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| **Positive Relationships** | **30-50 Months** |
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| **PRIME AREAS** |
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| **PSED****Making relationships**• Support children in developing positive relationships by challenging negative comments and actions towards either peers or adults.• Encourage children to choose to play with a variety of friends from all backgrounds, so that everybody in the group experiences being included.• Help children understand the feelings of others by labelling emotions such as sadness, happiness, feeling cross, lonely, scared or worried.• Plan support for children who have not yet made friends.**Self-confidence and self-awareness**• Recognise that children’s interest may last for short or long periods, and that their interest and preferences vary.• Value and support the decisions that children make• Talk to children about choices they have made, and help them understand that this may mean that they cannot do something else.• Be aware of cultural differences in attitudes and expectations. Continue to share and explain practice with parents, ensuring a two-way communication using interpreter support where necessary.• Encourage children to see adults as a resource and as partners in their learning.• Teach children to use and care for materials, and then trust them to do so independently.• Ensure that key practioners offer extra support to children in new situations.**Managing feelings and behaviour**• Name and talk about a wide range of feelings and make it clear that all feelings are understandable and acceptable, including feeling angry, but that not all behaviours are.• Model how you label and manage your own feelings, e.g. ‘I’m feeling a bit angry and I need to calm down, so I’m going to…’• Ask children for their ideas on what might make people feel better when they are sad or cross.• Show your own concern and respect for others, living things and the environment.• Establish routines with predictable sequences and events.• Prepare children for changes that may occur in the routine.• Share with parents the rationale of boundaries and expectations to maintain a joint approach.• Model and involve children in finding solutions to problems and conflicts.• Collaborate with children in creating explicit rules for the care of the environment. |
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| **Physical Development****Moving and handling**• Encourage children to move with controlled effort, and use associated vocabulary such as ‘*strong’, ‘firm’, ‘gentle’, ‘heavy’, ‘stretch’, ‘reach’, ‘tense’ and ‘floppy’.*• Use music of different styles and cultures to create moods and talk about how people move when they are sad, happy or cross.• Motivate children to be active through games such as follow the leader.• Talk about why children should take care when moving freely.• Teach children the skills they need to use equipment safely, e.g. cutting with scissors or using tools.• Encourage children to use the vocabulary of movement, e.g. *‘gallop’*, *‘slither’*; of instruction e.g. *‘follow’, ‘lead’ and ‘copy’. w*• Pose challenging questions such as ‘*Can you get all the way round the climbing frame without your knees touching it?*’• Talk with children about the need to match their actions to the space they are in.• Show children how to collaborate in throwing, rolling, fetching and receiving games, encouraging children to play with one another once their skills are sufficient.• Introduce and encourage children to use the vocabulary of manipulation, e.g. ‘*squeeze*’ and ‘*prod.*’• Explain why safety is an important factor in handling tools, equipment and materials, and have sensible rules for everybody to follow.**Health and self-care**• Respond to how child communicates need for food, drinks, toileting and when uncomfortable.• Support parents’ routines with young children’s toileting by having flexible routines and by encouraging children’s efforts at independence.• Support children’s growing independence as they do things for themselves, such as pulling up their pants after toileting, recognising differing parental expectations.• Involve young children in preparing food.• Give children the chance to talk about what they like to eat, while reinforcing messages about healthier choices.• Remember that children who have limited opportunity to play outdoors may lack a sense of danger. |  | **Communication and language****Listening and attention**• Model being a listener by listening to children and taking account of what they say in your responses to them.• Cue children, particularly those with communication difficulties, into a change of conversation, e.g. ‘*Now we are going to talk about…*’• For those children who find it difficult to ‘listen and do’, say their name before giving an instruction or asking a question.• Share rhymes, books and stories from many cultures, sometimes using languages other than English, particularly where children are learning English as an additional language. Children then all hear a range of languages and recognise the skill needed to speak more than one.• Introduce ‘rhyme time’ bags containing books to take home and involve parents in rhymes and singing games.• Ask parents to record regional variations of songs and rhymes.• Play games which involve listening for a signal, such as ‘Simon Says’, and use *‘ready, steady…go!*’• Use opportunities to stop and listen carefully for environmental sounds, and talk about sounds you can hear such as long, short, high, low.• Explain why it is important to pay attention when others are speaking.• Give children opportunities both to speak and to listen, ensuring that the needs of children learning English as an additional language are met, so that they can participate fully.**Understanding**• Prompt children’s thinking and discussion through involvement in their play.• Talk to children about what they have been doing and help them to reflect upon and explain events, e.g. *“You told me this model was going to be a tractor. What’s this lever for?”*• Give children clear directions and help them to deal with those involving more than one action, e.g. *“Put the cars away, please, then come and wash your hands and get ready for lunch”.*• When introducing a new activity, use mime and gesture to support language development.• Showing children a photograph of an activity such as hand washing helps to reinforce understanding.• Be aware that some children may watch another child in order to know what to do, rather than understanding it themselves.**Speaking**• Wait and allow the child time to start the conversation.• Follow the child’s lead to talk about what they are interested in.• Give children ‘thinking time’. Wait for them to think about what they want to say and put their thoughts into words, without jumping in too soon to say something yourself.• For children learning English as an additional language, value non-verbal communications and those offered in home languages.• Add words to what children say, e.g. child says ‘*Brush dolly hair’, you say ‘Yes, Lucy is brushing dolly’s hair.’*• Talk with children to make links between their body language and words, e.g. *“Your face does look cross. Has something upset you?”*• Introduce new words in the context of play and activities.• Use a lot of statements and fewer questions. When you do ask a question, use an open question with many possible answers.• Show interest in the words children use to communicate and describe their experiences.• Help children expand on what they say, introducing and reinforcing the use of more complex sentences. |

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| **SPECIFIC AREAS** |
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| **Literacy****Reading**• Focus on meaningful print such as a child’s name, words on a cereal packet or a book title, in order to discuss similarities and differences between symbols.• Help children to understand what a word is by using names and labels and by pointing out words in the environment and in books.• Provide dual language books and read them with all children, to raise awareness of different scripts. Try to match dual language books to languages spoken by families in the setting.• Remember not all languages have written forms and not all families are literate either in English, or in a different home language.• Discuss with children the characters in books being read.• Encourage them to predict outcomes, to think of alternative endings and to compare plots and the feelings of characters with their own experiences.• Plan to include home language and bilingual story sessions by involving qualified bilingual adults, as well as enlisting the help of parents.**Writing**• Notice and encourage the marks children make and the meanings that they give to them, such as when a child covers a whole piece of paper and says, “I’m writing”.• Support children in recognising and writing their own names.• Make books with children of activities they have been doing, using photographs of them as illustrations. |  | **Mathematics****Numbers**• Use number language, e.g. *‘one’, ‘two’, ‘three’, ‘lots’, ‘fewer’, ‘hundreds’, ‘how many?’* and *‘count’* in a variety of situations.• Support children’s developing understanding of abstraction by counting things that are not objects, such as hops, jumps, clicks or claps.• Model counting of objects in a random layout, showing the result is always the same as long as each object is only counted once.• Model and encourage use of mathematical language e.g. asking questions such as ‘How many saucepans will fit on the shelf?’• Help children to understand that one thing can be shared by number of pieces, e.g. a pizza.• As you read number stories or rhymes, ask e.g. *‘When one more frog jumps in, how many will there be in the pool altogether?’*• Use pictures and objects to illustrate counting songs, rhymes and number stories.• Encourage children to use mark-making to support their thinking about numbers and simple problems.• Talk with children about the strategies they are using, e.g. to work out a solution to a simple problem by using fingers or counting aloud.**Shape, space and measures**• Demonstrate the language for shape, position and measures in discussions, e.g. *‘sphere’, ‘shape’, ‘box’, ‘in’, ‘on’, ‘inside’, ‘under’, long, longer’, ‘longest’, ‘short’, shorter’, ’shortest’, ‘heavy’, ‘light’, ‘full’ and ‘empty’.*• Find out and use equivalent terms for these in home languages.• Encourage children to talk about the shapes they see and use and how they are arranged and used in constructions.• Value children’s constructions, e.g. helping to display them or taking photographs of them. |
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| **Understanding the world****People and communities**• Encourage children to talk about their own home and community life, and to find out about other children’s experiences.• Ensure that children learning English as an additional language have opportunities to express themselves in their home language some of the time.• Encourage children to develop positive relationships with community members, such as fire fighters who visit the setting**The world**• Use parents’ knowledge to extend children’s experiences of the world.• Support children with sensory impairment by providing supplementary experience and information to enhance their learning about the world around them.• Arouse awareness of features of the environment in the setting and immediate local area, e.g. make visits to shops or a park.• Introduce vocabulary to enable children to talk about their observations and to ask questions.**Technology**• Support and extend the skills children develop as they become familiar with simple equipment, such as twisting or turning a knob.• Draw young children’s attention to pieces of ICT apparatus they see or that they use with adult supervision. |  | **Expressive arts and design****Exploring and using media and materials**• Support children’s responses to different textures, e.g. touching sections of a texture display with their fingers, or feeling it with their cheeks to get a sense of different properties.• Introduce vocabulary to enable children to talk about their observations and experiences, e.g. *’smooth’ ‘shiny’ ‘rough’ ‘prickly’ ‘flat’ ‘patterned’ ‘jagged’, ‘bumpy’ ‘soft’ and ‘hard’.*• Talk about children’s growing interest in and use of colour as they begin to find differences between colours.• Make suggestions and ask questions to extend children’s ideas of what is possible, for example, “*I wonder what would happen if…*”.• Support children in thinking about what they want to make, the processes that may be involved and the materials and resources they might need, such as a photograph to remind them what the climbing frame is like.**Being imaginative**• Support children’s excursions into imaginary worlds by encouraging inventiveness, offering support and advice on occasions and ensuring that they have experiences that stimulate their interest. |