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| **Positive Relationship - what adults could do** | | |  | **16-26 Months** | | |
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| **PRIME AREAS** | | |  | **SPECIFIC AREAS** | | |
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| **PSED**  **Making Relationships**  • Involve all children in welcoming and caring for one another.  • Give your full attention when young children look to you for a response.  • Enable children to explore by providing a secure base for them.  • Help young children to understand the feelings of others by labelling emotions such as sadness or happiness.  **Self-confidence and self-awareness**  • Make sure the child can explore from the secure, close-by presence of their key person.  • Model pretend play.  • Share children’s pleasure when they do something for themselves.  **Managing Feelings & Behaviour**  • Help young children to label emotions such as sadness or happiness, by talking to them about their own feelings and those of others.  • Be aware of and alert to possible dangers, while recognising the importance of encouraging young children’s sense of exploration and risk-taking.  • Reduce incidents of frustration and conflict by keeping routines flexible so that young children can pursue their interests. | | |  | **Literacy**  **Reading**  • Encourage and support children’s responses to picture books and stories you read with them.  • Use different voices to tell stories and encourage young children to join in wherever possible.  **Writing**  See Communication and Language |  | **Mathematics**  **Numbers**  • Use number words in meaningful contexts, e.g. ‘*Here is your other mitten. Now we have two’.*  • Talk to young children about ‘lots’ and ‘few’ as they play.  • Talk about young children’s choices and, where appropriate, demonstrate how counting helps us to find out how many.  • Talk about the maths in everyday situations, e.g. doing up a coat, one hole for each button.  • Tell parents about all the ways children learn about numbers in your setting. Have interpreter support or translated materials to support children and families  learning English as an additional language  **Shape, space and measures**  • Use ‘tidy up time’ to promote logic and reasoning about where things fit in or are kept.  • Talk to children, as they play with water or sand, to encourage them to think about when something is full, empty or holds more.  • Help young children to create different arrangements in the layout of road and rail tracks.  • Highlight patterns in daily activities and routines.  • Help children use their bodies to explore shape, through touching, seeing and feeling shape in art, music and dance. |
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| **Physical Development**  **Moving and handling**  • Encourage independence as young children explore particular patterns of movement, sometimes referred to as schemas.  • Tell stories that encourage children to think about the way they move.  • Treat mealtimes as an opportunity to help children to use fingers, spoon and cup to feed themselves.  • Help young children to find comfortable ways of grasping, holding and using things they wish to use, such as a hammer, a paintbrush or a teapot in the home corner.  **Health and self-care**  • Encourage efforts such as when a young child offers their arm to put in a coat sleeve.  • Be aware of and learn about differences in cultural attitudes to children’s developing independence.  • Discuss cultural expectations for toileting, since in some cultures young boys may be used to sitting rather than standing at the toilet.  • Value children’s choices and encourage them to try something new and healthy. |  | **Communication and language**  **Listening and attention**  • Encourage young children to explore and imitate sound.  • Talk about the different sounds they hear, such as a tractor’s “chug chug” while sharing a book.  **Understanding**  • Be aware that young children’s understanding is much greater than their ability to express their thoughts and ideas.  • Recognise young children’s competence and appreciate their efforts when they show their understanding of new words and phrases.  **Speaking**  • Build vocabulary by giving choices, e.g. ‘*apple or satsuma?’*  • Model building sentences by repeating what the child says and adding another word, e.g. child says ‘car’, say *‘mummy’s car’ or ‘blue car’.*  • Show children how to pronounce or use words by responding and repeating what they say in the correct way, rather than saying they are wrong.  • Accept and praise words and phrases in home languages, saying English alternatives and encouraging their use.  • Encourage parents whose children are learning English as an additional language to continue to encourage use of the first language at home.  • Support children in using a variety of communication strategies, including signing, where appropriate. |  | **Understanding the world**  **People and communities**  • Help children to learn each other’s names, e.g. through songs and rhymes.  • Be positive about differences between people and support children’s acceptance of difference. Be aware that negative attitudes towards difference are learned from examples the children witness.  • Ensure that each child is recognised as a valuable contributor to the group.  • Celebrate and value cultural, religious and community  events and experiences  **The world**  • Talk with children about their responses to sights, sounds and smells in the environment and what they like about playing outdoors.  • Encourage young children to explore puddles, trees and surfaces such as grass, concrete or pebbles.  **Technology**  • Comment on the ways in which young children investigate how to push, pull, lift or press parts of toys and domestic equipment.  • Talk about the effect of children’s actions, as they investigate what things can do. |  | **Expressive arts and design**  **Exploring and using media and materials**  • Listen with children to a variety of sounds, talking about favourite sounds, songs and music.  • Introduce children to language to describe sounds and rhythm, e.g., loud and soft, fast and slow.  • Accept wholeheartedly young children’s creations and help them to see them as something unique and valuable  • Make notes detailing the processes involved in a child’s creations, to share with parents.  **Being imaginative**  • Show genuine interest and be willing to play along with a young child who is beginning to pretend. |