

Communication and Language

- Listens to familiar sounds, words, or finger plays
- Selects familiar objects by name and will go and find objects when asked, or identify objects from a group
- •Beginning to put two words together (e.g. 'want ball', 'more juice')
- Beginning to talk about people and things that are not present.

**Learning News for Rabbits.**

**Planning is focused on: Children's interests and Next steps.**

This term will be based upon 'Sensory and messy play'

- Likes cuddles and being held: calms, snuggles in, smiles, gazes at carer's face or strokes carer's skin.
- • Interested in others' play and starting to join in.

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**Maths**

- Recognises big things and small things in meaningful contexts
- Enjoys filling and emptying containers.
- Knows that things exist, even when out of sight.

**Literacy**

- - Handles books with interest. - Has some favourite stories, rhymes, songs, poems or jingles



Physical Development

- Holds an object in each hand and brings them together in the middle, e.g. holds two blocks and bangs them together.
- Willing to try new food textures and tastes.

Understanding of the world

- Has a sense of own immediate family and relations
- Looks around a room with interest; visually scans environment for novel, interesting objects and events
- Remembers where objects belong.
- Matches parts of objects that fit together, e.g. puts lid on teapot.

Expressive Arts and Design

- Creates sounds by banging, shaking, tapping or blowing.
    - Shows an interest in the way musical instruments sound
- Notices and is interested in the effects of making movements which leave marks.

### Personal, Social and Emotional Development

- Give your full attention when young children look to you for a response.
- Help young children to understand the feelings of others by labelling emotions such as sadness or happiness

### Physical Development

Encourage independence as young children explore particular patterns of movement, sometimes referred to as schemas.

Help children to enjoy their food and appreciate healthier choices by combining favourites with new tastes and textures

Play games, such as offering a small toy and taking it again to rattle, or sail through the air

### Communication and Language

Use repeated sounds, and words and phrases so babies can begin to recognise particular sounds.

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

Use and repeat single words, so the baby can gradually link the word to its meaning

## Some ideas to try at home!

The most obvious ones are often the best!



### Expressive Arts and Design.

- 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

- Sometimes speak quietly, slowly or gruffly for fun in pretend scenarios with children

### Literacy

#### Reading is FUN!

- Listen and support what children tell you about the marks they make.

Use finger play, rhymes and familiar songs from home to support young babies' enjoyment.

Encourage and support children's responses to picture books and stories you read with them

### Understanding the World

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

- Draw attention to things in different areas that stimulate interest, such as a patterned surface
- Tell stories about places and journeys

### Maths

- Highlight patterns in daily activities and routines

Use number words in meaningful contexts, e.g. 'Here is your other mitten. Now we have two'.