

**Personal, Social and Emotional Development**

- Settling in and learning the 6 rules of the setting (circle times, carpet times, adult reinforcement during continuous provision)
- Giving areas of responsibility to children e.g. plant monitors
- Circle Time: SEAL/Family focus-what is a family? Who is in my family?
- Getting to know Key Person (circle time name games, key person snack times and stories)
- Learning to share: Adult modelling of hoe to take turns/share resources during continuous provision

**Termly Outcomes**

Photographs

Target Tracker observations

Comments about what children have said during circle time, Key Person Time and continuous provision

**Links to Development Matters**

8-20 Builds relationships with special people.

16-26 Plays alongside others

22-36 Separates from main carer with support

30-50 Enjoys responsibility of carrying out small tasks

40-60 Aware of the boundaries set, and of behavioural expectations in the setting. SEP

**Communication and Language**

- Black Sheep Listening and Attention Intervention (led by LG YN focus)
- Stories, songs and rhymes (finger rhymes, nursery rhymes, repeated refrains in familiar stories)
- Circle time activities: Learning to wait and listen to others before speaking
- Adults to be excellent role models of spoken language, modelling how to take turns in conversation and using ELKLAN strategies to scaffold children's learning of language.
- Children to follow simple instructions given by staff e.g. 'Put your coat away and then sit on the carpet'

**Termly Outcomes**

Photographs

Target Tracker observations

Comments about what children have said during circle time, Key Person Time and continuous provision

**Links to Development Matters**

8-20 Pays attention to dominant stimulus

16-26 Listens to and enjoys rhythmic patterns in rhymes and stories

22-36 Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.'

30-50 Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.

**Physical Development**

- Toileting skills e.g. using the toilet independently, flushing and hand washing.
- Helping with dressing: Learning how to put on own coats/hats/scarves/gloves
- Finger gym (fine motor skills)
- Moving safely indoors and outdoors. Adults to reinforce safety rules, model appropriate personal space.
- Practise walking up and down stairs holding the hand rail
- Book handling skills e.g. turning pages safely

**Termly Outcomes**

Photographs

Target Tracker observations

Comments about what children have said during circle time, Key Person Time and continuous provision

**Links to Development Matters**

8-20 Picks up small objects between thumb and fingers.

16-26 Walks upstairs holding hand of adult

22-36 Turns pages in a book, sometimes several at once.30-50 Mounts stairs, steps or climbing equipment using alternate feet.

40-60 Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. SEP