



Autumn 1 8-20 months	Personal, Social and Emotional Development	Communication and Language	Physical Development	Literacy	Mathematics	Understanding of the world	Expressive Arts and Design
<p>Seasonal changes</p> <p>Starting Nursery</p> <p>Diwali</p> <p>Halloween</p> <p>Harvest Festival</p> <p>Cooking (Maths Development)</p> <p>Transitions</p> <p>Outdoor</p> <ul style="list-style-type: none"> • Owls • Allotment <p>Preparing the beds</p> <ul style="list-style-type: none"> • Chickens 	<ul style="list-style-type: none"> • Seeks to gain attention in a variety of ways, drawing others into social interaction. • Builds relationships with special people. <ul style="list-style-type: none"> • Is wary of unfamiliar people. • Interacts with others and explores new situations when supported by familiar person. • 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. <ul style="list-style-type: none"> • Enjoys finding own nose, eyes or tummy as part of naming games. 	<ul style="list-style-type: none"> • Moves whole bodies to sounds they enjoy, such as music or a regular beat. <ul style="list-style-type: none"> • Has a strong exploratory impulse. • 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. • Developing the ability to follow others’ body language, including pointing and gesture. <ul style="list-style-type: none"> • Responds to the different things said when in a familiar context with a special person (e.g. ‘Where’s Mummy?’, ‘Where’s your nose?’). • Understanding of 	<ul style="list-style-type: none"> • Sits unsupported on the floor. • When sitting, can lean forward to pick up small toys. • Pulls to standing, holding on to furniture or person for support. • Crawls, bottom shuffles or rolls continuously to move around. • Walks around furniture lifting one foot and stepping sideways (cruising), and walks with one or both hands held by adult. • Takes first few steps independently. • Passes toys from one hand to the other. • Holds an object in each hand and brings them together in the middle, e.g. holds two blocks and bangs them together. • Picks up small 	<ul style="list-style-type: none"> • Handles books and printed material with interest. Children’s later writing is based on skills and understandings which they develop as babies and toddlers. Before they can write, they need to learn to use spoken language to communicate. Later they learn to write down the words they can say. (See the roots of Writing in Communication and language). Early mark-making is not the same as writing. It is a sensory and physical experience for babies and toddlers, which they do not yet connect to forming symbols which can 	<ul style="list-style-type: none"> • Develops an awareness of number names through their enjoyment of action rhymes and songs that relate to their experience of numbers. <ul style="list-style-type: none"> • Has some understanding that things exist, even when out of sight. • Recognises big things and small things in meaningful contexts. • Gets to know and enjoy daily routines, such as getting-up time, mealtimes, nappy time, and bedtime. 	<p>The beginnings of understanding of People and communities lie in early attachment and other relationships. See Personal, Social and Emotional Development and Communication and Language</p> <ul style="list-style-type: none"> • Closely observes what animals, people and vehicles do. • Watches toy being hidden and tries to find it. • Looks for dropped objects. • Becomes absorbed in combining objects, e.g. banging two objects or placing objects into containers. • Knows things are used in different ways, e.g. a ball for 	<ul style="list-style-type: none"> • Explores and experiments with a range of media through sensory exploration, and using whole body. • Move their whole bodies to sounds they enjoy, such as music or a regular beat. • Imitates and improvises actions they have observed, e.g. clapping or waving. • Begins to move to music, listen to or join in rhymes or songs. • Notices and is interested in the effects of making movements which leave marks. Babies and toddlers need to explore the world and develop a range of ways to communicate before they can express their own ideas through arts and design. See Characteristics of

	<ul style="list-style-type: none"> •Learns that own •Uses familiar adult to share feelings such as excitement or pleasure, and for 'emotional refuelling' when feeling tired, stressed or frustrated. •Growing ability to soothe themselves, and may like to use a comfort object. •Cooperates with caregiving experiences, e.g. dressing. •Beginning to understand 'yes', 'no' and some boundaries. voice and actions have effects on others. •Uses pointing with eye gaze to make requests, and to share an interest. •Engages other person to help achieve a goal, e.g. to get an object out of reach 	<p>single words in context is developing, e.g. 'cup', 'milk', 'daddy'.</p> <ul style="list-style-type: none"> •Uses sounds in play, e.g. 'brrrm' for toy car. •Uses single words. •Frequently imitates words and sounds. •Enjoys babbling and increasingly experiments with using sounds and words to communicate for a range of purposes (e.g. teddy, more, no, bye-bye.) •Uses pointing with eye gaze to make requests, and to share an interest. •Creates personal words as they begin to develop language. 	<p>objects between thumb and fingers.</p> <ul style="list-style-type: none"> •Enjoys the sensory experience of making marks in damp sand, paste or paint. •Holds pen or crayon using a whole hand (palmar) grasp and makes random marks with different strokes. •Opens mouth for spoon. •Holds own bottle or cup. •Grasps finger foods 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). •Starts to communicate urination, bowel movement. 	<p>communicate meaning.(See roots of mark-making and handwriting in Playing and exploring and Physical Development).</p>		<p>rolling or throwing, a toy car for pushing. The beginnings of understanding technology lie in babies exploring and making sense of objects and how they behave. See Characteristics of Effective Learning - Playing and Exploring and Creating and Thinking Critically</p>	<p>Effective Learning; Communication and Language; Physical Development; Personal, Social and Emotional Development</p>
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Autumn 2 8-20 months	Personal, Social and Emotional Development	Communication and Language	Physical Development	Literacy	Mathematics	Understanding of the world	Expressive Arts and Design
Physical Movement Bonfire Night Remembrance Day Children in Need Christmas World Kindness Day Story telling with props inside and outside Traditional Nursery Rhymes Transitions Outdoor <ul style="list-style-type: none"> • Owls • Allotment Preparing the beds <ul style="list-style-type: none"> • Chickens 	<ul style="list-style-type: none"> •Seeks to gain attention in a variety of ways, drawing others into social interaction. •Builds relationships with special people. <ul style="list-style-type: none"> • Is wary of unfamiliar people. • Interacts with others and explores new situations when supported by familiar person. •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. • Enjoys finding own nose, eyes or tummy as part of naming games. 	<ul style="list-style-type: none"> •Moves whole bodies to sounds they enjoy, such as music or a regular beat. •Has a strong exploratory impulse. •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. •Developing the ability to follow others’ body language, including pointing and gesture. •Responds to the different things said when in a familiar context with a special person (e.g. ‘Where’s Mummy?’, ‘Where’s your nose?’). •Understanding of 	<ul style="list-style-type: none"> •Sits unsupported on the floor. •When sitting, can lean forward to pick up small toys. •Pulls to standing, holding on to furniture or person for support. •Crawls, bottom shuffles or rolls continuously to move around. •Walks around furniture lifting one foot and stepping sideways (cruising), and walks with one or both hands held by adult. •Takes first few steps independently. •Passes toys from one hand to the other. •Holds an object in each hand and brings them together in the middle, e.g. holds two blocks and bangs them together. •Picks up small 	<ul style="list-style-type: none"> •Handles books and printed material with interest. Children’s later writing is based on skills and understandings which they develop as babies and toddlers. Before they can write, they need to learn to use spoken language to communicate. Later they learn to write down the words they can say. (See the roots of Writing in Communication and language). Early mark-making is not the same as writing. It is a sensory and physical experience for babies and toddlers, which they do not yet connect to forming symbols which can 	<ul style="list-style-type: none"> •Develops an awareness of number names through their enjoyment of action rhymes and songs that relate to their experience of numbers. •Has some understanding that things exist, even when out of sight. •Recognises big things and small things in meaningful contexts. •Gets to know and enjoy daily routines, such as getting-up time, mealtimes, nappy time, and bedtime. 	<p>The beginnings of understanding of People and communities lie in early attachment and other relationships. See Personal, Social and Emotional Development and Communication and Language.</p> <ul style="list-style-type: none"> •Closely observes what animals, people and vehicles do. •Watches toy being hidden and tries to find it. •Looks for dropped objects. •Becomes absorbed in combining objects, e.g. banging two objects or placing objects into containers. •Knows things are used in different ways, e.g. a ball for 	<ul style="list-style-type: none"> •Explores and experiments with a range of media through sensory exploration, and using whole body. •Move their whole bodies to sounds they enjoy, such as music or a regular beat. • Imitates and improvises actions they have observed, e.g. clapping or waving. •Begins to move to music, listen to or join in rhymes or songs. •Notices and is interested in the effects of making movements which leave marks. Babies and toddlers need to explore the world and develop a range of ways to communicate before they can express their own ideas through arts and design. See Characteristics of

	<ul style="list-style-type: none"> •Learns that own voice and actions have effects on others. •Uses pointing with eye gaze to make requests, and to share an interest. •Engages other person to help achieve a goal, e.g. to get an object out of reach •Uses familiar adult to share feelings such as excitement or pleasure, and for 'emotional refuelling' when feeling tired, stressed or frustrated. •Growing ability to soothe themselves, and may like to use a comfort object. •Cooperates with caregiving experiences, e.g. dressing. •Beginning to understand 'yes', 'no' and some boundaries. 	<p>single words in context is developing, e.g. 'cup', 'milk', 'daddy'.</p> <ul style="list-style-type: none"> •Uses sounds in play, e.g. 'brrrm' for toy car. •Uses single words. •Frequently imitates words and sounds. •Enjoys babbling and increasingly experiments with using sounds and words to communicate for a range of purposes (e.g. teddy, more, no, bye-bye.) •Uses pointing with eye gaze to make requests, and to share an interest. •Creates personal words as they begin to develop language. 	<p>objects between thumb and fingers.</p> <ul style="list-style-type: none"> •Enjoys the sensory experience of making marks in damp sand, paste or paint. •Holds pen or crayon using a whole hand (palmar) grasp and makes random marks with different strokes. •Opens mouth for spoon. •Holds own bottle or cup. •Grasps finger foods 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). •Starts to communicate urination, bowel movement. 	<p>communicate meaning.(See roots of mark-making and handwriting in Playing and exploring and Physical Development).</p>		<p>rolling or throwing, a toy car for pushing. The beginnings of understanding technology lie in babies exploring and making sense of objects and how they behave. See Characteristics of Effective Learning - Playing and Exploring and Creating and Thinking Critically</p>	<p>Effective Learning; Communication and Language; Physical Development; Personal, Social and Emotional Development</p>
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Spring 1 8-20 months	Personal, Social and Emotional Development	Communication and Language	Physical Development	Literacy	Mathematics	Understanding of the world	Expressive Arts and Design
<p>Chinese New Year</p> <p>Pancake Day</p> <p>Valentine's Day</p> <p>Sensory + Messy Play</p> <p>Outdoor</p> <ul style="list-style-type: none"> • Owls • Allotment <p>Planting seeds</p> <ul style="list-style-type: none"> • Chickens 	<ul style="list-style-type: none"> • Seeks to gain attention in a variety of ways, drawing others into social interaction. • Builds relationships with special people. • Is wary of unfamiliar people. • Interacts with others and explores new situations when supported by familiar person. • 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. • Enjoys finding own nose, eyes or tummy as part of naming games. 	<ul style="list-style-type: none"> • Moves whole bodies to sounds they enjoy, such as music or a regular beat. • Has a strong exploratory impulse. • 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. • Developing the ability to follow others' body language, including pointing and gesture. • Responds to the different things said when in a familiar context with a special person (e.g. 'Where's Mummy?', 'Where's your nose?'). • Understanding of 	<ul style="list-style-type: none"> • Sits unsupported on the floor. • When sitting, can lean forward to pick up small toys. • Pulls to standing, holding on to furniture or person for support. • Crawls, bottom shuffles or rolls continuously to move around. • Walks around furniture lifting one foot and stepping sideways (cruising), and walks with one or both hands held by adult. • Takes first few steps independently. • Passes toys from one hand to the other. • Holds an object in each hand and brings them together in the middle, e.g. holds two blocks and bangs them together. • Picks 	<ul style="list-style-type: none"> • Handles books and printed material with interest. Children's later writing is based on skills and understandings which they develop as babies and toddlers. Before they can write, they need to learn to use spoken language to communicate. Later they learn to write down the words they can say. (See the roots of Writing in Communication and language). • Early mark-making is not the same as writing. It is a sensory and physical experience for babies and toddlers, which they do not yet connect to forming symbols which can communicate meaning. (See 	<ul style="list-style-type: none"> • Develops an awareness of number names through their enjoyment of action rhymes and songs that relate to their experience of numbers. • Has some understanding that things exist, even when out of sight. • Recognises big things and small things in meaningful contexts. • Gets to know and enjoy daily routines, such as getting-up time, mealtimes, nappy time, and bedtime. 	<p>The beginnings of understanding of People and communities lie in early attachment and other relationships. See Personal, Social and Emotional Development and Communication and Language.</p> <ul style="list-style-type: none"> • Closely observes what animals, people and vehicles do. • Watches toy being hidden and tries to find it. • Looks for dropped objects. • Becomes absorbed in combining objects, e.g. banging two objects or placing objects into containers. • Knows things are used in different ways, e.g. a ball for rolling or 	<ul style="list-style-type: none"> • Explores and experiments with a range of media through sensory exploration, and using whole body. • Move their whole bodies to sounds they enjoy, such as music or a regular beat. • Imitates and improvises actions they have observed, e.g. clapping or waving. • Begins to move to music, listen to or join in rhymes or songs. • Notices and is interested in the effects of making movements which leave marks. Babies and toddlers need to explore the world and develop a range of ways to communicate before they can express their own ideas through arts and design. See Characteristics of

	<ul style="list-style-type: none"> •Learns that own voice and actions have effects on others. •Uses pointing with eye gaze to make requests, and to share an interest. •Engages other person to help achieve a goal, e.g. to get an object out of reach •Uses familiar adult to share feelings such as excitement or pleasure, and for 'emotional refuelling' when feeling tired, stressed or frustrated. •Growing ability to soothe themselves, and may like to use a comfort object. •Cooperates with caregiving experiences, e.g. dressing. •Beginning to understand 'yes', 'no' and some boundaries. 	<p>single words in context is developing, e.g. 'cup', 'milk', 'daddy'.</p> <ul style="list-style-type: none"> •Uses sounds in play, e.g. 'brrrm' for toy car. •Uses single words. •Frequently imitates words and sounds. •Enjoys babbling and increasingly experiments with using sounds and words to communicate for a range of purposes (e.g. teddy, more, no, bye-bye.) •Uses pointing with eye gaze to make requests, and to share an interest. •Creates personal words as they begin to develop language. 	<p>up small objects between thumb and fingers.</p> <ul style="list-style-type: none"> •Enjoys the sensory experience of making marks in damp sand, paste or paint. •Holds pen or crayon using a whole hand (palmar) grasp and makes random marks with different strokes. •Opens mouth for spoon. •Holds own bottle or cup. •Grasps finger foods 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). •Starts to communicate urination, bowel movement. 	<p>roots of mark-making and handwriting in Playing and exploring and Physical Development).</p>		<p>throwing, a toy car for pushing. The beginnings of understanding technology lie in babies exploring and making sense of objects and how they behave. See Characteristics of Effective Learning - Playing and Exploring and Creating and Thinking Critically</p>	<p>Effective Learning; Communication and Language; Physical Development; Personal, Social and Emotional Development</p>
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Spring 2 8-20 months	Personal, Social and Emotional Development	Communication and Language	Physical Development	Literacy	Mathematics	Understanding of the world	Expressive Arts and Design
<p>World Book Day</p> <p>Mother's Day</p> <p>Easter</p> <p>Family</p> <p>"All about Me"</p> <p>World Down Syndrome Day</p> <p>Transitions</p> <p>Outdoor</p> <ul style="list-style-type: none"> • Owls • Allotment <p>Planting seeds</p> <ul style="list-style-type: none"> • Chickens 	<ul style="list-style-type: none"> • Seeks to gain attention in a variety of ways, drawing others into social interaction. • Builds relationships with special people. <ul style="list-style-type: none"> • Is wary of unfamiliar people. • Interacts with others and explores new situations when supported by familiar person. • 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. • Enjoys finding own nose, eyes or tummy as part of 	<ul style="list-style-type: none"> • Moves whole bodies to sounds they enjoy, such as music or a regular beat. • Has a strong exploratory impulse. • 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. • Developing the ability to follow others' body language, including pointing and gesture. • Responds to the different things said when in a familiar context with a special person (e.g. 'Where's Mummy?', 'Where's your nose?'). 	<ul style="list-style-type: none"> • Sits unsupported on the floor. • When sitting, can lean forward to pick up small toys. • Pulls to standing, holding on to furniture or person for support. • Crawls, bottom shuffles or rolls continuously to move around. • Walks around furniture lifting one foot and stepping sideways (cruising), and walks with one or both hands held by adult. • Takes first few steps independently. • Passes toys from one hand to the other. • Holds an object in each hand and brings them together in the middle, e.g. holds two blocks and bangs them 	<ul style="list-style-type: none"> • Handles books and printed material with interest. Children's later writing is based on skills and understandings which they develop as babies and toddlers. Before they can write, they need to learn to use spoken language to communicate. Later they learn to write down the words they can say. (See the roots of Writing in Communication and language). Early mark-making is not the same as writing. It is a sensory and physical experience for babies and toddlers, which they do not yet connect to forming symbols which can communicate 	<ul style="list-style-type: none"> • Develops an awareness of number names through their enjoyment of action rhymes and songs that relate to their experience of numbers. <ul style="list-style-type: none"> • Has some understanding that things exist, even when out of sight. • Recognises big things and small things in meaningful contexts. • Gets to know and enjoy daily routines, such as getting-up time, mealtimes, nappy time, and bedtime. 	<p>The beginnings of understanding of People and communities lie in early attachment and other relationships. See Personal, Social and Emotional Development and Communication and Language.</p> <ul style="list-style-type: none"> • Closely observes what animals, people and vehicles do. • Watches toy being hidden and tries to find it. • Looks for dropped objects. • Becomes absorbed in combining objects, e.g. banging two objects or placing objects into containers. • Knows things are used in different ways, e.g. a ball for 	<ul style="list-style-type: none"> • Explores and experiments with a range of media through sensory exploration, and using whole body. • Move their whole bodies to sounds they enjoy, such as music or a regular beat. • Imitates and improvises actions they have observed, e.g. clapping or waving. • Begins to move to music, listen to or join in rhymes or songs. • Notices and is interested in the effects of making movements which leave marks. Babies and toddlers need to explore the world and develop a range of ways to communicate before they can express their own ideas through arts and design. See

	<p>naming games.</p> <ul style="list-style-type: none"> •Learns that own voice and actions have effects on others. •Uses pointing with eye gaze to make requests, and to share an interest. •Engages other person to help achieve a goal, e.g. to get an object out of reach •Uses familiar adult to share feelings such as excitement or pleasure, and for 'emotional refuelling' when feeling tired, stressed or frustrated. •Growing ability to soothe themselves, and may like to use a comfort object. •Cooperates with caregiving experiences, e.g. dressing. •Beginning to understand 'yes', 'no' and some boundaries. 	<ul style="list-style-type: none"> •Understanding of single words in context is developing, e.g. 'cup', 'milk', 'daddy'. •Uses sounds in play, e.g. 'brrrm' for toy car. •Uses single words. •Frequently imitates words and sounds. •Enjoys babbling and increasingly experiments with using sounds and words to communicate for a range of purposes (e.g. teddy, more, no, bye-bye.) •Uses pointing with eye gaze to make requests, and to share an interest. •Creates personal words as they begin to develop language. 	<p>together.</p> <ul style="list-style-type: none"> •Picks up small objects between thumb and fingers. •Enjoys the sensory experience of making marks in damp sand, paste or paint. •Holds pen or crayon using a whole hand (palmar) grasp and makes random marks with different strokes. •Opens mouth for spoon. •Holds own bottle or cup. •Grasps finger foods 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). •Starts to communicate urination, bowel movement. 	<p>meaning.(See roots of mark-making and handwriting in Playing and exploring and Physical Development).</p>		<p>rolling or throwing, a toy car for pushing. The beginnings of understanding technology lie in babies exploring and making sense of objects and how they behave. See Characteristics of Effective Learning - Playing and Exploring and Creating and Thinking Critically</p>	<p>Characteristics of Effective Learning; Communication and Language; Physical Development; Personal, Social and Emotional Development</p>
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Summer 1 8-20 months	Personal, Social and Emotional Development	Communication and Language	Physical Development	Literacy	Mathematics	Understanding of the world	Expressive Arts and Design
<p>National's Children Gardening Week</p> <p>Nature</p> <ul style="list-style-type: none"> • Bugs • Bug hotel • Using magnifying glasses <p>Transitions</p> <p>St. George's Day</p> <p>Outdoor</p> <ul style="list-style-type: none"> • Owls • Allotment <p>Observing the changes and growing process</p> <ul style="list-style-type: none"> • Chickens 	<ul style="list-style-type: none"> • Seeks to gain attention in a variety of ways, drawing others into social interaction. • Builds relationships with special people. • Is wary of unfamiliar people. • Interacts with others and explores new situations when supported by familiar person. • 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. • Enjoys finding own nose, eyes or tummy as part of naming games. • Learns that own voice and actions have effects on 	<ul style="list-style-type: none"> • Moves whole bodies to sounds they enjoy, such as music or a regular beat. • Has a strong exploratory impulse. • 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. • Developing the ability to follow others' body language, including pointing and gesture. • Responds to the different things said when in a familiar context with a special person (e.g. 'Where's Mummy?', 'Where's your 	<ul style="list-style-type: none"> • Sits unsupported on the floor. • When sitting, can lean forward to pick up small toys. • Pulls to standing, holding on to furniture or person for support. • Crawls, bottom shuffles or rolls continuously to move around. • Walks around furniture lifting one foot and stepping sideways (cruising), and walks with one or both hands held by adult. • Takes first few steps independently. • Passes toys from one hand to the other. • Holds an object in each hand and brings them together in the middle, e.g. holds two blocks and bangs them 	<ul style="list-style-type: none"> • Handles books and printed material with interest. Children's later writing is based on skills and understandings which they develop as babies and toddlers. Before they can write, they need to learn to use spoken language to communicate. Later they learn to write down the words they can say. (See the roots of Writing in Communication and language). Early mark-making is not the same as writing. It is a sensory and physical experience for babies and toddlers, which they do not yet connect to forming symbols which can communicate 	<ul style="list-style-type: none"> • Develops an awareness of number names through their enjoyment of action rhymes and songs that relate to their experience of numbers. • Has some understanding that things exist, even when out of sight. • Recognises big things and small things in meaningful contexts. • Gets to know and enjoy daily routines, such as getting-up time, mealtimes, nappy time, and bedtime. 	<p>The beginnings of understanding of People and communities lie in early attachment and other relationships. See Personal, Social and Emotional Development and Communication and Language.</p> <ul style="list-style-type: none"> • Closely observes what animals, people and vehicles do. • Watches toy being hidden and tries to find it. • Looks for dropped objects. • Becomes absorbed in combining objects, e.g. banging two objects or placing objects into containers. • Knows things are used in different ways, e.g. a ball for 	<ul style="list-style-type: none"> • Explores and experiments with a range of media through sensory exploration, and using whole body. • Move their whole bodies to sounds they enjoy, such as music or a regular beat. • Imitates and improvises actions they have observed, e.g. clapping or waving. • Begins to move to music, listen to or join in rhymes or songs. • Notices and is interested in the effects of making movements which leave marks. Babies and toddlers need to explore the world and develop a range of ways to communicate before they can express their own ideas through arts and design. See

	<p>others. •Uses pointing with eye gaze to make requests, and to share an interest.</p> <p>•Engages other person to help achieve a goal, e.g. to get an object out of reach</p>	<p>nose?’).</p> <p>•Understanding of single words in context is developing, e.g. ‘cup’, ‘milk’, ‘daddy’.</p> <p>•Uses sounds in play, e.g. ‘brrrm’ for toy car.</p> <p>•Uses single words.</p> <p>•Frequently imitates words and sounds.</p> <p>•Enjoys babbling and increasingly experiments with using sounds and words to communicate for a range of purposes (e.g. teddy, more, no, bye-bye.)</p> <p>•Uses pointing with eye gaze to make requests, and to share an interest.</p> <p>•Creates personal words as they begin to develop language.</p>	<p>together.</p> <p>•Picks up small objects between thumb and fingers.</p> <p>•Enjoys the sensory experience of making marks in damp sand, paste or paint.</p> <p>•Holds pen or crayon using a whole hand (palmar) grasp and makes random marks with different strokes.</p> <p>•Opens mouth for spoon.</p> <p>•Holds own bottle or cup.</p> <p>•Grasps finger foods and brings them to mouth.</p> <p>•Attempts to use spoon: can guide towards mouth but food often falls off.</p> <p>•Can actively cooperate with nappy changing (lies still, helps hold legs up).</p> <p>•Starts to communicate urination, bowel movement.</p>	<p>meaning.(See roots of mark-making and handwriting in Playing and exploring and Physical Development).</p>		<p>rolling or throwing, a toy car for pushing. The beginnings of understanding technology lie in babies exploring and making sense of objects and how they behave. See Characteristics of Effective Learning - Playing and Exploring and Creating and Thinking Critically</p>	<p>Characteristics of Effective Learning; Communication and Language; Physical Development; Personal, Social and Emotional Development</p>
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Summer 2 8-20 months	Personal, Social and Emotional Development	Communication and Language	Physical Development	Literacy	Mathematics	Understanding of the world	Expressive Arts and Design
<p>Father's Day</p> <p>Eid</p> <p>Queen's Birthday</p> <p>Going on Holiday</p> <ul style="list-style-type: none"> • Pools (water play) • Beach (Sand play) • Different type of transports <p>Outdoor</p> <ul style="list-style-type: none"> • Owls • Allotment <p>Harvesting</p> <p>Chickens</p>	<ul style="list-style-type: none"> • Seeks to gain attention in a variety of ways, drawing others into social interaction. • Builds relationships with special people. <ul style="list-style-type: none"> • Is wary of unfamiliar people. • Interacts with others and explores new situations when supported by familiar person. • 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. • Enjoys finding own nose, eyes or 	<ul style="list-style-type: none"> • Moves whole bodies to sounds they enjoy, such as music or a regular beat. • Has a strong exploratory impulse. • Concentrates intently on an object or activity for short periods. • Pays attention to dominant stimulus – easily distracted by noises or other people talking. • Developing the ability to follow others' body language, including pointing and gesture. • Responds to the different things said when in a familiar context with a special person (e.g. 'Where's Mummy?', 'Where's your nose?'). 	<ul style="list-style-type: none"> • Sits unsupported on the floor. • When sitting, can lean forward to pick up small toys. • Pulls to standing, holding on to furniture or person for support. <ul style="list-style-type: none"> • Crawls, bottom shuffles or rolls continuously to move around. • Walks around furniture lifting one foot and stepping sideways (cruising), and walks with one or both hands held by adult. • Takes first few steps independently. • Passes toys from one hand to the other. • Holds an object in each hand and brings them together in the middle, e.g. holds two blocks and 	<ul style="list-style-type: none"> • Handles books and printed material with interest. Children's later writing is based on skills and understandings which they develop as babies and toddlers. Before they can write, they need to learn to use spoken language to communicate. Later they learn to write down the words they can say. (See the roots of Writing in Communication and language). Early mark-making is not the same as writing. It is a sensory and physical experience for babies and toddlers, which they do not yet connect to forming symbols which can 	<ul style="list-style-type: none"> • Develops an awareness of number names through their enjoyment of action rhymes and songs that relate to their experience of numbers. • Has some understanding that things exist, even when out of sight. <ul style="list-style-type: none"> • Recognises big things and small things in meaningful contexts. • Gets to know and enjoy daily routines, such as getting-up time, mealtimes, nappy time, and bedtime. 	<p>The beginnings of understanding of People and communities lie in early attachment and other relationships. See Personal, Social and Emotional Development and Communication and Language.</p> <ul style="list-style-type: none"> • Closely observes what animals, people and vehicles do. • Watches toy being hidden and tries to find it. • Looks for dropped objects. • Becomes absorbed in combining objects, e.g. banging two objects or placing objects into containers. • Knows things are used in different ways, e.g. a ball for rolling or throwing, a toy car for pushing. The 	<ul style="list-style-type: none"> • Explores and experiments with a range of media through sensory exploration, and using whole body. • Move their whole bodies to sounds they enjoy, such as music or a regular beat. • Imitates and improvises actions they have observed, e.g. clapping or waving. • Begins to move to music, listen to or join in rhymes or songs. • Notices and is interested in the effects of making movements which leave marks. Babies and toddlers need to explore the world and develop a range of ways to communicate before they can

	<p>tummy as part of naming games.</p> <ul style="list-style-type: none"> •Learns that own voice and actions have effects on others. •Uses pointing with eye gaze to make requests, and to share an interest. •Engages other person to help achieve a goal, e.g. to get an object out of reach 	<ul style="list-style-type: none"> •Understanding of single words in context is developing, e.g. 'cup', 'milk', 'daddy'. •Uses sounds in play, e.g. 'brrrm' for toy car. •Uses single words. •Frequently imitates words and sounds. •Enjoys babbling and increasingly experiments with using sounds and words to communicate for a range of purposes (e.g. teddy, more, no, bye-bye.) •Uses pointing with eye gaze to make requests, and to share an interest. •Creates personal words as they begin to develop language. 	<p>bangs them together.</p> <ul style="list-style-type: none"> •Picks up small objects between thumb and fingers. •Enjoys the sensory experience of making marks in damp sand, paste or paint. •Holds pen or crayon using a whole hand (palmar) grasp and makes random marks with different strokes. •Opens mouth for spoon. •Holds own bottle or cup. •Grasps finger foods 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).Starts to communicate urination, bowel movement. 	<p>communicate meaning.(See roots of mark-making and handwriting in Playing and exploring and Physical Development).</p>		<p>beginnings of understanding technology lie in babies exploring and making sense of objects and how they behave. See Characteristics of Effective Learning - Playing and Exploring and Creating and Thinking Critically</p>	<p>express their own ideas through arts and design. See Characteristics of Effective Learning; Communication and Language; Physical Development; Personal, Social and Emotional Development</p>
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