
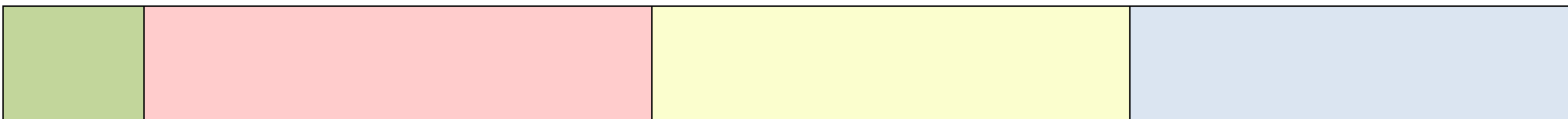


	Autumn	Spring	Summer
<p style="text-align: center;"><b>PROMOTING BRITISH VALUES</b></p> 	<p style="text-align: center;"><b>Core Value: Rule of Law:</b></p> <p>Establishing class rules, nice sharing, meal-time choices and routines, expectations and rules for playing games (turn-taking), practicing the safe use of equipment indoors and outdoors, saying 'oh dear' for unkind hands etc....</p> <p>EYPs to limit resources at time, to encourage opportunities for sharing and turn taking.</p> <p>Tidy-Up time: opportunity to teach toddlers that this is a rule, and it applies to everyone, therefore modelled by all EYPs.</p>	<p style="text-align: center;"><b>Core Value: Tolerance of Faith, Culture &amp; Others</b></p> <p>Cultural Themes celebrating diversity, supported by visits to places of worship (Synagogue, Church, Hindu and Buddhist Temple...).</p> <p>Cultural Themes celebrating 'where we are' (making maps of the UK, create a flag display, making crowns and dressing up like Kings and The Queen, supported by Royal Party.</p> <p>Encouraging all babies to always 'have a go' when they feel they 'can't do it'. Taking a step on the slide, having a go at sliding on bottom, supported to touch a minibeast in garden, wiping each other's face/nose, giving cuddle to upset peer, role play with baby dolls and prams etc.,,</p>	<p style="text-align: center;"><b>Core Value: Personal Responsibility &amp; Liberty</b></p> <p>Early Years Practitioners, EYPs, to model behaviour of 'fixing' rather than throwing and replacing. Sellotape a broken cardboard box first, before throwing it away. Show babies how to use items in different ways such as milk cartons as vases, cars etc...</p> <p>Encourage babies and toddlers to fix torn books, and model behaviour of fixing toys. Encourage Junk Modelling play and fix or change to babies' interest (shoe boxes instead of plastic tubs). EYPs to embed the language of 'fixing' and demonstrate this in their plan.</p> <p>Babies and toddlers to be given responsibilities, such as Chef's Help during eating routines, a J-Cloth for wiping, washing dollies in the water tubs, asked to pass the Tablets to an EYP, visits to Tweenies and Pre-School for set-activities etc... EYPs to evidence 'Play-dates' with peer from another class, embedding values both ways between the Babies, Tweenies and Pre-Schoolers.</p> <p>Babies toddlers to be given opportunities to mix their own colours, for leaf printing, for example.</p> <p>Obstacle courses opportunities, to increase risk-taking, a sense of achievement and confidence (Can-Do Attitude), and abilities.</p>
	<p style="text-align: center;"><b>Core Value: Mutual Respect:</b></p> <p>Praise of children's efforts to establish feelings and language of 'pride'. Promoting good manners, kind hands, listening to others i.e. 'My turn.,'. Provision for babies to tolerate a peer's choice such as Circle Times: Each child selects a Song Spoon of their choice for the whole group to sing; Taking turns on the slide, promoting 'first you then me' philosophy with claps for waiting turn. Bucket Time: Promoting 'some things are mine and some belong to others'.</p> <p>Promote inclusion, 'everyone is welcome', Parachute games, group dancing activities, to present a sense of togetherness. Floor picnics, All About Me Wall.</p>	<p style="text-align: center;"><b>Core Value: Democracy</b></p> <p>Elective games and activities (choosing in fair ways such as who is next). Ensure babies are given opportunities to choose between activities and develop their sense of being able to select and make choices for themselves. Choices at mealtimes (2 fruits), choices of cuddly toys at sleep time, choices of going outside or playing indoors, choices between 2 books. Babies and toddlers have continuous access to low provision and are therefore making choices all the time. Please ensure this Core Value is distinguished and embedded by presenting choices between 2 things to choose from, to distinguish it from the daily continuous choices they make.</p>	<p><b>PROMOTING BRITISH VALUES:</b> Toddlers should demonstrate responsible, caring behaviour, showcasing an embedded sense of shared responsibility through activities of the Core Values experienced throughout the year. Cultural Capital in its foundation years, will carry through into Tweenies, where they can build on this further.</p>

Possible Themes	Autumn Term				Spring Term				Summer Term			
	September	October	November	December	January	February	March	April	May	June	July	August
Focus Books	Focus Books Inform Our Planning											
	Mealtime DK Book Food Magazines Recipe Cards and Books	Bedtime DK Book Furniture Magazines Furniture Assembling Instructions	Santa Story Christmas Bazar Pamphlets	Wild Animals Wildlife Magazine Zoo Magazines	Pets Farm Animals Pet Furniture Cards	Dinosaur's Museum Leaflets Animal Magazines	Fluffy Cuddly Animals Fabric Samples	Trucks Tractors Car magazines A-Z Maps	Boats Atlas Cruise Ship Leaflets Coastguard Cards	Planes British Airways Magazines A-Z Maps	Things that Go Road Maps Caravan Magazines Car Brochures	

Possible Festivals	Harvest	Diwali	Hanukah	Chinese New Year	Valentine's Day	Lent	Queen's Birthday / Jubilee	Ramadan	Eid	Notting Hill Carnival
	Diwali	Remembrance Day Bonfire Night St Andrew's Day	Christmas Remembrance Day	Australia Day	Shrove Tuesday (Pancake Day)	Holi (Hindu) World Book Day, Mother's Day St David's Day St Patrick's Day St George's Day	Father's Day Ramadan Father's Day			

Possible Trips	Hindu Temple	Synagogue	Church	War Museum	Local Chinese Supermarket to buy ingredients for celebration	Local Primary Schools	Local Parks
	Post Office	Multicultural Supermarkets		Local Police Station / Visit from Locality Support	Local GP / Nurse Visit		



**Learning and teaching in EYFS will carefully follow the statutory and non-statutory guidance provided by the DfE. This planning is given as a guide to show how learning may emerge across the year. However, as it is a requirement that learning and development opportunities are planned around the needs and interests of each individual child, it should be noted that the plan is likely to transform throughout the year in response to our children and the enabling environment we provide for them.**

	Autumn	Spring	Summer
PRIME AREAS			
<p><b>Personal, Social and Emotional Development</b></p>	<p>Enjoys the company of others and seeks contact with others from birth.</p> <p>Responds when talked to, e.g. moves arms and legs, changes facial expression, moves body and makes mouth movements.</p> <p>Likes cuddles and being held: calms, snuggles in, smiles, gazes at carer's face or strokes carer's skin.</p> <p>Is wary of unfamiliar people.</p> <p>Plays alongside others.</p> <p>Uses adult as a secure base from which to explore independently in new environments, e.g. ventures away to play and interacts with others, but returns for a cuddle or reassurance if becomes anxious.<b>Peek-a-Boo</b></p> <p><b>Treasure Baskets</b></p> <p><b>Large and Small Mirror activities</b></p> <p><b>Emotion Songs "If You're Happy &amp; You Know It), Gross Motor Songs.</b></p> <p><b>Home Corner provision with EYP</b></p> <p><b>Key-Person small group activities</b></p> <p><b>Build from cautious to secure exploration of new environments (trips, garden, playground)</b></p> <p><b>Dolly and Small World opportunities to pretend to feed, clothe, carry in pram, cuddle...</b></p> <p><b>Trips around the inside of the nursery to begin familiarity with Tweenies and Pre-School for further Play-Date activities across rooms.</b></p>	<p>Gazes at faces and copies facial movements, e.g. sticking out tongue, opening mouth and widening eyes.</p> <p>Responds to what carer is paying attention to.</p> <p>Seeks to gain attention in a variety of ways, drawing others into social interaction.</p> <p>Builds relationship with special people.</p> <p>Interacts with others and explores new situations when supported by familiar person.</p> <p>Plays cooperatively with a familiar adult, e.g. rolling a ball back and forth.</p> <p>Likes cuddles and being and being held: calms, snuggles in, smiles, gazes at carer's face or strokes carer's skin.</p> <p><b>EYPs to seek out eye contact when giving praise.</b></p> <p><b>Provision for group games</b></p> <p><b>Emotions Cards</b></p> <p><b>Role Play Provision, comforting dollies</b></p> <p><b>Home Corner with natural materials</b></p> <p><b>Familiarity with routines supported by ringing bell for eating routines, showing a nappy for personal routines, High-Vis bibs for trips.</b></p> <p><b>Begin Play-Date Tweenies or Pre-school (for example play-dough activity with a pre-schooler)</b></p> <p><b>All About Me Board</b></p> <p><b>Parents to bring photos or sharing items from home.</b></p> <p><b>Stay and Play</b></p>	<p>Recognises and is most responsive to main carer's voice: face brightens, activity increases when familiar carer appears.</p> <p>Shows interest in the activities of others and responds differently to children and adults, e.g. may be more interested in watching children than adults or may pay more attention when children talk to them.</p> <p>Uses familiar adult as a secure base from which to explore independently in new environments, e.g. ventures away to play and interacts with others, but returns for a cuddle or reassurance if becomes anxious.</p> <p><b>Continued Play-Date with pre-schooler or tweenies in small group.</b></p> <p><b>Curiosity Boxes</b></p> <p><b>Stay and Play</b></p>

<b>Communication and Language</b>	<b>Listening and Attention</b>	<p><b>*Small Group Sessions- using props, instruments.....</b></p> <p><b>Conversation Wall: All About Me: display of babies and families to encourage development in this learning area.</b></p> <p><b>Curiosity Box: Parents to bring in items to donate from home (pots, wooden spoons, old watches, clocks, pillows, sheets, spice racks etc...</b></p>		
		<p>Reacts in interaction with others by smiling, looking and moving.          Moves whole body to the sounds they enjoy, such as music or a regular beat.          Has strong exploratory impulse.          Enjoys listening to rhymes and demonstrates listening by trying to join in with actions or vocalisations.          Concentrates intently on an object or activity of own choosing for short periods.</p> <p><b>Gross Motor Dance          Tunnels          Sensory Baskets          Curiosity Boxes          Small Group Songs          EYPs to model requests (i.e. put it in the bin, give it to Ana, etc)          Routines</b></p>	<p>Looks intently at a person talking, but stops responding if speaker turns away.          Listens to familiar sounds, words or finger play.          Has strong exploratory impulse.          Concentrates intently on an object or activity of own choosing for short periods.          Enjoys rhymes and demonstrates listening by trying to join in with actions and vocalisations.</p> <p><b>Vegetable Printing          Edible Paint          Foot Printing          Natural Materials          Everyday Objects (keys) in sort baskets          Sensory Tunnels          Wooden Spoon Song Choice Groups</b></p>	<p>Turns towards a familiar sound then locates range of sounds with accuracy.          Reacts in interaction with others by smiling, looking and moving.          Concentrates intently on an object or activity of own choosing for short periods.          Pays attention to dominant stimulus – easily distracted by noises or other people talking .          Rigid attention – may appear not to hear.          Continues to enjoy listening to rhymes and demonstrates listening by trying to join in with actions or vocalisations.</p> <p><b>EYPs to continue to build on giving tasks (i.e. please put this in the bin)          Interaction Screen Just Dance          Walking around the nursery safely and confidently          Treasure Baskets          Natural Table          Curiosity Boxes</b></p>
	<p style="text-align: center;"><b>Using Curiosity Items that are everyday (not toys) and mimicking actions and functions</b></p> <p><b>My Family Board – using photographs of mum, dad, siblings..... to encourage communication and UW (see People and Communities).</b></p>			
<b>Understanding</b>				

		<p>Stops and looks when hears own name.</p> <p>Developing the ability to follow others body language, including pointing and gestures.</p> <p>Understanding of single words in context is developing, e.g. 'cup', 'milk', 'daddy'.</p> <p>Selects familiar object by name and will go and find objects asked or identify from a group.</p> <p><b>Develop exploration with routines</b></p> <p><b>Develop exploration with environment (EYPs to model where things go so Babies and Toddlers learn how and where to access their own choices)</b></p>	<p>Starts to understand contextual clues, e.g.familiar gestures, words and sounds.</p> <p>Responds to the different things said when in a familiar context with a special person (e.g. 'Where's mummy?', 'Where's your nose?').</p> <p>Understands simple sentences e.g. 'Throw the ball'</p> <p><b>Becoming familiar with continuous provision and is able to make own choices (i.e. can go to Creative area and take chalk from the tub)</b></p>	<p>Continues to develop understanding of contextual clues e.g. familiar gestures, words and sounds.</p> <p>Responds to different things said when in a familiar context with a special person (e.g. 'Where's mummy?', 'Where's your nose?').</p> <p>Understanding of single words in context continues to develop, e.g. 'cup', 'milk', 'daddy'.</p> <p><b>Continues to explore with confidence, including in other classrooms from Play-Date activities.</b></p> <p><b>EYPs to involve children in setting and clearing routines</b></p>
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**Speaking**

Communicates needs and feelings in a variety of ways including crying, gurgling, babbling and squealing.

Lift arms in anticipation of being picked up.

Uses sound in play e.g. 'brrrm' for toy car.

Frequently imitates words and sounds.

Uses pointing with gaze to make request and to share interest.

Uses single words.

**Animals and their sounds activities.**

**Phonics Early Stage Programme**

**Bucket Time (listen, wait, sound and sign) Speech And Language Development Therapy Programme.**

**Mr Tumble on Interactive Screen**

**EYPs to repeat and wait with choices**

**Small World**

**Technology Toys**

Practices and gradually develops speech sounds (babbling) to communicate with adults; says sounds like 'baba', 'nono' gogo'.

Makes own sounds in response when talked to by familiar adults.

Enjoys babbling and increasingly experiments with using sounds and words to communicate for a range of purposes (e.g. teddy, more, no, bye bye).

**Babble and Pause activities.  
Phonics Early Stage Programme**

**Bucket-Time**

**Occupational Transport Sounds and Songs**

**Role Play and Home Corner**

**Mealtime Routines are as important as a set activity; EYPs to encourage communication at mealtimes about the food they are eating and what they are doing.**

Communicates needs and feelings in a variety of ways including crying, gurgling, babbling and squealing.

Frequently imitates words and sounds.

Uses pointing with eye gaze to make requests.

Beginning to put two words together (e.g. 'want ball', 'more juice').

Beginning to ask simple questions.

**Repeat and Pause activities**

**Phonics Early Stage Programme**

**Bucket-Time**

**Mealtime Routines requests to be encouraged by EYPs**

<b>Physical development</b>	<b>Moving and Handling</b>	<p>When lying on tummy becomes able to lift first head and then chest, supporting self with forearms and then straight arms.</p> <p>Reaches out for, touches and begins to hold objects.</p> <p>Explores objects with mouth, often picking up an object and holding it to the mouth.</p> <p>Sits unsupported and leans forward to pick small toys.</p> <p>Enjoys the sensory experience of making marks in damp sand, paste or paint.</p> <p><b>Treasure Baskets – Metal, Wood, Squishy, Noisy, Shiny</b>  <b>Curiosity Box – shoes, keys, cork, dead technology, sensory bottles,</b>  <b>Natural Table: lemons, oranges, squashes, potatoes..</b></p> <p><b>Noisy tubs and bottles</b>  <b>Floor tummy and back sessions</b>  <b>Baby massage</b>  <b>Tunnels</b>  <b>Slide</b>  <b>Steps</b>  <b>Gym Blocks/Donut Obstacle Provision</b></p> <p><b>Hand and Foot printing</b></p>	<p>Reaches out for, touches and begins to hold objects.</p> <p>Explores objects with mouth, often picking up and holding it to the mouth.</p> <p>Pulls to standing, holding on to furniture or person for support.</p> <p>Passes toy from one hand to the other.</p> <p>Holds an object in each hand and brings them together in the middle.</p> <p>Holds pen or crayon using whole hand.</p> <p>Beginning to balance blocks to build a small tower.</p> <p><b>Treasure Basket, Curiosity Boxes, Natural Interest Table provisions</b></p> <p><b>Gloop, edible paint, sensory oats, play-dough, sticking and printing provisions at Builder’s Tray</b></p> <p><b>Floor-paper for mark making</b>  <b>Black Board and chalk</b>  <b>Interactive screen at low level for hand/finger marking</b></p> <p><b>Choice of paper and writing media at creative table and unit</b>  <b>Vegetable printing</b>  <b>Roller painting</b>  <b>Hand and Foot printing</b></p> <p><b>Floor tummy and back sessions</b>  <b>Baby Massage</b>  <b>Slide</b>  <b>Steps</b>  <b>Parachute</b>  <b>Balls through tunnels and cardboard rolls</b>  <b>Dolly Prams, Rolling Cars, Tunnels, Parachute, Den.</b>  <b>Pull-Along</b>  <b>Junk modelling</b></p>	<p>Turns head in response to sounds and sights.</p> <p>Explores objects with mouth, often picking up an objects and holding it to the mouth.</p> <p>Picks up small objects between thumb and fingers.</p> <p>Holds pen or crayon using whole hand (palmer) grasp and random marks with different strokes.</p> <p>Continues to balance blocks to build a small tower.</p> <p><b>Treasure Basket, Curiosity Boxes, Natural Interest Table provisions</b></p> <p><b>Floor tummy and back sessions</b>  <b>Confident use of Step Slide</b>  <b>Jumping Frogs and whole body movement activities</b></p> <p><b>Hand and Foot printing</b>  <b>Interactive screen at low level for hand/finger marking</b>  <b>Cooked vegetables sensory exploration play (squishing, pinching, poking, peeling fine motor development)</b>  <b>Edible sensory provision (smell and taste)</b>  <b>‘Finger-writing’ through flour, oats, paint, in Builder’s Tray</b>  <b>Sticking (feathers, and different textured materials)</b>  <b>Dressing dollies</b>  <b>Attempt to put on own clothing for outdoors</b></p> <p><b>Construction stacking</b>  <b>Junk Modelling</b></p>
		<p>When lying on tummy becomes able to lift first head and then chest, supporting self with forearms and then straight arms.</p> <p>Reaches out for, touches and begins to hold objects.</p> <p>Explores objects with mouth, often picking up an object and holding it to the mouth.</p> <p>Sits unsupported and leans forward to pick small toys.</p> <p>Enjoys the sensory experience of making marks in damp sand, paste or paint.</p> <p><b>Treasure Baskets – Metal, Wood, Squishy, Noisy, Shiny</b>  <b>Curiosity Box – shoes, keys, cork, dead technology, sensory bottles,</b>  <b>Natural Table: lemons, oranges, squashes, potatoes..</b></p> <p><b>Noisy tubs and bottles</b>  <b>Floor tummy and back sessions</b>  <b>Baby massage</b>  <b>Tunnels</b>  <b>Slide</b>  <b>Steps</b>  <b>Gym Blocks/Donut Obstacle Provision</b></p> <p><b>Hand and Foot printing</b></p>	<p>Reaches out for, touches and begins to hold objects.</p> <p>Explores objects with mouth, often picking up and holding it to the mouth.</p> <p>Pulls to standing, holding on to furniture or person for support.</p> <p>Passes toy from one hand to the other.</p> <p>Holds an object in each hand and brings them together in the middle.</p> <p>Holds pen or crayon using whole hand.</p> <p>Beginning to balance blocks to build a small tower.</p> <p><b>Treasure Basket, Curiosity Boxes, Natural Interest Table provisions</b></p> <p><b>Gloop, edible paint, sensory oats, play-dough, sticking and printing provisions at Builder’s Tray</b></p> <p><b>Floor-paper for mark making</b>  <b>Black Board and chalk</b>  <b>Interactive screen at low level for hand/finger marking</b></p> <p><b>Choice of paper and writing media at creative table and unit</b>  <b>Vegetable printing</b>  <b>Roller painting</b>  <b>Hand and Foot printing</b></p> <p><b>Floor tummy and back sessions</b>  <b>Baby Massage</b>  <b>Slide</b>  <b>Steps</b>  <b>Parachute</b>  <b>Balls through tunnels and cardboard rolls</b>  <b>Dolly Prams, Rolling Cars, Tunnels, Parachute, Den.</b>  <b>Pull-Along</b>  <b>Junk modelling</b></p>	<p>Turns head in response to sounds and sights.</p> <p>Explores objects with mouth, often picking up an objects and holding it to the mouth.</p> <p>Picks up small objects between thumb and fingers.</p> <p>Holds pen or crayon using whole hand (palmer) grasp and random marks with different strokes.</p> <p>Continues to balance blocks to build a small tower.</p> <p><b>Treasure Basket, Curiosity Boxes, Natural Interest Table provisions</b></p> <p><b>Floor tummy and back sessions</b>  <b>Confident use of Step Slide</b>  <b>Jumping Frogs and whole body movement activities</b></p> <p><b>Hand and Foot printing</b>  <b>Interactive screen at low level for hand/finger marking</b>  <b>Cooked vegetables sensory exploration play (squishing, pinching, poking, peeling fine motor development)</b>  <b>Edible sensory provision (smell and taste)</b>  <b>‘Finger-writing’ through flour, oats, paint, in Builder’s Tray</b>  <b>Sticking (feathers, and different textured materials)</b>  <b>Dressing dollies</b>  <b>Attempt to put on own clothing for outdoors</b></p> <p><b>Construction stacking</b>  <b>Junk Modelling</b></p>



**Health and Self Care**

Responds to and thrives on warm, sensitive physical contact and care.

Expresses discomfort, hunger or thirst.

Opens mouth for spoon.

Holds own cup.

Grasps finger food and brings them to mouth.

Attempts to use spoon: can guide towards mouth but food often falls off.

Can actively cooperate with nappy changing (lies still, helps hold legs up).

Develops own likes and dislikes in food and drinks.

**Prop-Play with dollies, toothbrush, hair brush, nappies, sponges, wipes etc**

**EYPs to announce Hygiene Routines a few times, develop anticipation**

**EYPs to announce Meals and Milk Routines a few times, to develop anticipation**

Anticipates food routines with interest.

Grasps finger foods and brings them to mouth.

Continues to attempt using a spoon and guide it towards mouth with food often falling off.

Continues to develop own likes and dislikes in food and drinks.

Willing to try new foods, textures and tastes.

Holds cup with both hands and drinks without much spilling.

Starts to communicate urination and bowel movement.

**Role Play provision using everyday items such as combs, brushes, socks, bibs...**

**Home Corner opportunities for imitating routines such as eating, sipping from cups, feeding bowls and cutlery, pretend cooking, pouring from kettle etc**

**Wiping own nose and put tissue in the bin**

**Exploration at Large Mirror**

**Water play splashing, beakers, buckets, pouring etc**

**Robust hygiene routines modelled by EYPs and inviting children's participation (handwashing, wiping faces, wiping nose etc...)**

**Hygiene and Meal routines begin to be established, evidenced by the toddlers' response to the EYPs announcement calls (i.e. ring bell for lunch, Tidy-Up song etc..)**

Continues to respond and thrive on warm, sensitive physical contact and care.

Continues to anticipate food routines with interest.

Walks around the furniture lifting one foot and stepping sideways (cruising), and walks with one or both hands held by adults.

Takes first few steps independently.

Starts to communicate urination and bowel movement.

Shows some awareness of bladder and bowel urges.

Shows desire to help with dressing/undressing and hygiene routines.

**Role Play provision using everyday items such as combs, brushes, socks, bibs...**

**Home Corner opportunities for imitating routines such as eating, sipping from cups, feeding bowls and cutlery, pretend cooking, pouring from kettle etc**

**Wiping own nose and put tissue in the bin**

**Exploration at Large Mirror**

**Water play splashing, beakers, buckets, pouring etc**

**Robust hygiene routines modelled by EYPs and inviting children's participation (handwashing, wiping faces, wiping nose etc...)**

**Wiping noses of peer**

**Willing to put on outdoor clothing before playground trips**

**Dressing Up Role Play with Hats, Gloves etc... opportunities**

<b>Literacy</b>	<b>Reading</b>	<p>Enjoys looking at books and other printed material. Handles books and printed material with interest. Interested in books and rhymes and may have favourites</p> <p><b>Focus Book will embed familiarity and handling</b></p> <p><b>Non-Fiction materials such as Animal Magazine, Car Magazine, World Babies etc will be provided across the year</b></p>	<p>Enjoys looking at books and other printed material. Handles books and printed material with interest. Interested in books and rhymes and may have favourites.</p> <p><b>Beginning to select books from floor baskets, encouraged and modelled by EYPs</b></p> <p><b>Circle Book Time</b></p> <p><b>Non-Fiction Material</b></p>	<p>Continues to enjoy looking at books and other printed materials. Handles books and printed material with interest. Interested in books and rhymes and may have favourites.</p> <p><b>Circle Book Time</b></p> <p><b>Non-Fiction Material</b></p>
	<b>Phonics</b>	<p>Singing and listening to Jolly phonics songs.</p> <p style="text-align: center;"><b>Bucket-Time</b></p> <p style="text-align: center;"><b>*Observing the Makaton signs modelled by EYPs</b></p> <p style="text-align: center;"><b>*Watching Mr Tumble and Singing Hands</b></p>	<p>Singing and listening to Jolly phonics songs.</p> <p style="text-align: center;"><b>Bucket-Time</b></p> <p style="text-align: center;"><b>*Observing Makaton Signs</b></p> <p style="text-align: center;"><b>*Watching Mr Tumble and Singing Hands</b></p>	<p>Singing and listening to Jolly phonics songs.</p> <p style="text-align: center;"><b>Bucket-Time</b></p> <p style="text-align: center;"><b>*Observing Makaton signs.</b></p> <p style="text-align: center;"><b>*Watching Mr Tumble and Singing Hands.</b></p>

	Writing	<p>Early mark making is a sensory and physical experience for babies and toddlers.</p> <p>Please see the continuous provision in Physical Development for Mark Making, Printing, Damp Sand and Cornflour, Finger printing, fine motor skill activities.</p>	<p>Early mark making is a sensory and physical experience for babies and toddlers.</p>	<p>Early mark making is a sensory and physical experience for babies and toddlers.</p>
Mathematics	<p>Notices changes in number of objects/images or sounds in groups of up to 3.</p> <p>Develops an awareness of number names through their enjoyment of action rhymes and songs that relate to their experience of numbers.</p> <p>Knows that things exist, even when out of sight.</p> <p>Beginning to organise and categorise and categorise objects, e.g. putting all the teddy bears together or teddies and cars in separate piles.</p> <p><b>Using numbers in meaningful contexts, e.g. 'Here is your other shoe. Now you have two'.</b></p> <p><b>Clapping and tapping along to simple rhythms.</b></p> <p><b>Sorting Baskets with Natural Materials: Wood, Metal, Vegetables, Fruits,</b></p> <p><b>Math Songs</b></p>	<p>Notices changes in number of objects/images or sounds in groups of up to 3.</p> <p>Develops an awareness of number names through their enjoyment of action rhymes and songs that relate to their experience of numbers.</p> <p>Knows that things exist, even when out of sight.</p> <p>Beginning to organise and categorise and categorise objects, e.g. putting all the teddy bears together or teddies and cars in separate piles.</p> <p><b>Singing number rhymes such as; Five Little Ducks, 1,2,3,4,5, Zoom to the Moon, Alice the camel..etc</b></p> <p><b>Use song and rhymes during personal routines, e.g. 'Two Little Eyes to Look Around' pointing to their eyes, one by one.</b></p> <p><b>Big and Small activities</b></p> <p><b>Real shoes to find pairs</b></p> <p><b>Large Lego Blocks</b></p> <p><b>Math Songs with Props</b></p>	<p>Notices changes in number of objects/images or sounds in groups of up to 3.</p> <p>Develops an awareness of number names through their enjoyment of action rhymes and songs that relate to their experience of numbers.</p> <p>Knows that things exist, even when out of sight.</p> <p>Beginning to organise and categorise and categorise objects</p> <p><b>Putting all the teddy bears together or teddies and cars in separate piles.</b></p> <p><b>Says some counting words randomly, pressing numbers on play phones or dead technology (remote controls, mobile phones)</b></p> <p><b>Provide a small group of the same objects in treasure baskets, as well as single items. E.g. two fir cones or three shells.</b></p> <p><b>Collect number rhymes which are repetitive and are related to children's actions and experiences, e.g. 'Peter Hammers with One Hammer'</b></p> <p><b>Math Songs with Props</b></p>	



<p style="text-align: center;"><b>Understanding the World</b></p>	<p style="text-align: center;"><b>People and Communities</b></p>	<p><b>See Personal, Social and Emotional Development and Communication and Language.</b></p> <p>Is curious about people and shows interest in stories about themselves and their families.          Enjoys pictures and stories about themselves, their families and other people.</p> <p><b>Help children to learn each other's names e.g. through songs and rhymes.</b>  <b>Provide books and resources which represent children's diverse backgrounds.</b>  <b>Observing Mr Tumble to develop inclusion (4 minutes twice a month)</b></p>	<p><b>See Personal, Social and Emotional Development and Communication and Language.</b></p> <p>Is curious about people and shows interest in stories about themselves and their families.          Enjoys pictures and stories about themselves, their families and other people.</p> <p><b>Making a Family Board or photographic book about the children and their families.</b>  <b>Stay and Play</b>  <b>Play-dates with children from Tweenies or Pre-School</b>  <b>Observing Mr Tumble to develop inclusion (4 minutes twice a month)</b></p>	<p><b>See Personal, Social and Emotional Development and Communication and Language.</b></p> <p>Is curious about people and shows interest in stories about themselves and their families.          Enjoys pictures and stories about themselves, their families and other people.</p> <p><b>Provide babies and toddlers with opportunities to see people and things beyond home and the classroom.</b>  <b>Non Fiction: multicultural families</b>  <b>Trips to the local community</b>  <b>Play-dates with children from Tweenies or Pre-School</b>  <b>Observing Mr Tumble to develop inclusion(4 minutes twice a month)</b></p>
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	The World	<p>Moves eyes, then head, to follow moving objects.</p> <p>Looks around a room with interest; visually scans environment for novel, interesting objects and events.</p> <p>Closely observes what animals, people and vehicles do.</p> <p>Explores objects by linking together different approaches; shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking.</p> <p><b>Treasure Baskets – Metal, shiny, ribbons, squishy, noisy, malleable .....to explore and investigate.</b></p> <p><b>Take trips around the environment</b></p> <p><b>Encourage movement through your interactions, e.g. touching their fingers and toes</b></p> <p><b>Cooked Vegetables for sensory and oral exploration</b></p> <p><b>Twist-knob toys</b></p> <p><b>Baby Tablets</b></p>	<p>Reacts with abrupt change when a face or object suddenly disappears from view.</p> <p>Smiles with pleasure at recognisable playthings.</p> <p>Watches a toy being hidden and tries to find it.</p> <p>Becomes absorbed in combining objects, e.g. banging two objects or placing objects into containers.</p> <p>Remembers where objects belong.</p> <p><b>Treasure Baskets – Metal, shiny, ribbons, squishy, noisy, malleable .....to explore and investigate.</b></p> <p><b>Cooked Vegetables for sensory and oral exploration</b></p> <p><b>Instruments (junk modelled and ethnically diverse)</b></p> <p><b>Curiosity Boxes</b></p> <p><b>Shoe Bokes empty for ‘putting into and taking out’</b></p> <p><b>Flip Flap, Twist, Press, provision using both toys and everyday items (dead technology and toys)</b></p>	<p>Continues to look around a room with interest visually scans environment for novel, interesting objects or events.</p> <p>Repeats actions that have an effect, e.g. kicking a mobile or shaking a rattle.</p> <p>Looks for dropped objects.</p> <p>Knows things are used in different ways, e.g. a ball for rolling or throwing, a toy car for pushing.</p> <p>Matches parts of objects that fit together, e.g. puts lid on teapot.</p> <p>Continues to explore objects by linking together different approaches; shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking.</p> <p><b>Develop outdoors so that young children can investigate features such as a mound, a path or a wall.</b></p> <p><b>Display and talk about photographs of babies’ favourite places.</b></p> <p><b>Provide a collection of sets of items for children to explore how objects can be combined together in Heuristic sessions.</b></p>
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	Technology	<p>Exploring and making sense of objects and how they behave.</p> <p>Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times.</p> <p>Shows an interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them.</p> <p><b>Provide resources for children to explore and investigate lights, sounds, touch pads...</b></p> <p><b>Interactive Screen Programmes</b></p> <p><b>Technological light-up hard books</b></p> <p><b>Lights and Sounds Ball</b></p>	<p>Exploring and making sense of objects and how they behave.</p> <p>Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times.</p> <p>Shows an interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them.</p> <p><b>Give children opportunities to experience robust resources with knobs, flaps, keys or shutters.</b></p> <p><b>Use Wall Mechanics Mount with switches, pulleys, clickers and knobs</b></p> <p><b>Mechanical toy such as Wind-up toys, windmills, pull-along toys</b></p> <p><b>Interactive Screen Programmes</b></p>	<p>Exploring and making sense of objects and how they behave.</p> <p>Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times.</p> <p>Shows an interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them.</p> <p><b>Incorporate dead technology resources such as mobile phones, cameras...</b></p> <p><b>Baby Laptops</b></p> <p><b>Lights and Sounds Books and Ball</b></p>
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**EAD: Exploring and Using Media and Materials**

Babies will explore media and materials as part of their exploration of the world around them.

Explores and experiments with a range of media through sensory exploration and using whole body.  
Move their bodies to sounds they enjoy, such as music or a regular beat.  
Imitates and improvises actions they have observed, e.g. clapping or waving.

**Creative provision (damp sand, gloop, sensory flakes, play-dough, cornflour, water painting, paint)**

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Imitates and improvises actions they have observed, e.g. clapping or waving.

**Creative provision (damp sand, gloop, sensory flakes, play-dough, cornflour, water painting, paint)**  
**Creative provision above with opportunities for *mixing* the media (putting oats in the play-dough) to observe different effects**

**Foot printing, hand printing**  
**Drumming Music to allow toddlers to move in their own ways**  
**Introduce Junk Music (beating Tupperware boxes, shakers made with beans inside tins, hitting metal tins with spoons etc)**

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Explores and experiments with a range of media through sensory exploration, and using whole body.  
Move their bodies to sounds they enjoy, such as music or a regular beat.  
Imitates and improvises actions they have observed, e.g. clapping or waving.

**Creative provision (damp sand, gloop, sensory flakes, play-dough, cornflour, water painting, paint)**  
**Creative provision above with opportunities for *mixing* the media (paint in gloop, sprinkling flakes in paint etc) to observe different effects from combining**  
**Foot printing, hand printing**

**Interactive Screen 'Just Dance' whole body dancing**  
**Dancing to drumming beats**  
**Instruments**  
**Stomping Bears and Hopping Rabbits**  
**Joining in with rhythm beats using drums and shakers**  
**Junk Music Instruments**



	<p><b>EAD: Being Imaginative</b></p>	<p>Babies and toddlers will need to explore the world around them. Expresses self through physical action and sound. Pretends that one object represents another, especially when objects have characteristics in common.</p> <p><b>Encourage tapping and clapping along to simple rhythms using hands or musical instruments.</b>  <b>Provide big sheets of paper or plastic on the floor so that babies can be near or crawl to it to make marks.</b>  <b>Provide squeeze and feel media e.g. gloop (cornflour and water), dough, bubbles, paint.</b>  <b>Provide familiar resources reflecting everyday life, such as magazines, real kitchen items, telephones or washing materials.</b></p>	<p>Babies and toddlers will need to explore the world around them. Expresses self through physical action and sound. Pretends that one object represents another, especially when objects have characteristics in common.</p> <p><b>Encourage tapping and clapping along to simple rhythms using hands or musical instruments.</b>  <b>Provide big sheets of paper or plastic on the floor so that babies can be near or crawl to it to make marks.</b>  <b>Provide squeeze and feel media e.g. gloop (cornflour and water), dough, bubbles, paint.</b></p>	<p>Babies and toddlers will need to explore the world around them. Expresses self through physical action and sound. Pretends that one object represents another, especially when objects have characteristics in common.</p> <p><b>Encourage tapping and clapping along to simple rhythms using hands or musical instruments.</b>  <b>Provide big sheets of paper or plastic on the floor so that babies can be near or crawl to it to make marks.</b>  <b>Provide squeeze and feel media e.g. gloop (cornflour and water), dough, bubbles, paint.</b>  <b>Provide familiar resources reflecting everyday life, such as, magazines, real kitchen items, telephones or washing materials.</b></p>
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