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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 familieslearning 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 communityevents 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. |