

Code: PSED 1

Personal, Social and Emotional Development

Dispositions and
Attitudes



Focuses on how I feel about my world

Growing
awareness of self

Development of
exploration

Developing
preferences

Enjoying learning

Development Matters

Birth – 11 months

- Develop an understanding and awareness of themselves.
- Learn that they have influence on and are influenced by others.
- Learn that experiences can be shared.

8 – 20 months

- Become aware of themselves as separate from others.
- Discover more about what they like and dislike.
- Have a strong exploratory impulse.
- Explore the environment with interest.

16 – 26 months

- Learn that they are special through the responses of adults to individual differences and similarities.
- Develop a curiosity about things and processes.
- Take pleasure in learning new skills.

22 – 36 months

- Show their particular characteristics, preferences and interests.
- Begin to develop self-confidence and a belief in themselves.

You will find suggestions for *Look, listen and note*, *Effective practice* and *Planning and resourcing* in the EYFS Practice Guidance.

Personal, Social and Emotional Development

**Personal, Social and Emotional Development
Dispositions and Attitudes (Birth – 11 months)**

Code: PSED 1

Development matters	Play and practical support
Develop an understanding and awareness of themselves. Learn that they have influence on and are influenced by others.	Playfully imitate young babies, giving them full eye contact, interacting with their playthings, watching the ways they use them and showing them new things to do.

Sample activity	Toys with movement.
Resources	Gather together a selection of toys that make movement but don't move away – spinning tops, dancing teddies etc.
Health and safety	Ensure that the baby does not topple forward onto a toy that may hurt her.
Layout	Sit the young baby carefully propped up with lots of soft cushions so that she can move safely. Arrange a selection of the toys within sight of the young baby and sit facing her.
The role of the key person	Take your lead from the young baby's gaze and watch how she reacts when you set one of the toys off. Encourage her to help set it off again, using her own hand to push the top down. Maintaining full eye contact keep her interest by encouraging participation, moving on to the next toy as her attention decreases. Return to favourite toys intermittently, aiming to extend her interaction with the toy.
Note	Note how young babies begin to explore their body's movements and the environment in individual ways.
Questions to ask/ suggested interactions	<ul style="list-style-type: none"> • Can you reach this spinning top? • Can you push your hand down to make it go again? • Shall we try another toy? • Which one would you like?
Comments	Make notes of her favourite toys and those that don't go down too well. Also note where progress is made with extended reach or imitating your actions to set the toy off.

Personal, Social and Emotional Development

Code: CLL 3



Focuses on how I make and respond to sounds

Listening to
voices

Babbling

Enjoying rhymes
and songs

Responding to
sounds

Development Matters

Birth – 11 months

- Listening to, distinguish and respond to intonations and the sounds of voices.

8 – 20 months

- Enjoy babbling and increasingly experiment with using sounds and words to represent objects around them.

16 – 26 months

- Listen to and enjoy rhythmic patterns in rhymes and stories.

22 – 36 months

- Distinguish one sound from another.
- Show interest in play with sounds, songs and rhymes.
- Repeat words or phrases from familiar stories.

You will find suggestions for *Look, listen and note*, *Effective practice* and *Planning and resourcing* in the EYFS Practice Guidance.

Communication, Language and Literacy

Communication, Language and Literacy
Linking Sounds and Letters (8 – 20 months)

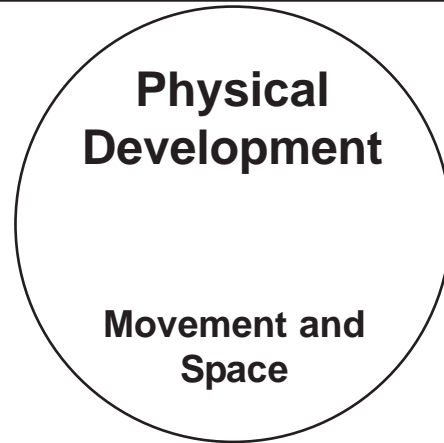
Code: CLL 3

Development matters	Play and practical support
Enjoy babbling and increasingly experiment with using sounds and words to represent objects around them.	Encourage exploration and imitation of sound by providing objects such as firmly sealed yoghurt pots or plastic bottles filled with water, sand, gravel.

Sample activity	Making music from everyday objects.
Resources	Gather together a selection of things that make interesting sounds but are, of course, safe for this age group.
Health and safety	There are no health and safety risks to this activity.
Layout	Clear an area on the floor or on a table and lay out a selection of items in the centre, with space for the babies to sit around the outside in a comfortable circle or pop in and out as interest comes and goes.
The role of the key person	After selection of items, catch the attention of one of your group and ask them if they can make a particular sound. Watch as they try to imitate the sound that you have made with that object, offering support to shake their hand in the same way as your own, for example. As others join or interest is maintained, switch items and try to make different kinds of sounds. Use a balloon, a pan, an empty box as a drum, comparing the sound of each as you go along. Encourage the group to strike the instruments with their hands or a wooden spoon, even a dummy to explore different sounds.
Note	Listen to the sounds and early words babies use and how familiar adults show that they understand them.
Questions to ask/ suggested interactions	<ul style="list-style-type: none"> • Can Isabel shake this bottle like Jayne? • Can we bang this pan gently? • Now let's bang it as loud as we can.
Comments	Try to use different groups of instruments at different sessions, even sometimes using items that don't make sound but suggest them, such as farm animals, demonstrating that cows moo etc.

Communication, Language and Literacy

Code: PD 1



Focuses on learning to move my body

Making purposeful movements

Moving towards and away from people and things

Enjoying moving freely

Enjoy moving with more control

Development Matters

Birth – 11 months

- Make movements with arms and legs which gradually become more controlled.
- Use movement and sensory exploration to link up with their immediate environment.

8 – 20 months

- Make strong and purposeful movements, often moving from the position in which they are placed.
- Use their increasing mobility to connect with toys, objects and people.
- Show delight in the freedom and changing perspectives that standing or beginning to walk brings.

16 – 26 months

- Have a biological drive to use their bodies and develop their physical skills.
- Express themselves through action and sound.
- Are excited by their own increasing mobility and often set their own challenges.

22 – 36 months

- Gradually gain control of their whole bodies and are becoming aware of how to negotiate the space and objects around them.
- Move spontaneously within available space.
- Respond to rhythm, music and story by means of gesture and movement.
- Are able to stop.
- Manage body to create intended movements.
- Combine and repeat a range of movements.

Physical Development

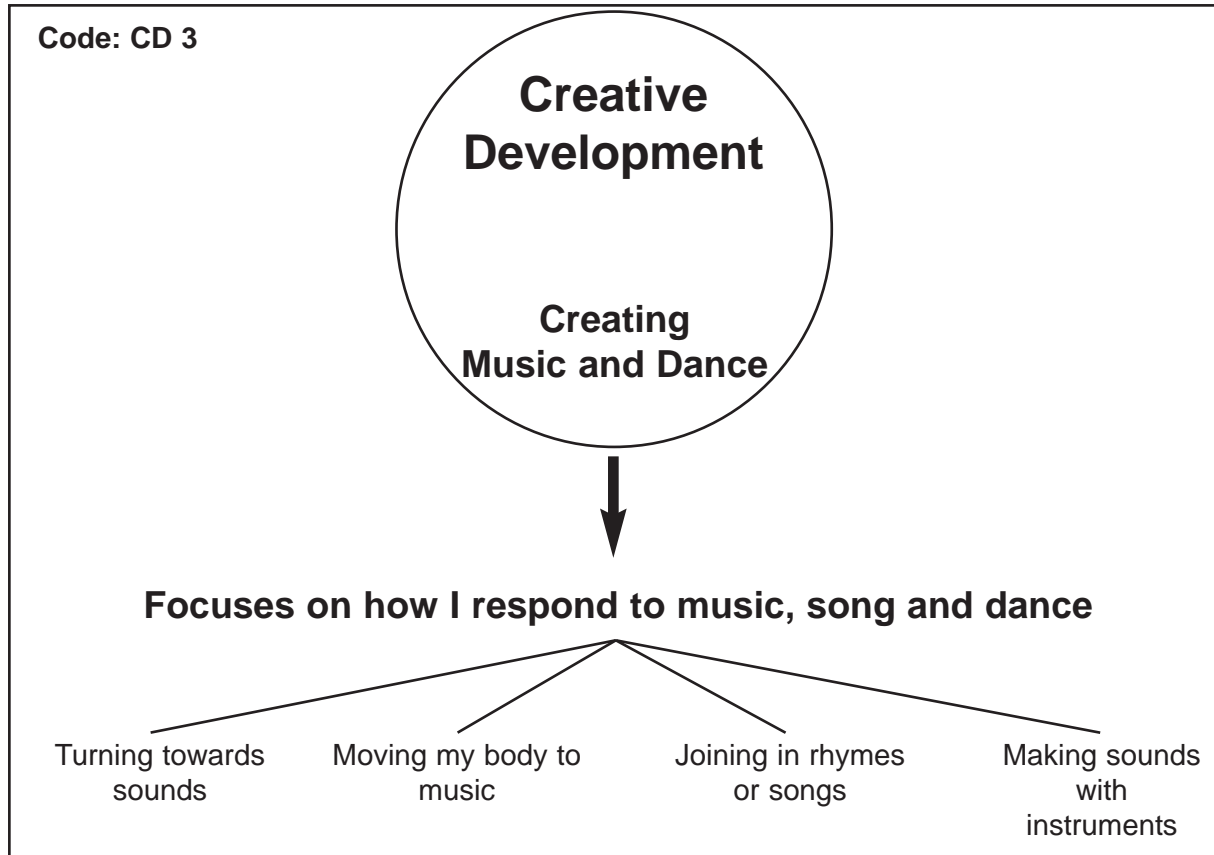
You will find suggestions for *Look, listen and note*, *Effective practice* of and *Planning and resourcing* in the EYFS Practice Guidance.

Physical Development	
Movement and Space (8 – 20 months)	Code: PD 1
Development matters	Play and practical support
Show delight in the freedom and changing perspectives that standing or beginning to walk brings.	'What is it?' is one of the earliest questions as a baby holds up an object, accompanied by a questioning facial expression. Provide interesting objects such as a squeaky toy.

Sample activity	Can you find . . . ?
Resources	Make use of the items generally scattered around a room.
Health and safety	Ensure that requests made of the babies are reasonable and possible for the babies to achieve, with no risk of furniture toppling as babies pull themselves up on things.
Layout	Make sure that there are a selection of items that the children in your group can reach by their chosen method of travel – shuffling, crawling, walking etc.
The role of the key person	Sitting on the floor, ask one of your group: 'Can you pass me that Elmo?', praising them when they do. As others become interested, ask for different things from around the room, pointing in the right direction if they look confused. Try also to remember things from different heights to give each of the babies involved a challenge for their next step.
Note	Listen to the sounds babies make and the words children use as they make friends, noting differences in the way they communicate with adults and other children.
Questions to ask/ suggested interactions	<ul style="list-style-type: none"> • Who can find the blue car? • Can Gabriel pass Andrew the big teddy? • Can Hope reach the tambourine?
Comments	Try to give each of the children involved something readily achievable, to foster the feeling of satisfaction. After this try to give each of the children a task that prompts them to try something a little more than they would normally achieve. Offer them support if they are trying to stand up against the table, or reach something challenging.

Physical Development

Code: CD 3



Development Matters

- Birth – 11 months** • Respond to a range of familiar sounds, for example, turning to a sound source such as a voice.
- 8 – 20 months** • Move their whole bodies to sounds they enjoy, such as music or a regular beat.
- 16 – 26 months** • Begin to move to music, listen to or join in rhymes or songs.
- 22 – 36 months** • Join in singing favourite songs.
• Create sounds by banging, shaking, tapping or blowing.
• Show an interest in the way musical instruments sound.

You will find suggestions for *Look, listen and note*, *Effective practice* and *Planning and resourcing* in the EYFS Practice Guidance.

Creative Development

Creative Development

Creating Music and Dance (16 – 26 months)

Code: CD 3

Development matters	Play and practical support
Begin to move to music, listen to or join in rhymes or songs.	Collaborative games and communal sharing times encourage a young child to join in.

Sample activity	'I am the music man'.
Resources	A selection of musical instruments so that each child participating has a different piece. It may help for you to have one of each in front of you to use alongside the children.
Health and safety	Ensure that musical instruments used are appropriate to the children's ages.
Layout	Sit in a circle with the musical instruments in front of each participant.
The role of the key person	<p>Sing the tune and encourage all of the children to join in without using their instruments.</p> <p>When it comes to naming the first instrument, choose the instrument that you have given to the first child on your left. Invite him (and only him if you can) to join in with that section of the song while all of the other children sing. If the child is nervous or unsure, pick up your instrument and encourage him to play along with you.</p> <p>Move around the circle in this way until all of the children have had a go on their own, encouraging them to place their instrument on the floor in front of them when it is not their turn.</p> <p>As the last child in the group has completed her turn, make the last verse for a full orchestra and encourage everybody to join in.</p>
Note	Note how you prepare for and resource playful activities for young children to engage in independently.
Questions to ask/ suggested interactions	<ul style="list-style-type: none">• Who might be next?• Who has the tambourine?• Can we all clap our hands while John beats his drum?
Comments	<p>Remember to keep this group of children small so that it does not seem like forever that the children have instruments, but must leave them on the floor.</p> <p>Finish the session with a big parade around the room/carpet playing our instruments as loudly as we can.</p>

Creative Development