.  **The world**  • Play hiding and finding games inside and outdoors.  • Plan varied arrangements of equipment and materials that can be used with babies in a variety of ways to maintain interest and provide challenges.  • Draw attention to things in different areas that stimulate interest, such as a patterned surface.  **Technology**  *See Characteristics of Effective Learning* - Playing and Exploring *and* Creating and Thinking Critically |  | **Expressive arts and design**  **Exploring and using media and materials**  • Encourage babies to join in tapping and clapping along to simple rhythms.  • Notice the different ways babies move in response to sounds, e.g. patting the floor when on their tummy, flexing and relaxing their legs, or opening and closing their palms.  • Encourage babies to make marks and to squeeze and feel media such as paint, gloop (cornflour and water), dough and bubbles.  **Being imaginative**  S*ee* Characteristics of Effective Learning; Communication and Language; Physical Development; Personal, Social and  Emotional Development |