

## PSED

0 – 11 months Uses voice, gesture, eye contact and facial expression to make contact with people and keep their attention.

8 – 20 months Learns that own voice and actions have effects on others.

16 – 26 months Gradually able to engage in pretend play with toys.

22 – 36 months Expresses own preferences and interests.

30 – 50 months Enjoys responsibility of carrying out small tasks.

40 – 60 months Confident to speak to others about own needs, wants, interests and opinions.

## Communication and Language

0 – 11 months Starts to understand contextual clues eg familiar gestures, words and sounds.

8 – 20 months Developing the ability to follow others' body language, including pointing and gesture.

16 – 26 months Understands simple sentences.

22 – 36 months Understands who, what, wherein simple questions.

30 – 50 months Beginning to understand how and why questions.

40 – 60 months Listens to and responds to ideas expressed by others in conversation or discussion.

## Physical

0 -11 months Anticipates food routines with interest.

8 – 20 months Grasps finger foods and brings them to mouth.

16 – 26 months Develops own likes and dislikes in food and drink.

22 – 36 months Feeds self competently with spoon.

30 – 50 months Can usually manage washing and drying hands.

40 – 60 months Practices some appropriate safety measures without direct supervision.

## Summer Term 2020 Exploring our world through books Rainforests Week 1

**Book of the Week:**  
**We're Roaming through the Rainforest**  
**Intents for learning**



## Maths

0 - 11 months Notices changes in number of objects/ images or sounds in groups of up to 3.

8 – 20 months Has some understanding that things exist, even when out of sight.

16 – 26 months Knows that things exist, even when out of sight.

22 – 36 months Recites some number names in sequence.

30 – 50 months Knows that numbers identify how many objects there are in a set.

40 – 60 months Counts objects to 10 and beginning to count beyond 10.

## Understanding the World

0 - 11 months Repeats actions that have an effect.

8 – 20 months Watches toy being hidden and tries to find it.

16 – 26 months Explores objects by linking together different approaches: shaking, hitting, pulling, feeling, tasting etc.

22 – 36 months Enjoys playing with small world models such as a farm, garage or train track.

30 – 50 months Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.

40 – 60 months Looks closely at similarities, differences, patterns and change.

## Literacy

8 – 20 months Handles books and printed material with interest

16 – 26 months Interested in books and rhymes and may have favourites

22 – 36 months Repeats words or phrases from familiar stories.

30 – 50 months Shows awareness of rhyme and alliteration.

40 – 60 months Continues a rhyming string.

## Expressive Arts and Design

0 – 11/8 – 20 months Enjoys different types of music.

16 – 20 months Expresses self through physical action and sound.

22-36months Beginning to use representation to communicate.

30 – 50 months Creates movement in response to music.

40 – 60 months Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.

## PSED

Adults to model talking to babies and young children. Introducing them to new words as they explore new toys and environments. Echo words and sounds that young children make during free play and interactions with them. Introduce children to nursery rhymes and songs about rainforests and see if they can use voices to join in. Model how to play with jungle animal toys with children and help to encourage them to make sounds for different animals. Talk to children about their favourite rainforest animals at snack time. Children can help to do rainforest cooking (monkey bread, snake snack etc), making own rainforests in the garden and in the classroom and enjoy these responsibilities. Show children pictures of different animals and ask them which ones are their favourite and why. Show them pictures of rainforests that are poorly, being cut down at group time and ask them about how it makes them feel. What can we do to help look after rainforests? Etc.

## Maths

Have rainforest animals out in the tuff tray and help count them out from 1 – 3 with younger children. Sing 5 little monkeys jumping on the bed song with the children – get 5 children to stand up and be the monkeys so that they can see the group gets smaller when they each get taken away. Make a cardboard monkey face and count out cardboard bananas that the children feed to him. Hide jungle animals in the garden and help children count how many they find. Count out larger groups of jungle animals in rainforest tuff tray and match them to the correct numerals. Make rainforest snakes out of paper chains and count how many hoops are used to make each snake. Feed the monkey game with larger quantities of bananas for counting. Have crocodiles in water tray to count.

## Communication and Language

Complete copy me games with babies and younger toddlers, show them pictures or objects of different rainforest animals and encourage them to repeat sounds for these animals. Have rainforest animals out around the classroom and in the garden and encourage the children to point to the different animals they can see on the rainforest animal hunt. Encourage older children to answer questions about what animals they are and state where they have found them. (Also encourages children to use positional language, cross link with Maths). Ask children to expand on why certain rainforest animals are their favourites and why they don't like others at group discussion time or when they are completing craft learning opportunities making rainforest animals. Have discussions with children about how we can help to look after our rainforests.

### Summer Term 2020 Exploring our world through books Rainforests Week 1

Book of the Week:  
We're Roaming through the Rainforest  
Implementation for learning



## Understanding the World

Have different rainforest toys out for babies and younger children to explore and comment on how children play with them using key vocabulary. Eg rainsticks “ooo rustle rustle, down, down, down the rainstick” etc. Hide rainforest animal that child was playing with and see if baby/ toddler can follow the line of movement to find it. Model playing with rainforest toys with children in different ways eg toy snakes, monkeys etc. Create a sensory rainforest tray full of leaves, twigs, slime, water, mud, cornflour mix etc with children to explore: smelling, mark making, touching etc. Have rainforest tuff trays for children to explore and make stories with animal figures. Talk to children about appearances, features and sizes of different animals, have key facts in the tuff tray to explore with children as they play. Look at similarities and differences between rainforest animals: appearances, what they eat, do, where they live etc.

## Physical

Spend some time completing cooking and baking activities with the children that they and the babies and younger children can enjoy! The children can help to make: monkey bread, rainforest banana trees, worms in the chocolate biscuit mud, chameleon apple face slices, alligator shortbread, rice crispy cake rainforest trees or strawberry, banana and chocolate snakes! (Recipes and instructions on pinterest or find own similar rainforest recipes you can use with them). Provide these different snacks for babies and young toddlers to explore tasting, talk to them about smell, taste and texture as they eat them. Provide spoons for children to have a go at feeding themselves, hand on hand help for children who need it. Tell children to wash their hands before they help prepare snacks (use baby shark and actions to remember all of the steps. Give children knives (blunt) to help chop up the fruits for the rainforest snacks. Model how to use knives safely and with control and guide them with hand grips on the knives if they need it – supervision required. Children can have a go at stirring ingredients into the bowls and placing them onto the boards to create the rainforest animals.

## Literacy

Provide books about rainforests and rainforest animals for babies and children to explore. Look at books with children, talking about what they can see and model pointing to different animals and rainforest pictures to allow time for discussion and modelling language and new vocabulary to them. Read the We're roaming in the rainforest book with the children on a frequent basis so that they can pick up the familiar phrases and learn to remember events in the story. Look at the book in different ways through role play, drawing storyboards on a whiteboard and making sounds for different parts of the story so the children remain engaged with the book. Look at the rhymes in the We're roaming in the rainforest book and make actions/ write them out. Also do silly soup rhyming activity with the children as well! Complete other rhyming activities like the rhyming odd one out laminated sheets or playing the silly soup game (rhyming objects in a bowl.)

## Expressive Arts and Design

Put rainforest music on the interactive whiteboard for children to listen to. Have musical instruments out for babies, toddlers and children to explore and to make up their own rainforest music too. Have floaty pieces of fabric out for children to put over themselves or use to dance to while they listen to the rainforest music – tatpac style! (Also can do the same with feathers, children can stroke them on arms and faces while they listen to music or dance with them. Children can make up their own rainforest dances to accompany the rainforest music and pretend to be different rainforest animals while the music is playing through actions and moves.