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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. |