

WEEK	Personal, Social and Emotional Development	Communication and Language	Physical Development
1/2	<ul style="list-style-type: none"> Adult to begin to form good relationships with child and family. Use photographs of the children on welcome board, peg, folder, self-registration to foster a sense of 'belonging' and show children their personalised peg. Encourage child to play alongside other children whilst familiar adult is nearby. Opportunities for self-chosen activities with adult supporting children in selection of resources. Adults acknowledge children's/parents feelings and anxieties. Adult's offer further support as and where needed. E.g individualised induction. May begin to introduce elements of daily routine but give children a choice e.g. Welcome time. Introduce key people and key group area. Introduce/ reintroduce toilets, hand washing and changing facilities (discuss with parents toileting needs and additional support put into place where needed). Have tissues around the room and encourage children to use as and when necessary. Encourage regular hand washing. 	<ul style="list-style-type: none"> Adults to use a range of strategies to encourage children to communicate verbally/non verbally and in their own language. * REMEMBERING TO COMMUNICATE AT THE CHILDREN'S EYE LEVEL AND COMMUNICATION LEVEL.* Plan activities to encourage children to develop vocabulary. E.g action rhymes, songs, books. Every adult to share picture books with children every session, every day. Encourage joint attention by using a range of strategies including 'Attention Autism' and 'Talking Tunes'. Encourage listening skills and understanding of simple instructions, using objects of reference and other visual clues, along with high levels of adult support. Provide a language rich environment with spoken word and text. Also providing communication friendly spaces. 	<ul style="list-style-type: none"> Support children to use obstacle awareness inside and outside, to adjust speeds dependent on environment. Children begin developing independence in self-care skills such as pouring drinks/ feeding themselves and dressing and undressing. Adult to introduce outdoor climbing equipment and safety procedures. Adults to introduce children to a range of different objects that can be manipulated (e.g play dough/ clay/ paint brush/ chalk) to help develop their fine motor skills and hand-eye coordination. This will also help to develop the muscles in their hands and fingers. Adults to provide a wide range of materials to explore, including different textures and sensory experiences.
3/4	<ul style="list-style-type: none"> Adults to support children to feel safe and secure when separating from parent. Adults to be very mindful and attentive to the child's emotional well-being and their individual needs. Adults to encourage and support children to express needs and feelings. Begin to encourage tidying up of resources using appropriate strategies with high levels of adult support. 	<ul style="list-style-type: none"> Children communicate verbally/non verbally needs, interests and feelings. Encourage children to follow instructions using their name. Continue to use visual prompt and adult support where appropriate. Introduce photographs and names as a means of displaying work and self-registering. 	<ul style="list-style-type: none"> Adult to continue to encourage children in becoming independent in a range of self-care skills. Children run steadily and adult encourages them to look out for others and avoid obstacles. Children begin to explore climbing equipment safely.

	<ul style="list-style-type: none"> • Adult's beginning to recognise key children's preferred interests and to plan accordingly. Use this to help children to feel valued. • Offer simple getting to know each other games during welcome time in key group area. • Support children with toileting needs and washing/drying hands. • Children use tissues to wipe nose, with adult support if needed. 	<ul style="list-style-type: none"> • Introduce songs as part of daily routine, e.g Welcome Songs/ Good bye song/ Tidy up songs. • Continue activities to develop shared attention. • Adults to share stories with children on a daily basis. 	<ul style="list-style-type: none"> • Model and encourage different ways of moving and physical activity inside and outside. E.g Yoga inside/ football outside. • Begin to use one handed tools with adult support/supervision. • Children begin to choose which objects they'd like to manipulate depending on their interests and preferences.
5/6	<ul style="list-style-type: none"> • Child beginning to feel more confident when separating from main adult/carer. • Continue name games during welcome times. Introduce simple activities that promote turn taking and sharing. • Children may begin to express their needs and feelings to a familiar adult. • Opportunities for making choices and decision making. • Balance between child and adult initiated activities with children becoming more independent in selecting and using resources. • Continue to encourage tidying up of resources using appropriate strategies with adult support. • Adults to support children in beginning to recognise that some resources and spaces need to be shared. • Begin to introduce conflict resolution strategies as and where needed. • Continue to embed elements of the daily routine e.g. Welcome time/Snack/SSS/ Lunch. • Children may go to the toilet independently/ let key person know that their nappy needs to be changed. • Children will become more independent in washing their hands. 	<ul style="list-style-type: none"> • Child will be confident to interact with a known adult verbally or non-verbally at their own communication level. • Follows whole class instruction and beginning to become aware of daily routine. • Children will engage with/ join in with short stories or rhyme times before lunch/end of day. • Beginning to find own photograph/name for self-registration and displaying work. 	<ul style="list-style-type: none"> • Children use climbing and balancing equipment safely and with increasing confidence. • Children run and move more confidently and able to avoid obstacles. • Adult to continue to encourage children to become independent in self-care through lots of modelling and appropriate praise. • Adult will use knowledge of children's preferences and needs to plan activities or provocations to support individual children's gross and fine motor skills.

- By week 6 adults will have developed good relationships with their key children and have an understanding of their children's level of development. Using the observation check points as a guide, and professional judgement, individual needs can be identified and interventions implemented.