

Early Days Curriculum

Personal Social and Emotional Development

Age Phases	Long Term Goals
Younger Babies (5-18 months)	Younger Babies - I am a ' Confident Character ' who is happy and settled at nursery, has good relationships with my key person and familiar adults. I can be comforted if upset and may begin to comfort myself with special toys or comforters. I am confident to explore, knowing my key person is nearby.
Older Babies (18-24 months)	Older Babies - I am a ' Confident Character ' who is happy and settled at nursery, has good relationships with my key person and other familiar adults. I play alongside other children and have interactions with others during play. I am confident to explore and choose toys or activities and I am helped to express my emotions.
Toddlers (2-3 years)	Toddlers - I am a ' Confident Character ' who is happy and settled at nursery, has good relationships with my key person and familiar adults. I enjoy playing alongside and with others and I am starting to make friends. I am beginning to learn to take turns with toys, control my impulses and talk about my feelings and emotions with support.
Pre-School (3-4 years)	Pre-school - I am a ' Confident Character ' who has good relationships with my key person, enjoys the company of others and makes friends. I can share and take turns using resources, make choices, showing motivation to learn and a 'can do' attitude. I can talk about my feelings, show kindness to others, follow classroom expectations, and help resolve conflicts.
<p style="text-align: center;">Home Learning</p> <p>Helping your child to socialise through a baby/toddler group, playdates with friends/extended family or a meet up at the local park will provide opportunities for children to interact with others, gradually learning to play alongside and then with others, learning to share and take turns with toys and equipment. Naming emotions from an early age and then talking to your children about how they feel helps them understand their emotions, e.g., I know you are sad as your building has broken, let's see if we can build it again.</p>	<p style="text-align: center;">At Nursery</p> <p>Practitioners play and interact with their key children, getting to know them well, observing their interests and planning activities to support their learning. We chat to all parent/carers, developing good relationships, allowing a two-way sharing of information. Rooms are set up to allow babies and children to make play choices, and activities/experiences are planned to support turn taking and sharing. We praise the children's efforts and achievements. We use a positive behaviour approach, highlighting and praising good behaviour, setting room expectations, and stopping unacceptable behaviour. We talk about emotions and use stories, puppets, and persona dolls to discuss our feelings, resolving conflicts, and friendships.</p>

Early Days Curriculum - Communication and Language

Age Phase	Long Term Goals
Younger Babies (5-18 months)	I am a ' Happy Chatter ' who can babble and use single words in play and turn taking conversations. I use pointing and eye gaze to show what I want or mean and can copy, sounds, gestures, or words. I can tune in and respond to different sounds.
Older Babies (18-24 months)	I am a ' Happy Chatter ' who uses single words to name familiar objects or begins to join two word phrases like "bye bye" and "all gone". I can understand phrases like "where's the car" or "where's your nose?" I tune in to different sounds in the environment like a plane or a dog barking.
Toddlers (2-3 years)	I am a ' Happy Chatter ' who uses words and simple sentences to communicate and hold conversations. I can understand simple questions including who, what and where? and instructions like "kick the ball" responding appropriately. I tune in to environmental sounds and listen with growing attention to stories and rhymes.
Pre-School (3-4 years)	Pre School - I am a ' Happy Chatter ' who is confident to communicate and express myself, sharing thoughts and ideas. I can use longer sentences and have conversations using a wide vocabulary. I can listen to others and show attention and recall during stories and group times. I understand 'why' and 'how' questions and two-part instructions responding appropriately.
<p style="text-align: center;">Home Learning</p> <p>Talk, talk, talk.....even from young babies, talk to your baby and children about what you are doing and the things around them. Name objects (nouns) around the home and in the local environment and talk about things we do (verbs) e.g., sleeping, running, rolling, eating. Encourage a two-way conversation, even babies can babble back as you talk to them. As children develop their vocabulary and ability to join words in short then longer sentences add in describing words like shiny, hot, cold, bumpy, soft, or spiky. 2 great tools we use at nursery that are also great to use at home (see at Nursery for details)</p> <ol style="list-style-type: none"> 1. Match plus one 2. Descriptive commentary 	<p style="text-align: center;">At Nursery</p> <p>We interact and talk with babies and children as they start to learn words, then join words, before using sentences. We have a language rich environment with lots of print, daily singing sessions and opportunities for stories and sharing books. Children join in activities to develop listening skills like sound walks and sound lotto games and older children join in the Letters and Sounds scheme. We use different nursery themes and provide a range of activities to support vocabulary development. We assess the children's speech development using the Wellcomm assessment tool and support further any children who may need some additional sessions/activities to support their speech development. Practitioners use match plus one, where you repeat back what the child has said adding an extra word e.g., car, blue car, and descriptive commentary, where you describe what the child is doing as they play, putting language to actions.</p>

Early Days Curriculum - Health and Self-Care

Age Phase	Long Term Goals
Younger Babies (5-18 months)	I am an ' Independent Individual ' who can feed myself finger foods at mealtimes and start to use a spoon. I can hold my own drink cup and/or bottle. I will co-operate with nappy changing and getting dressed.
Older Babies (18-24 months)	I am an ' Independent Individual ' who can feed myself, beginning to use a spoon and fork. I can hold my own drink cup/bottle. I will begin to recognise when my nappy needs changing and will co-operate and help with changing clothes. I help with tidying away the toys or finding my own shoes.
Toddlers (2-3 years)	I am an ' Independent Individual ' who is gaining control using a spoon and fork to feed myself, while sitting for my food and can drink from an open cup. I can help dress myself and use the potty or toilet with help, recognising when I need to go and washing and drying my hands after. I am learning about teeth-care, healthy eating and may no longer need a nap.
Pre-School (3-4 years)	I am an ' Independent Individual ' who can use a knife, fork, and spoon to feed myself and start to cut up food. I can dress and undress myself and use the toilet independently, washing and drying my hands afterwards. I have an awareness of how to be healthy (food, teeth care, exercise, rest, and sleep) and how to keep safe.
Home Learning Helping your child be independent gives them a sense of pride and achievement, from holding their own bottle as a baby, a toddler helping with the shopping, or a pre-school child helping prepare food. Ask your toddler or pre-school child to find their own coat and shoes and encourage them to try to put them on. Provide a healthy diet at home and regularly take your child for dentist check-ups. The first dentist appointment should be by 12 months of age or within 6 months of the first tooth coming in - more info in the Parent Zone.	At Nursery All children wash their hands before snack and mealtimes. We encourage the babies and children to be independent eaters, gaining control of using cutlery, with support given when needed. Babies are supported to hold their own bottles or cups; toddlers learn to use an open cup and pre-school children use small jugs to pour their own milk/water at snack time. We talk to babies and toddlers about when their nappy needs changing, helping them recognise for themselves and co-operate with changing. We work with families and support potty/ toilet training. Consideration of a healthy lifestyle is an ongoing theme as well as having healthy living weeks each term around healthy eating, tooth care, and exercise.

Early Days Curriculum - Fine Motor Skills

Age Phase	Long Term Goals
Younger Babies (5-18 months)	I have ' Funky Fingers ' and use a whole hand grasp to pick up objects and pass them between my hands or take them to my mouth to explore. I can shake, wave, or bang two objects together.
Older Babies (18-24 months)	I have ' Funky Fingers ' and I am developing my fine motor skills posting and combining objects in and out of containers, bags, boxes, and baskets. I can stack cups or blocks building towers and begin to mark make with chunky crayons and brushes.
Toddlers (2-3 years)	I have ' Funky Fingers ' that are developing skills manipulating mark making materials, using tools like play dough cutters, hammers, scissors, and tweezers, using a comfortable grasp with thumb and all fingers. I can join construction materials, thread large beads, use jugs to pour and put peg into peg boards and pieces into puzzles.
Pre-School (3-4 years)	I have ' Funky Fingers ' that are refining skills using tools like rolling pins, tweezers, and scissors, safely. I can use a range of mark making materials, using lines and circles to create enclosed spaces and more detailed drawings. I can hold a pencil with a comfortable grip as I start to form letters in my own name and show preference for a dominant hand.
<p style="text-align: center;">Home Learning</p> <p>Make a treasure basket for your younger baby with objects like a wooden spoon, metal egg cup, shell, flannel, old leather purse, shower puff or pine cone, to pick up, mouth and handle. Older babies will develop fine motor skills building a tower of blocks, using a shape sorter, stacking toy, or putting pieces in an inset puzzle. Developing large scale shoulder movements using outdoor chalks or painting with a brush and water in the garden alongside using chunky crayons, stickers, building blocks and puzzles are great to support toddlers. Whilst older children will continue to refine elbow and small-scale hand movements as they draw, paint, cut with scissors, use kitchen tools as you bake together or make and play with play dough.</p>	<p style="text-align: center;">At Nursery</p> <p>Babies handle rattles, treasure basket and heuristic play materials, developing their grasp, moving an object between one hand and the other and starting to develop hand-eye coordination. As the babies develop, we provide opportunities to post objects and build with wooden blocks as well as explore a range of sensory materials. The toddlers start to use more tools like paintbrushes, printing materials, glue spreaders, tweezers, and dough tools alongside a growing range of construction materials, peg boards and puzzles. We have trainer scissors which a practitioner can use with the child as they start to develop cutting skills. Pre-school children manipulate a range of malleable materials like dough, sand, and clay, use threading tools, more intricate peg boards and mark making materials. They use a range of tools including brushes, tweezers, hammers, and scissors and take part in finger gym and dough disco activities to develop finger strength.</p>

Early Days Curriculum - Gross Motor Skills

Age Phase	Long Term Goals
Younger Babies (5-18 months)	I am a ' Skilful Mover ' and develop my body strength by lifting my head up, rolling over, sitting, crawling, pulling myself up, standing on my own and taking my first steps. I am learning to clap and wave.
Older Babies (18-24 months)	I am a ' Skilful Mover ' and develop my body strength by walking, fitting into spaces like tunnels and tents, running and kicking a large ball. I am starting to climb stairs/steps, use slides and push-along or pull-along wheeled toys.
Toddlers (2-3 years)	I am a ' Skilful Mover ' who is developing body strength running on whole feet, jumping with both feet in the air, balancing and climbing using alternate feet. I can use wheeled toys and I am starting to pedal tricycles. I am developing skills in throwing, kicking, and catching large balls.
Pre-School (3-4 years)	I am a ' Skilful Mover ' who can jump, climb, balance, hop and run negotiating spaces. I am showing increasing control kicking, throwing, and catching balls. I am developing control using tricycles and scooters. I can make large arm movements using scarves and ribbons.
Home Learning Explore the outdoor environment locally to you - parks, greens, and woods. Young children love the challenges provided at parks for climbing, swinging, sliding, and balancing. Soft play centres are another great way to support your child's physical development, as they have fun. Play ball games in the garden or park, developing kicking, throwing, and catching skills and opportunities to use ride on toys, tricycles, balance bikes and scooters will support body strength, balance, and movement skills.	At Nursery The babies have a large, carpeted floor area to move around, a play gym with steps one side and a slope/ramp on the other and a mirror bar and fencing for babies to pull themselves up on. We have soft play equipment and a range of sensory balls and pop-up tunnels to use indoors and in the outdoor classroom. Children go on walks regularly on the green, woods, park or to Braziers outdoor classroom. Our garden is divided into two providing a safe space for our youngest and a more challenging space with climbing, balancing, and sliding equipment for the older children. We have a range of balls, bean bags, quoits, bats, and hoops to support the children's development of kicking, throwing, and catching skills and we have various ride on toys, tricycles and scooters which are used regularly. Pre-school children participate in a Sport's Day, practicing races in the summer term.

Early Days Curriculum - Reading

Age Phase	Long Term Goals
Younger Babies (5-18 months)	I am a ' Book Lover ' who enjoys sharing books with adults, especially one to one with my key person. I am starting to tune into sounds and words, paying attention to pictures, lifting flaps, feeling textures, or turning pages.
Older Babies (18-24 months)	I am a ' Book Lover ' who enjoys sharing books with adults, one to one or with a couple of others. I can pay attention to the pictures, pointing to named objects, saying words for things I see, or repeating words said by an adult. I also look at books independently, turning the pages and looking at the pictures.
Toddler (2-3 years)	I am a ' Book Lover ' who enjoys sharing books with adults, one to one and in small groups. I can listen to stories, repeating familiar phrases, filling in missing words and spotting things in the pictures. I also enjoy looking at books independently, noticing things in the pictures.
Pre-School (3-4 years)	I am a ' Book Lover ' who enjoys sharing books independently and with adults, (smaller and larger groups). I join in repeated refrains, anticipate key events, describe storylines, characters, and settings, and can predict endings. I recognise rhyme and syllables in words and know some initial sounds. I can recognise my name and some signs/logos. I understand the 5 concepts of print.
<p style="text-align: center;">Home Learning</p> <p>Having a regular bedtime story can not only help with a bedtime routine but with developing your child's lifelong love of books. Children who are read to regularly during the early years will develop a wider vocabulary for starting school. It is never too young to start, babies can enjoy a story, loving cloth or sensory books. Using libraries is a great way of sharing a range of books with your children and they often have free song and story sessions for young children and families to join.</p>	<p style="text-align: center;">At Nursery</p> <p>We have cosy book areas in all rooms with soft seating and forward-facing bookcases so the children can make book choices. We provide a range of books suitable for different age groups from cloth, sensory and lift the flap books to board book, stories, and information books. There are daily opportunities to share books one to one or in smaller groups, and in larger groups as the children reach the pre-school room. Our Toddlers and Pre-school children have core stories each month which the children get to know well joining in key phrases, developing awareness of storylines, characters, and settings. These are shared through story sacks using puppets, soft toys, and props to help retell the stories. Pre-school children share core stories at home with our Home Learning bags.</p>

Early Days Curriculum - Mathematics

Age Phase	Long Term Goals
Younger Babies (5-18 months)	I am a ' Maths Master ' who enjoys exploring shapes, sizes, and changes in quantity as I manipulate objects. I explore space as I move in the environment, developing an awareness of my own body and its different parts, and experience numbers through finger rhymes.
Older Babies (18-24 months)	I am a ' Maths Master ' who enjoys stacking, combining, and lining up objects. I explore shapes using blocks, shape sorters and posting toys and I am beginning to use inset puzzles. I explore space as I fit into spaces. I am starting to be aware of numbers in play and number songs.
Toddlers (2-3 years)	I am a ' Maths Master ' who is starting to count in sequence in everyday activities, books, and number rhymes. I explore shapes with building materials and complete inset puzzles. I can recognise patterns like spotty or stripy and concepts like big and small, heavy, and light and tall and short. I understand prepositions like in, on and under.
Pre-School (3-4 years)	I am a ' Maths Master ' who can recite numbers to 10 and beyond and counts saying 1 number to 1 item, knowing the final number is the total. I can recognise numerals 0-10. I can understand more than and fewer than. I explore 2D and 3D shapes and patterns and use positional language. I order by length, weight, and height.
<p style="text-align: center;">Home Learning</p> <p>At home talk about numbers and count in everyday life, e.g., set the table with the right number of plates or count each step as you walk upstairs. Toddlers and pre-school children may start to recognise numbers significant to them like their age and enjoy finding them in the environment on houses, road signs or number plates. Enjoy number and counting stories and songs, remembering it takes time to develop the skill of counting one number for each object. Play with posting toys, shape sorters, puzzles and building blocks will help your child develop an awareness of shape, size, and space. Talk about length or height as you measure a piece of furniture to see if it fits or talk about heavy and light as you lift shopping bags.</p>	<p style="text-align: center;">At Nursery</p> <p>We provide resources to support mathematics development, appropriate for each age group from treasure baskets and heuristic play for our youngest babies to shape sorters, posting toys, puzzles, and construction materials. The pre-school children have a maths area as part of their continuous provision with resources like number puzzles, sorting objects, scales, and sand timers. Practitioners talk to the children developing concepts of size, shape, height, weight, and length and use everyday opportunities and planned activities to explore these concepts e.g., helping carry a delivery or measuring how tall a plant has grown. We sing number songs like 5 Cheeky Monkey's, 10 fat sausages or 1,2,3,4,5, Once I caught a fish alive and use props and our fingers to show quantities. We enjoy number stories like Ten in a Bed or The Very Hungry Caterpillar as we learn to count with one-to-one correspondence (one object for each number).</p>

Early Days Curriculum - Understanding the World

Age phase	Long Term Goals
Younger Babies (5-18 months)	I am a ' Curious Investigator ' who explores natural objects and materials with different properties during play with treasure baskets, Heuristic play, and the outdoor environment. I enjoy looking at family photos showing important people to me.
Older Babies (18-24 months)	I am a ' Curious Investigator ' who explores natural objects and materials with different properties during Heuristic play, and outdoors. I enjoy looking at family photos showing important people to me. I am noticing things around me, like the weather, animals, and vehicles and use simple mechanisms on toys like buttons/flaps.
Toddlers (2-3 years)	I am a ' Curious Investigator ' who explores materials with different properties and the natural world noticing details like weather, growth and living things. I am gaining an awareness of similarities/differences between people and enjoy small world toys like train sets, cars, farm, and wild animals. I can operate ICT toys and use wind-up or pull back cars.
Pre-School (3-4 years)	I am a ' Curious Investigator ' who explores nature, growth/ decay, life cycles and seasons. I care for living things and am learning my actions can affect the environment. I am aware of occupations, my own family, culture, and customs, talking about my special events and learning about others. I explore materials, their properties and change and use ICT /technological toys.
<p style="text-align: center;">Home Learning</p> <p>Enjoy the outdoor environment, talking about the changes in the seasons as they happen and collecting natural treasures on walks or park visits. Young children are fascinated by small details like watching a spider make a web or puddles. A small growing project is fun, this could be growing cress on the windowsill or vegetables or flowers in the garden. If you have pets or have friends/family with pets, children love helping look after them, learning about caring for others. Cooking together is a nice way of exploring changes in materials as ingredients are cooked or frozen. Share family photos and talk about special events in the family and in the community.</p>	<p style="text-align: center;">At Nursery</p> <p>The children get to explore the outdoor environment through daily walks and play in the garden, noticing vehicles, animals, and changes in weather. We explore the seasons as we observe changes, playing in the autumn leaves, collecting conkers, exploring frost, seeing the first snowdrops, daffodils and spring blossom appear and exploring insects and wildlife. The younger children help feed the birds and older children develop an understanding of life cycles as they grow crops like beans, potatoes, strawberries, and pumpkins in the growing garden. We talk about our families and special times, and we learn about different cultures and special times for others. We investigate materials and their properties like ice melting or magnets and explore ICT toys like pop up toys with buttons and switches, torches, sound recording devices and remote-controlled toys.</p>

Early Days Curriculum - Singing

Age Phase	Long Term Goals
Younger Babies (5-18 months)	I am a ' Super Singer ' who responds to songs by smiling, moving my body, or starting to copy actions. I may start to anticipate favourite parts of the song, for example "tickly under there" or "bubble, bubble pop".
Older Babies (18-24 months)	I am a ' Super Singer ' who responds to songs by joining in some words and actions. I can anticipate favourite parts of the song like "bubble, bubble pop" or "roar" at the end of Leo the lion. I am starting to have favourite songs and may pick my favourite from the song bag.
Toddlers (2-3 years)	I am a ' Super Singer ' who can join in songs and rhymes by moving my body, joining in, and participating in actions and singing all or parts of the song. I have favourite songs and can anticipate key parts like "snap goes the crocodile, oh dear me!"
Pre-School (3-4 years)	I am a ' Super Singer ' who has built up a repertoire of songs that I can sing independently or within a group, as well as making up my own songs. I can match actions to the words and move my body to the rhythm of the song.
Home Learning At home enjoy singing songs and nursery rhymes as you do things e.g., sing Incy Wincy Spider when you spot a spider in the garden or 5 Little Ducks when your child is playing in the bath with rubber ducks. You could listen to nursery rhymes on a car journey or at home while playing or make your own song bag (basket or box) with toys or objects from around the house. Older Babies and Toddlers have opportunities to take home song bags, to share some of our favourite nursery songs at home.	At Nursery At nursery all age groups have twice daily singing sessions using song bags, singing spoons or action songs. The song bags have objects inside representing a song e.g., Mouse = Hickory Dickory Dock or Bus = Wheels on the Bus and the wooden spoons have pictures representing the songs for children to make choices and develop favourites. As the children become older, they are encouraged to participate singing some or all the words and matching actions to words within the songs. The babies have core songs relating to our nursery themes and as the children's learning develops, the range of songs sung, increases, building up a repertoire of well know songs the children sing in groups or independently. The Pre-School children also learn songs for a Christmas Nativity and Easter/Spring concert.

Early Days Curriculum - Music and Dance

Age Phase	Long Term Goals
Younger Babies (5-18 months)	I am a ' Music Maker ' who explores sounds playing with rattles and musical instruments. I can show pleasure and move my body in response to music or clap my hands.
Older Babies (18-24 months)	I am a ' Music Maker ' who explores sounds playing with different musical instruments. I can dance and move my body in response to music and may sway, wave or clap as I move.
Toddlers (2-3 years)	I am a ' Music Maker ' who enjoys exploring sounds with a range of musical instruments. By rubbing, tapping, banging, or shaking. I am developing concepts of fast and slow and loud and quiet. I can move to music rhythmically and expressively.
Pre-School (3-4 years)	I am a ' Music Maker ' who explores different sounds and how they can be changed (fast/slow, loud/quiet) with a range of musical instruments. I enjoy dancing and ring games and match my movements to the style of the music. I can tap out simple repeated rhythms.
<p style="text-align: center;">Home Learning</p> <p>At home you could listen to different types of music. Have a boogie to songs you used to dance to when younger, as well as the latest hits. Play instruments at home, these could be homemade shakers using containers with rice or pasta inside. Listen to other people make music and dance e.g., an organist in a church, Morris dancers at a summer fete, bands and performers at local music festivals or Christmas carols.</p>	<p style="text-align: center;">At Nursery</p> <p>We have musical instruments baskets in each room. The babies and children have opportunities to play them during free choice play and toddlers and pre-school children participate in small group time music making sessions, exploring making different sounds and how the sound can be changed. Practitioners support the children with how to play the instrument and as the children's fine motor skills develop a wider range of instruments are explored. We have ribbons and streamers to dance with and listen to a range of music exploring rhythms and beats, matching movements to the style of the music. We play ring games like ring-a -roses and the Farmers in his Den.</p>

Early Days Curriculum - Art

Age Phase	Long Term Goals
Younger Babies (5-18 months)	I am an ' Expressive Creator ' who explores paint and sensory materials using my fingers or other body parts.
Older Babies (18-24 months)	I am an ' Expressive Creator ' who explores paint and sensory materials like sand, water, mud, and gloop using my fingers, other parts of my body or mark making tools like brushes, sponges, and printing objects.
Toddlers (2-3 years)	I am an ' Expressive Creator ' who explores line, texture and colour through paint and sensory materials, using a range of tools like brushes and printing objects. I can create structures with 3D materials and make marks intentionally, giving meaning to my marks, for example "It's me and Daddy" or "a big dinosaur".
Pre-School (3-4 years)	I am an ' Expressive Creator ' who uses a range of tools and materials like paint, print, loose parts, collage, and junk modelling as well as construction materials to make my own creations. I explore colour, colour mixing and texture. I capture myself, my family, my interests, experiences and use my imagination in my artwork.
<p style="text-align: center;">Home Learning</p> <p>Provide a range of mark making tools like chinks, crayons, pencils, and pens, chunky ones for younger fingers. Younger children need to work on a larger scale, you could provide old packaging paper, wallpaper, or get creative with a cardboard box. Enjoy some cutting and sticking making a collage or junk model with tissue paper, boxes, fabric offcuts, or pictures from magazines. If you go for a nature walk, collect treasures, and stick them on to some paper or card when you get back. Older children may also enjoy using loose parts like shells, leaves, pine cones, twigs and flowers to make non-permanent (transient) arrangements and creations.</p>	<p style="text-align: center;">At Nursery</p> <p>We explore and mark make with crayons, pencils, pens, and paint. We provide opportunities to print, use collage and junk modelling materials to create. Younger babies may start to explore using their hands and body parts. As the children become older, they are introduced to different tools including a range of brushes and printing objects. Pre-school children also use loose parts like coloured wooden disks and rings, shells, glass beads and natural materials to make transient art creations. Toddlers and pre-school children will explore colour and colour mixing in free painting and planned activities. Practitioners ask open questions like 'tell me about your picture' as toddlers start to give meaning to their drawing and paintings and pre-school children become more detailed in their artwork representing themselves, family, and experiences.</p>

Early Days Curriculum - Role Play

Age Phase	Long Term Goals
Younger Babies (5-18 months)	I am an 'Imaginative Thinker' who is developing awareness of myself as a person through mirror play and peek-a-boo games. I respond to the world and people around me through sound, movement, and emotion.
Older Babies (18-24 months)	I am an 'Imaginative Thinker' who is starting to pretend one object is another, for example a block is a phone. I am starting to pretend in play by copying everyday actions like feeding the doll or making dinner.
Toddlers (2-3 years)	I am an 'Imaginative Thinker' who can pretend one object is another. In pretend play I imitate first-hand experiences from my own cultural and family background like making dinner, having my hair cut or looking after pets.
Pre-School (3-4 years)	I am an 'Imaginative Thinker' who develops story lines, characters, and relationships as I play with others, acting out narratives. I use real life experiences and my developing knowledge of the world in my pretend play with small world toys, including animals, vehicles, doll's houses, and construction materials.
<p style="text-align: center;">Home Learning</p> <p>Play Peek-a-boo games with your baby, this is fun, and it helps them understand they are different from you. Older babies will enjoy starting to act out things they see e.g., pretending to feed their teddy or cook the dinner. As children become older, they imaginative play develops with their experiences so they may like to act out things you do like going shopping, going on a train, or going to a restaurant. Children will use everyday props to support their play. A great way to further support pre-school children's learning is to introduce writing and number into the play naturally, for example making a menu, train tickets, seat numbers or a price list. Children will also develop storylines with small world play including farms, vehicles, and small world people/doll's houses.</p>	<p style="text-align: center;">At Nursery</p> <p>The babies have opportunities to play with mirrors and scarves playing peek-a-boo and hiding games. As the babies become older, they play with dolls and teddies, feeding them and putting them to sleep. The older babies, toddlers and pre-school children have role play kitchens as part of their continuous provision as they develop role play based around first-hand experiences. Older babies also have a basket of dressing up hats, scarves, and bags. Toddlers develop understanding of the world around them through play with dressing up clothes, doctor's kit, and the hair dressing box. In the pre-school room the role play area is changed regularly, reflecting our themes, and may become a castle, the 3 Bear's cottage, a jungle, under the sea, a vet's, a restaurant, or shop. These provide older children with the opportunities to develop narratives, become different characters and use their imagination. Each room also has small world play as part of their continuous provision for children to develop story lines and use their imagination with.</p>

