

**Personal, Social and Emotional
Development**

- Separates from main carer with support.
- Uses a familiar adult as a secure base from which to explore independently in new environments, e.g. ventures away to play and interact with others, but returns for a cuddle or reassurance if becomes anxious.

Communication and Language

- Moves whole bodies to sounds they enjoy, such as music or a regular beat.
- Understanding of single words in context is developing.
- Frequently imitates words and sounds.



Literacy

- Sensory and physical experiences.
- Interested in books and rhymes and may have favourites.

Learning News for Rabbits.

Planning is focused on children's interests and next steps.

This term will be based upon "Getting to know each other"



Physical Development

- Makes connections between their movement and the marks they make.
- Attempts to use spoon: can guide towards mouth but food often falls off.
- Enjoys the sensory experience of making marks in damp sand, paste or paint.

Expressive Arts and Design

- Pretends that one object represents another, especially when objects have characteristics in common.
- Notices and is interested in the effects of making movements which leave marks.

Understanding of the world

- Enjoys pictures and stories about themselves, their families and other people.
- Becomes absorbed in combining objects
- Anticipates repeated sounds, sights and actions

Maths

- Has some understanding that things exist, even when out of sight.
- Uses blocks to create their own simple structures and arrangements.

Personal, Social and Emotional Development

Engage in playful interactions that encourage young babies to respond to, or mimic, adults
Give your full attention when young children look to you for a response.

Physical Development

Engage babies in varied physical experiences, such as bouncing, rolling, rocking and splashing, both indoors and outdoors.

Treat mealtimes as an opportunity to help children to use fingers, spoon and cup to feed themselves.

Show babies different ways to make marks in dough or paint by swirling, poking or patting it.

Communication and Language

Encourage young children to explore and imitate sound.

Talk about the different sounds they hear, such as a tractor's "chug chug" while sharing a book.

Try to 'tune in' to the different messages young babies are attempting to convey.

Build vocabulary by giving choices, e.g. 'apple or satsuma?'

Some ideas to try at home!

The most obvious ones are often the best!



Expressive Arts and Design.

Sing lots of songs together!

- Encourage babies to join in tapping and clapping along to simple rhythms.
- Introduce children to language to describe sounds and rhythm, e.g., loud and soft, fast and slow.
- Encourage babies to make marks and to squeeze and feel media such as paint, gloop (cornflour and water), dough and bubbles.

Literacy

Reading is FUN!

Enjoy bed time stories.

Let your child see you reading - they will learn that it is fun.

You can make marks anywhere- try using a tray of flour or rice and make marks with your fingers.

Understanding the World

Enjoy a walk in the park or woods.

Talk about the effect of children's actions, as they investigate what things can do.

Talk to children about their friends, their families, and why they are important.

Maths

Count everything you can!

Use 'tidy up time' to promote logic and reasoning about where things fit in or are kept.