

Making relationships	What we can do.....	What we can provide...
<ul style="list-style-type: none"> • Interested in others' play and starting to join in. • Seeks out others to share experiences. • Shows affection and concern for people who are special to them. • May form a special friendship with another child. 	<ul style="list-style-type: none"> • Ensure that children have opportunities to join in. • Help them to recognise and understand the rules for being together with others, such as waiting for a turn. • Continue to talk about feelings such as sadness, happiness, or feeling cross. • Model ways of noticing how others are feeling and comforting/helping them. 	<ul style="list-style-type: none"> • Make time for children to be with their key person, individually and in their key group. • Create areas in which children can sit and chat with friends, such as a snug den and cosy spaces. • Provide resources that promote cooperation between two children such as a big ball to roll or throw to each other.
Self confidence and self awareness	What we can do.....	What we can provide...
<ul style="list-style-type: none"> • Separates from main carer with support and encouragement from a familiar adult. • Expresses own preferences and interests. 	<ul style="list-style-type: none"> • 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 practitioners offer extra support to children in new situations. 	<ul style="list-style-type: none"> • Discuss with staff and parents how each child responds to activities, adults and their peers. • Build on this to plan future activities and experiences for each child. • As children differ in their degree of self-assurance, plan to convey to each child that you appreciate them and their efforts. • Consult with parents about children's varying levels of confidence in different situations. • Record individual achievements which reflect significant progress for every child. • Seek and exchange information with parents about young children's concerns, so that they can be reassured if they feel uncertain. • Vary activities so that children are introduced to different materials. • Make materials easily accessible at child height, to ensure everybody can make choices.

Managing feelings and behaviour	What we can do.....	What we can provide...
<ul style="list-style-type: none"> • Seeks comfort from familiar adults when needed. • Can express their own feelings such as sad, happy, cross, scared, worried. • Responds to the feelings and wishes of others. • Aware that some actions can hurt or harm others. • Tries to help or give comfort when others are distressed. • Shows understanding and cooperates with some boundaries and routines. • Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do. • Growing ability to distract self when upset, e.g. by engaging in a new play activity. 	<ul style="list-style-type: none"> • Support children's symbolic play, recognising that pretending to do something can help a child to express their feelings. • Help children to understand their rights to be kept safe by others, and encourage them to talk about ways to avoid harming or hurting others. • Help children to recognise when their actions hurt others. Be wary of expecting children to say 'sorry' before they have a real understanding of what this means. 	<ul style="list-style-type: none"> • Have agreed procedures outlining how to respond to changes in children's behaviour. • Share policies and practice with parents, ensuring an accurate two-way exchange of information through an interpreter or through translated materials, where necessary. • Provide areas to mirror different moods and feelings- quiet restful areas as well as areas for active exploration. • Provide books, stories, puppets that can be used to model responding to others' feelings and being helpful and supportive to them.
Listening and attention	What we can do.....	What we can provide...
<ul style="list-style-type: none"> • Listens with interest to the noises adults make when they read stories. • Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door. • Shows interest in play with sounds, songs and rhymes. • Single channelled attention. Can shift to a different task if attention fully obtained - using child's name helps focus. 	<ul style="list-style-type: none"> • Encourage repetition, rhythm and rhyme by using tone and intonation as you tell, recite or sing stories, poems and rhymes from books. • Be aware of the needs of children learning English as an additional language from a variety of cultures and ask parents to share their favourites from their home languages. 	<ul style="list-style-type: none"> • Keep background noise to a minimum, e.g. use music or radio briefly only for particular purposes. • Use puppets and other props to encourage listening and responding when singing a familiar song or reading from a story book. • Encourage children to learn one another's names and to pronounce them correctly. • Ensure all staff can pronounce the names of children, parents and other staff members. Make sure that shortened names and nicknames are not substituted instead.

Understanding	What we can do.....	What we can provide...
<ul style="list-style-type: none"> • Identifies action words by pointing to the right picture, e.g., "Who's jumping?" • Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.' • Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is.?). • Developing understanding of simple concepts (e.g. big/little). 	<ul style="list-style-type: none"> • Use talk to describe what children are doing by providing a running commentary, e.g. 'Oh, I can see what you are doing. You have to put the milk in the cup first.' • Provide opportunities for children to talk with other children and adults about what they see, hear, think and feel. 	<ul style="list-style-type: none"> • Include things which excite young children's curiosity, such as hats, bubbles, shells, story books, seeds and snails. • Provide activities, such as cooking, where talk is used to anticipate or initiate what children will be doing, e.g. "We need some eggs. Let's see if we can find some in here."
Speaking	What we can do.....	What we can provide...
<ul style="list-style-type: none"> • Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. • Holds a conversation, jumping from topic to topic. • Learns new words very rapidly and is able to use them in communicating. • Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it'. • Uses a variety of questions (e.g. what, where, who). • Uses simple sentences (e.g. 'Mummy gonna work.') • Beginning to use word endings (e.g. going, cats). 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Display pictures and photographs showing familiar events, objects and activities and talk about them with the children. • Provide activities which help children to learn to distinguish differences in sounds, word patterns and rhythms. • Plan to encourage correct use of language by telling repetitive stories, and playing games which involve repetition of words or phrases. • Provide opportunities for children whose home language is other than English, to use that language. • Help children to build their vocabulary by extending the range of their experiences. • Ensure that all practitioners use correct grammar. • Foster children's enjoyment of spoken and written language by providing interesting and stimulating play opportunities.

Moving and handling	What we can do.....	What we can provide...
<ul style="list-style-type: none"> • Runs safely on whole foot. • Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. • Climbs confidently and is beginning to pull up on nursery play climbing equipment. • Can kick a large ball. • Turns pages in a book, sometimes several at once. • Shows control in holding and using jugs to pour, hammers, books and mark-making tools. • Beginning to use three fingers (tripod grip) to hold writing tools • Imitates drawing simple shapes such as circles and lines. • Walks upstairs or downstairs holding onto a rail two feet to a step. • May be beginning to show preference for dominant hand. 	<ul style="list-style-type: none"> • Be aware that children can be very energetic for short bursts and need periods of rest and relaxation. • Value the ways children choose to move. • Give as much opportunity as possible for children to move freely between indoors and outdoors. • Talk to children about their movements and help them to explore new ways of moving, such as squirming, slithering and twisting along the ground like a snake, and moving quickly, slowly or on tiptoe. • Encourage body tension activities such as stretching, reaching, curling, twisting and turning. • Be alert to the safety of children, particularly those who might overstretch themselves. • Encourage children in their efforts to do up buttons, pour a drink, and manipulate objects in their play, e.g. 'Can you put the dolly's arm in the coat?' 	<ul style="list-style-type: none"> • Plan opportunities for children to tackle a range of levels and surfaces including flat and hilly ground, grass, pebbles, asphalt, smooth floors and carpets. • Provide a range of large play equipment that can be used in different ways, such as boxes, ladders, A-frames and barrels. • Plan time for children to experiment with equipment and to practise movements they choose. • Provide safe spaces and explain safety to children and parents. • Provide real and role-play opportunities for children to create pathways, e.g. road layouts, or going on a picnic. • Provide CD and tape players, scarves, streamers and musical instruments so that children can respond spontaneously to music. • Plan activities that involve moving and stopping, such as musical bumps. • Provide 'tool boxes' containing things that make marks, so that children can explore their use both indoors and outdoors.

Health and self care	What we can do.....	What we can provide...
<ul style="list-style-type: none"> • Feeds self competently with spoon. • Drinks well without spilling. • Clearly communicates their need for potty or toilet. • Beginning to recognise danger and seeks support of significant adults for help. • Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt. • Beginning to be independent in self-care, but still often needs adult support. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Allow children to pour their own drinks, serve their own food, choose a story, hold a puppet or water a plant. • Offer choices for children in terms of potties, trainer seats or steps. • Create opportunities for moving towards independence, e.g. have hand-washing facilities safely within reach. • Provide pictures or objects representing options to support children in making and expressing choices. • Choose some stories that highlight the consequences of choices. • Ensure children's safety, while not unduly inhibiting their risk-taking. • Display a colourful daily menu showing healthy meals and snacks and discuss choices with the children, reminding them, e.g. that they tried something previously and might like to try it again or encouraging them to try something new. • Be aware of eating habits at home and of the different ways people eat their food, e.g. that eating with clean fingers is as skilled and equally valued as using cutlery.
Reading	What we can do.....	What we can provide...
<ul style="list-style-type: none"> • Has some favourite stories, rhymes, songs, poems or jingles. • Repeats words or phrases from familiar stories. • Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'. 	<ul style="list-style-type: none"> • Encourage children to use the stories they hear in their play. • Read stories that children already know, pausing at intervals to encourage them to 'read' the next word. 	<ul style="list-style-type: none"> • Create an attractive book area where children and adults can enjoy books together. • Find opportunities to tell and read stories to children, using puppets, soft toys, or real objects as props. • Provide stories, pictures and puppets which allow children to experience and talk about how characters feel.

Writing	What we can do.....	What we can provide...
<ul style="list-style-type: none"> • Distinguishes between the different marks they make. 	<ul style="list-style-type: none"> • Listen and support what children tell you about the marks they make. 	<ul style="list-style-type: none"> • Draw attention to marks, signs and symbols in the environment and talk about what they represent. • Ensure this involves recognition of English and other relevant scripts. • Provide materials which reflect a cultural spread, so that children see symbols and marks with which they are familiar, e.g. Chinese script on a shopping bag.
Numbers	What we can do.....	What we can provide...
<ul style="list-style-type: none"> • Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'. • Recites some number names in sequence. • Creates and experiments with symbols and marks representing ideas of number. • Begins to make comparisons between quantities. • Uses some language of quantities, such as 'more' and 'a lot'. • Knows that a group of things changes in quantity when something is added or taken away. 	<ul style="list-style-type: none"> • Encourage parents of children learning English as an additional language to talk in their home language about quantities and numbers. • Sing counting songs and rhymes which help to develop children's understanding of number, such as 'Two Little Dickie Birds'. • Play games which relate to number order, addition and subtraction, such as hopscotch and skittles and target games. 	<ul style="list-style-type: none"> • Make a display with the children about their favourite things. Talk about how many like apples, or which of them watches a particular TV programme at home. • Provide props for children to act out counting songs and rhymes. • Provide games and equipment that offer opportunities for counting, such as skittles. • Plan to incorporate a mathematical component in areas such as the sand, water or other play areas.
Shape, space and measure	What we can do.....	What we can provide...
<ul style="list-style-type: none"> • Notices simple shapes and patterns in pictures. • Beginning to categorise objects according to properties such as shape or size. • Begins to use the language of size. • Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'. • Anticipates specific time-based events such as mealtimes or home time. 	<ul style="list-style-type: none"> • Talk about and help children to recognise patterns. • Draw children's attention to the patterns e.g. square/ oblong/square which emerges as you fold or unfold a tablecloth or napkin. • Use descriptive words like 'big' and 'little' in everyday play situations and through books and stories. • Be consistent in your use of vocabulary for weight and mass. 	<ul style="list-style-type: none"> • Collect pictures that illustrate the use of shapes and patterns from a variety of cultures, e.g. Arabic designs. • Provide opportunities for children to measure time (sand timer), weight (balances) and length (standard and non-standard units). • Vary the volume and capacity equipment in the sand, water and other play areas to maintain interest. • Use coins for sorting on play trays and into bags, purses and containers.

People and communities	What we can do.....	What we can provide...
<ul style="list-style-type: none"> • Has a sense of own immediate family and relations. • In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. • Beginning to have their own friends. • Learns that they have similarities and differences that connect them to, and distinguish them from, others. 	<ul style="list-style-type: none"> • Talk to children about their friends, their families, and why they are important. 	<ul style="list-style-type: none"> • Share photographs of children's families, friends, pets or favourite people. • Support children's understanding of difference and of empathy by using props such as puppets and dolls to tell stories about diverse experiences, ensuring that negative stereotyping is avoided.
The world	What we can do.....	What we can provide...
<ul style="list-style-type: none"> • Enjoys playing with small-world models such as a farm, a garage, or a train track. • Notices detailed features of objects in their environment. 	<ul style="list-style-type: none"> • Tell stories about places and journeys. 	<ul style="list-style-type: none"> • Make use of outdoor areas to give opportunities for investigations of the natural world, for example, provide chimes, streamers, windmills and bubbles to investigate the effects of wind. • Provide story and information books about places, such as a zoo or the beach, to remind children of visits to real places.
Technology	What we can do.....	What we can provide...
<ul style="list-style-type: none"> • Seeks to acquire basic skills in turning on and operating some ICT equipment. • Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car. 	<ul style="list-style-type: none"> • Support children in exploring the control technology of toys, e.g. toy electronic keyboard. • Talk about ICT apparatus, what it does, what they can do with it and how to use it safely. 	<ul style="list-style-type: none"> • Provide safe equipment to play with, such as torches, transistor radios or karaoke machines. • Let children use machines like the photocopier to copy their own pictures.
Exploring and using media and materials	What we can do.....	What we can provide...
<ul style="list-style-type: none"> • Joins in singing favourite songs. • Creates sounds by banging, shaking, tapping or blowing. • Shows an interest in the way musical instruments sound. • Experiments with blocks, colours and marks. 	<ul style="list-style-type: none"> • Help children to listen to music and watch dance when opportunities arise, encouraging them to focus on how sound and movement develop from feelings and ideas. • Encourage and support the inventive ways in which children add, or mix media, or wallow in a particular experience. 	<ul style="list-style-type: none"> • Invite dancers and musicians from theatre groups, the locality or a nearby school so that children begin to experience live performances. • Draw on a wide range of musicians and story-tellers from a variety of cultural backgrounds to extend children's experiences and to reflect their cultural heritages. • Choose unusual or interesting materials and resources that inspire exploration such as textured wall coverings, raffia, string, translucent paper or water-based glues with colour added.

Being imaginative	What we can do.....	What we can provide...
<ul style="list-style-type: none"> • Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.' • Beginning to make-believe by pretending. 	<ul style="list-style-type: none"> • Observe and encourage children's make-believe play in order to gain an understanding of their interests. • Sometimes speak quietly, slowly or gruffly for fun in pretend scenarios with children. • Be interested in the children's creative processes and talk to them about what they mean to them. 	<ul style="list-style-type: none"> • Provide story boxes filled with interesting items to spark children's storytelling ideas. • Offer additional resources reflecting interests such as tunics, cloaks and bags.