Do you want to be friends? Would you like to play with me? Explore these questions and more in this project about friendship, being kind and working together.

Lines of enquiry might be:

- making new friends
- being kind
- being helpful
- co-operation
- similarities and differences
- people who help us at home and at school.

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### Areas of learning – Typical behaviours

#### Communication and language

##### Listening and attention
- **CL LA 5**: Listens to others one-to-one or in small groups, when conversation interests them.
- **CL LA 6**: Listens to stories with increasing attention and recall.
- **CL LA 10**: Maintains attention, concentrates and sits quietly during appropriate activity.
- **CL LA 11**: Two-channelled attention – can listen and do for short span.

##### Understanding
- **CL U 5**: Understands use of objects (e.g. ‘What do we use to cut things?’).
- **CL U 7**: Responds to simple instructions, e.g. to get or put away an object.
- **CL U 8**: Beginning to understand ‘why’ and ‘how’ questions.
- **CL U 9**: Responds to instructions involving a two-part sequence.
- **CL U 12**: Listens and responds to ideas expressed by others in conversation or discussion.

##### Speaking
- **CL S 8**: Beginning to use more complex sentences to link thoughts (e.g. using ‘and’, ‘because’).
- **CL S 9**: Can retell a simple past event in correct order (e.g. went down slide, hurt finger).
- **CL S 11**: Questions why things happen and gives explanations. Asks e.g. who, what, when, how.
- **CL S 14**: Uses vocabulary focused on objects and people that are of particular importance to them.
- **CL S 15**: Builds up vocabulary that reflects the breadth of their experiences.
- **CL S 19**: Links statements and sticks to a main theme or intention.
- **CL S 20**: Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.

#### Physical development

##### Moving and handling
- **PD MH 11**: Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
- **PD MH 14**: Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.
- **PD MH 16**: Can catch a large ball.
- **PD MH 17**: Draws lines and circles using gross motor movements.
- **PD MH 18**: Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.
- **PD MH 19**: Holds pencil between thumb and two fingers, no longer using whole-hand grasp.
- **PD MH 22**: Experiments with different ways of moving.
- **PD MH 24**: Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
- **PD MH 26**: Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
- **PD MH 28**: Handles tools, objects, construction and malleable materials safely and with increasing control.
- **PD MH 29**: Shows a preference for a dominant hand.

#### Health and self-care
- **PD HS 5**: Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbolted shirt.
- **PD HS 12**: Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.

#### Personal, social and emotional development

##### Self-confidence and self-awareness
- **PSED SS 4**: Welcomes and values praise for what they have done.
- **PSED SS 5**: More outgoing towards unfamiliar people and more confident in new social situations.
- **PSED SS 9**: Confident to speak to others about own needs, wants, interests and opinions.
- **PSED SS 10**: Can describe self in positive terms and talk about abilities.

##### Managing feelings and behaviour
- **PSED MFB 9**: Aware of own feelings, and knows that some actions and words can hurt others’ feelings.
- **PSED MFB 10**: Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.
- **PSED MFB 13**: Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.
- **PSED MFB 15**: Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.

##### Making relationships
- **PSED MR 5**: Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.
- **PSED MR 6**: Initiates play, offering cues to peers to join them.
- **PSED MR 8**: Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.
- **PSED MR 9**: Initiates conversations, attends to and takes account of what others say.
- **PSED MR 11**: Takes steps to resolve conflicts with other children, e.g. finding a compromise.

#### Literacy

##### Reading
- **L R 4**: Enjoys rhyming and rhythmic activities.
- **L R 5**: Shows awareness of rhyme and alliteration.
- **L R 7**: Listens to and joins in with stories and poems, one-to-one and also in small groups.
- **L R 13**: Shows interest in illustrations and print in books and print in the environment.
- **L R 15**: Looks at books independently.
- **L R 16**: Handles books carefully.
- **L R 17**: Knows information can be relayed in the form of print.
- **L R 20**: Continues a rhyming string.
- **L R 24**: Begins to read words and simple sentences.
- **L R 25**: Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
### Mathematics

**Numbers**

- **M N 10** Knows that numbers identify how many objects are in a set.
- **M N 12** Sometimes matches numeral and quantity correctly.
- **M N 13** Shows curiosity about numbers by offering comments or asking questions.
- **M N 19** Realises not only objects, but anything can be counted, including steps, claps or jumps.
- **M N 21** Recognises numerals 1 to 5.
- **M N 24** Counts objects to 10, and beginning to count beyond 10.
- **M N 28** Estimates how many objects they can see and checks by counting them.
- **M N 35** Begins to identify own mathematical problems based on own interests and fascinations.

**Shape, space and measures**

- **M SSM 6** Shows an interest in shape and space by playing with shapes or making arrangements with objects.
- **M SSM 9** Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.
- **M SSM 12** Beginning to talk about the shapes of everyday objects, e.g. ‘round’ and ‘tall’.
- **M SSM 13** Beginning to use mathematical names for ‘solid’ 3-D shapes and ‘flat’ 2-D shapes, and mathematical terms to describe shapes.
- **M SSM 16** Orders two or three items by length or height.
- **M SSM 18** Uses familiar objects and common shapes to create and recreate patterns and build models.
- **M SSM 19** Uses everyday language related to time.
- **M SSM 21** Orders and sequences familiar events.

**Expressive arts and design**

**Exploring and using media and materials**

- **EAD EUMM 6** Sings a few familiar songs.
- **EAD EUMM 9** Taps out simple repeated rhythms.
- **EAD EUMM 12** Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.
- **EAD EUMM 13** Beginning to be interested in and describe the texture of things.
- **EAD EUMM 14** Uses various construction materials.
- **EAD EUMM 17** Begins to build a repertoire of songs and dances.
- **EAD EUMM 19** Explores the different sounds of instruments.
- **EAD EUMM 21** Experiments to create different textures.
- **EAD EUMM 22** Understands that different media can be combined to create new effects.
- **EAD EUMM 23** Manipulates materials to achieve a planned effect.
- **EAD EUMM 24** Constructs with a purpose in mind, using a variety of resources.
- **EAD EUMM 25** Uses simple tools and techniques competently and appropriately.
- **EAD EUMM 27** Selects tools and techniques needed to shape, assemble and join materials they are using.

**Being imaginative**

- **EAD BI 4** Uses movement to express feelings.
- **EAD BI 9** Engages in imaginative role play based on own first-hand experiences.
- **EAD BI 14** Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.
- **EAD BI 17** Plays alongside other children who are engaged in the same theme.

### People and communities

**Understanding the world**

- **UW PC 3** Beginning to have their own friends.
- **UW PC 5** Shows interest in the lives of people who are familiar to them.

- **UW PC 7** Recognises and describes special times or events for family or friends.
- **UW PC 8** Shows interest in different occupations and ways of life.

**The world**

- **UW TW 3** Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- **UW TW 4** Can talk about some of the things they have observed such as plants, animals, natural and found objects.
- **UW TW 8** Looks closely at similarities, differences, patterns and change.

**Technology**

- **UW T 4** Shows an interest in technological toys with knobs or pulleys, or real objects.
- **UW T 5** Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.
- **UW T 6** Knows that information can be retrieved from computers.
- **UW T 8** Interacts with age-appropriate computer software.
Enhancing your continuous provision

Mathematics area
- Laminate photographs of the children in groups of 1–20 and provide numerals from 1–20 for them to match. The children can estimate how many children are in each picture then check their answers by counting.
  \( M \text{ N} 12; M \text{ N} 28 \)

- Buy or make dominoes that have a mixture of numerals and dots. Encourage the children to work in pairs and take turns.
  \( M \text{ N} 12; M \text{ N} 21 \)

- Ask the children to work in pairs to make repeating patterns on an overhead projector. Offer loose parts such as coloured bottle tops, glass beads, lolly sticks, pebbles, leaves, shells, seeds, straw and plastic bottles.
  \( M \text{ SSM} 6; M \text{ SSM} 18 \)

- Display a two-column chart with the headings ‘Yes’ and ‘No’. Ask a question each day to find out children’s likes and dislikes. Provide cut-outs of the children’s faces with sticky backs so they can put their face in the right column. Questions might include: Do you like football? Do you like baked beans? Do you like cats? Encourage children to count the numbers in each column.
  \( M \text{ N} 10; M \text{ N} 24; M \text{ N} 28 \)

Reading area
- Display photographs of ‘people who help us in school’ with captions such as: ‘This is Mr Browne. He helps to keep our school clean,’ or ‘Here is Mrs Khan. She helps us to stay safe at playtime.’ Ask the children to match the caption to the correct picture.
  \( L \text{ R} 17; L \text{ R} 24 \)

- Display special books and stories on the theme of friendship for the children to look at independently. Use cushions, throws and fairy lights to create a cosy reading area for pairs and small groups of children.
  \( L \text{ R} 15; L \text{ R} 16; L \text{ R} 26; L \text{ R} 27 \)

- Make a special display about you to help the children get to know you better. Include your name, photographs with captions and labelled pictures of the things you like and don’t like. If you are brave, leave sticky notes for the children to write questions on and answer them in circle time.
  \( L \text{ R} 13; L \text{ R} 24 \)

- Buy or make rhyming picture cards (box/fox, hat/cat) and ask the children to work in teams to match the cards. Put a timer on the table with the question: Is it quicker to work together?
  \( L \text{ R} 4; L \text{ R} 5; L \text{ R} 20 \)

Creative area
- Provide mirrors, paper and pots of different drawing materials for children to draw portraits of themselves and their friends. Encourage the children to name their pictures and display them as part of a class gallery.
  \( EAD \text{ EUMM} 12; EAD \text{ EUMM} 23 \)

- Offer collage materials, scissors, glue and spreaders for collage making. Display photographs of the children as inspiration for making collage portraits of each other.
  \( EAD \text{ EUMM} 13; EAD \text{ EUMM} 22 \)

- Provide creative activities for pairs to complete. Offer oasis, flowers and foliage for flower arranging or pipe cleaners and beads for making friendship bracelets.
  \( PS\text{ED} \text{ MFB} 10; PS\text{ED} \text{ MFB} 15 \)

- Provide musical instruments and named photographs of every child. Show the children how to play a name (e.g. Rebecca has three beats) then let the children use the instruments to explore other children’s names.
  \( EAD \text{ EUMM} 9; EAD \text{ EUMM} 19 \)

- Pour poster paint in shallow trays and provide rolls of lining paper to make colourful handprint banners together.
  \( PS\text{ED} \text{ MFB} 10; PS\text{ED} \text{ MFB} 15 \)

Writing area
- Make word wands by writing friendship words on stars, then laminating and sticking them onto dowling rods. Store them in a glittery jar for the children to choose. Encourage children to use the words in their own independent writing.
  \( L \text{ W} 2; L \text{ W} 12 \)

- Line the bottom of a Tuff Tub with shiny paper and put a mixture of sand and glitter over the top. Provide name and pattern cards for the children to copy into the sand and glitter. Offer blank cards and pencils for children to draw their own patterns for others to copy.
  \( L \text{ W} 2; L \text{ W} 4 \)

- Stick photographs of three children on a display board with the heading: Ask me a question. Provide sticky notes and dry wipe boards for the children to write questions on. Share the questions during circle time. Change the photographs every day.
  \( L \text{ W} 2; L \text{ W} 12 \)

- Write letters on flat pebbles and display them in a ‘sharing basket’. Encourage the children to work in pairs to make names, words and phrases with the letters.
  \( L \text{ W} 7; L \text{ W} 9; L \text{ W} 11 \)
Provide a Tuff Tub of sticky sand, pictures of large sandcastles, moulds and tools. Display the instruction: Choose a friend to build a sandcastle with.

Place ‘litter’ around the outdoor area, such as crisp packets, lolly sticks, sweet wrappers and plastic bottles. Add a range of cleaning equipment, such as brushes, plastic bins, litter pickers and wheelbarrows. Encourage the children to be helpful and work together to tidy up the area. Praise their tidying up.

Provide sponges, egg cups, a teacup, spoons, plastic pipettes and a large bucket in the sand and water trays. Ask: How many egg cups of sand does it take to fill the bucket? How many sponges of water does it take to fill the teacup? Display a ‘challenge card’ that says: What else could you work out?

Provide individual sand trays, a range of natural materials (stones, shells, leaves and twigs) and photographs of adults from the setting. Encourage the children to make portraits of the adults using the materials provided. Why not take photographs of the portraits and make an alternative staff display board?

Make ‘friendship stops’ for children to stand at when looking for someone to play with. Encourage children to look out for other children who might need a friend during outdoor play.

Place ‘litter’ around the outdoor area, such as crisp packets, lolly sticks, sweet wrappers and plastic bottles. Add a range of cleaning equipment, such as brushes, plastic bins, litter pickers and wheelbarrows. Encourage the children to be helpful and work together to tidy up the area. Praise their tidying up.

Provide baskets of different-sized balls for partner play. Ask: Can you think of a game and ask somebody else to play?

Provide matching sets of equipment for children to play together and move in different ways. You could try space hoppers, stilts, balance bikes, cheerleading pom-poms or ribbon wands.

Make ‘mini-me’ blocks of people who help the children in school by sticking laminated photographs of their faces to wooden building blocks. Encourage the children to include these in construction play.

Provide a variety of construction materials. Add daily challenge cards that begin with phrases such as: ‘Can you make a…?’ or ‘Work with a friend to build a…?’ For example, ‘Can you make a tower as tall as your friend?’ or ‘Can you make a tent for you and your friends to sleep in?’

Display sets of small world people for children to use in imaginative play. Display the question: Can you tell a story about a group of friends?

Provide ‘people-shaped’ cutters for making ‘clay friends’. Can the children make them hold hands? Stand in a line? Sit in a circle? Smile? Make a tidy area with silhouettes of the clay tools to encourage the children to tidy up together.

Set out trays of hydrated water beads in two colours. Offer children easy grip tweezers or spoons. Can they work co-operatively to separate the two colours?

Make ‘friendship stops’ for children to stand at when looking for someone to play with. Encourage children to look out for other children who might need a friend during outdoor play.

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Provide baskets of different-sized balls for partner play. Ask: Can you think of a game and ask somebody else to play?

Provide matching sets of equipment for children to play together and move in different ways. You could try space hoppers, stilts, balance bikes, cheerleading pom-poms or ribbon wands.

Take pictures of children’s smiles and make them into a book called, ‘Whose smile?’ Can the children guess who each smile belongs to?

How many pips in a pumpkin? Cut the top off a pumpkin and provide a tray for collecting seeds, scoops and spoons. As a group, guess how many seeds there might be and then start scooping and counting!

Whose eyes are these? Take and display photographs of the children’s eyes. Provide sticky notes for children to add labels.

Put chocolate, coffee, soap, fresh flowers and toothpaste into small numbered pots. Cover the top of each pot with fabric – opaque tights work best! Let the children sniff, guess, choose a favourite and share their ideas with friends.

Warning: check for allergies first.
Memorable experience

Arrange a trip around school or your setting for the children to meet people who are there to help them. Ask each person to introduce themselves and explain what they do to help children in school. Ask them to show the children the space where they work and some of the important things they keep there. Take a photograph of each person for the children to refer back to. Before walking around, ask the children to choose a partner or friend to hold hands with.

Things the children could do

- Meet and talk to adults and ask carefully planned questions.
- Choose a friend or partner to walk with.
- Listen carefully to people speaking.
- Take photographs of people who help them in school.
- Look for signs and print in the environment and share the information with adults and each other.
- Identify similarities and differences between the jobs people do.
- Think about how people help us at different times of the day.
- Look how places and spaces are used in school.

Typical behaviours

CL LA 5; CL U 8; CL S 11; CL S 15; PSED SS 6; PSED MR 8; L R 13; UW PC 5; UW PC 8; UW TW 3; CL LA 10; CL LA 11; CL U 12; CL S 20; PSED SS 9; PSED MR 9; L R 24; UW TW 8
You will need

- Prepared questions
- Digital cameras
- School staff to talk to

Questions to ask the children

- Who are you going to choose to walk with?
- Why did you choose that person?
- Can you think of anyone we might meet?
- What would you like to ask them?
- Who did you like meeting today?
- What did you find out about them?
- Who helps us at dinner time?
- What would school be like without people to help us?
Finding children’s interests

What is it?
Arrange a collection of objects (or pictures of them) related to people who help us in school. This could include a sweeping brush, apron, whistle, telephone, lunch time assistant’s jacket, bell and first aid kit.

Observe
★ Do the children know what the objects are?
★ Can the children say what materials they are made from?
★ Can the children say how the object is used and who might use it in school?
★ Do the children want to draw, write or play with the objects?

Remembering our experience
Display photographs of the children’s memorable experience along with questions and captions in a shared area for the children to look at independently and with parents.

Observe
★ Do the children remember names of people they have met?
★ Do they show an interest in a particular person or job?
★ Can the children explain how different people can help them?
★ Can they answer any of the questions displayed?

Daily routines
Share photographs that show people helping at different times of the day. Peg them on a washing line and observe what the children do with them. Photographs should show parents and carers helping the children before and after school, putting them to bed or having a bath, adults helping in the classroom or setting, lunch time supervisors helping at dinner time and the school crossings officer helping at the beginning and end of the day.

Observe
★ Do the children recognise what is happening in the different photographs?
★ Do they relate what they see in the photographs to their own experiences?
★ Do the children show an awareness of chronological order?
★ Do the children make suggestions for other photographs that could be added to the collection?
How can you help?

Display a chart with a list of simple classroom jobs for children to sign up to. Talk about the jobs on the list and explain and demonstrate each one. Observe how the children react to the opportunity to help and take on the responsibility of small tasks.

**Observe**
- Do children willingly sign up to help?
- Can the children explain why they have chosen a specific job?
- Can the children say which job they think they will be good at and why?
- Do the children remember to carry out their job and do it with care?

CL S 8; PSED SS 4; PSED SS 5; CL S 20; PSED SS 9

Find a friend

Take the children to a large, safe space outside to play ‘Find a friend’. Ask them to move around the space in different ways until they hear the whistle. Explain that when they hear the whistle they have to quickly find a friend and sit down with them.

**Observe**
- Can the children move around the space safely without bumping into others?
- Can the children follow the rules of play?
- Do the children always look for the same friend or are they willing to pair with children they don’t usually play with?
- Do any of the children suggest new rules or ideas for the game?

PD MH 11; PD MH 14; PD MH 22; PD MH 24

The kissing hand

Invite parents and carers to listen with the children as you read the story The Kissing Hand by Audrey Penn. After the story, ask the children to talk to their parents and carers about how they feel coming to school. Provide heart stamps and red ink pads (available online) for children, parents and carers to stamp hearts on each other’s hands so they have their very own ‘kissing hand’.

**Observe**
- Do the children share their feelings with parents and carers?
- Do the children listen carefully to the story and show an interest in what is happening?
- Do the children enjoy spending story time with parents and carers?
- Do the children talk about their ‘kissing hand’ after the shared story time?

CL LA 6; CL S 14; PSED MR 8; CL LA 10; CL S 19; PSED MR 9
Develop

Developing children’s interests
## Communication and language

### Aspects

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<td><strong>Listening and attention</strong></td>
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<tr>
<td>Read the story <em>Lost and Found</em> by Oliver Jeffers. Ask the children: Have you ever felt lonely? How did it make you feel? Who helped you feel better? Talk about why friends are important and how the children can be good friends to each other. Ask the children to draw a picture of a time when someone helped them to feel better. Encourage them to explain what their picture shows. Where possible, encourage the children to write a caption or short sentence about their picture. <strong>Practitioner note</strong> Remind the children of what makes a good listener before reading the story. Encourage reluctant speakers to contribute by asking direct questions.</td>
<td>30–50 Listens to others one to one or in small groups, when conversation interests them. <strong>CL LA 5</strong> 40–60 Two-channelled attention – can listen and do for short span. <strong>CL LA 11</strong></td>
</tr>
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<td><strong>Understanding</strong></td>
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<td>Play the instructions game! Explain to the children that they need to choose a partner to play with. Every time they hear you give an instruction they should follow it as soon as they can. Instructions might include: ‘Stand next to each other’, ‘Sit down’, ‘Stand back to back’ or ‘Hold hands’. Praise children for following instructions quickly and safely. Why not start with spoken instructions and then try giving non-verbal instructions? For example, one hand in the air means stop and listen, patting the ground means sit down. Can the children think of any instructions of their own that they can give to others? Extend to two-part instructions when the children are ready. For example, ‘Hold hands and line up at the door,’ or ‘Sit down and put your hands on your knees.’ <strong>Practitioner note</strong> This game will help children listen carefully and become familiar with instructions used in the classroom or setting. Challenge the children to think of their own games that they can play with a partner or small group and to practise playing them. Can they write or draw instructions for playing their game? Can they teach it to others?</td>
<td>30–50 Responds to simple instructions. <strong>CL U 7</strong> 40–60 Responds to instructions involving a two-part sequence. <strong>CL U 9</strong></td>
</tr>
<tr>
<td>Find out which members of staff the children are most interested in and invite them to visit the children in their own space. Before the visit, give children time to decide which questions they would like to ask. Encourage them to speak clearly and listen carefully to answers given by their visitor. You could also ask the visitor to take part in role play activities with the children if appropriate. <strong>Practitioner note</strong> Who did the children show the most interest in? If the children’s interests fall into different groups, why not arrange for different visitors to come and spend time with groups of children on different days? Remember to take photographs of the visits and ask the children to write captions for each one!</td>
<td>30–50 Beginning to understand ‘why’ and ‘how’ questions. <strong>CL U 8</strong> 40–60 Listens and responds to ideas expressed by others in conversation or discussion. <strong>CL U 12</strong></td>
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## Communication and language

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| **Understanding** | Our day! Share picture cards that show different classroom routines. These could include cards that show hanging up coats, choosing a book, play time, dinner time, circle time, snack time and home time. Ask the children to look carefully at the picture cards and say what they show. Ask the children to work with a partner to sort the picture cards into the right order. Ask questions to prompt the children’s thinking and discussions. For example: Do some things happen more than once in a day? What do you think happens first? What happens at the end of the day? For a two-part instruction, ask the children to put the cards in the right order and then peg them on a washing line. **Practitioner note** Use the cards everyday to support those children who need help remembering new routines. Children might show an interest in developing their own cards so make sure you provide cards and writing materials to enable them to do this. More able children might also be interested in time, so provide analogue clock faces for ordering and matching. | 30–50 Responds to simple instructions. CL U 7  
40–60 Responds to instructions involving a two-part sequence. CL U 9 |
| **Speaking** | Things we like! Ask the children to bring in something from home that they like. In circle time or in small groups, encourage the children to say why they have brought the item. Ask questions such as: Why did you bring that? Why is it special to you? Why do you like it so much? Take a photograph of each child with their special thing and make a display of ‘Things we like’. Offer the children drawing and mark-making materials and a blank speech bubble for them to write in. **Practitioner note** Try this with different types of food too! Provide tubs of different types of food for the children to taste. After tasting, ask the children to say which foods they like or dislike! Explore similarities and differences between children’s tastes. | 30–50 Beginning to use more complex sentences to link thoughts. CL S 8  
40–60 Links statements and sticks to a main theme or intention. CL S 19 |
|                                                  | Have you filled a bucket today? Share the story Have You Filled a Bucket Today? by Carol McCloud. After reading, allow the children time to discuss their thoughts and ideas in response to the story. Give them the chance to clarify their understanding by asking any questions they want to. Encourage the children to brainstorm ideas for how they could be bucket fillers and make a list of the children’s ideas for display. Why not provide blank word cards for the children to write things that they could put into the bucket? **Practitioner note** Provide a brightly coloured or decorated bucket (you can buy them at garden centres or decorate a metal bucket yourself with painted patterns) and different coloured ‘warm and fuzzies’. When you observe the children doing any of the behaviours or actions on their list, give the child a ‘warm fuzzy’ to put into the bucket. Share how many fuzzies are in the bucket every day. Perhaps when it is full, the children could choose an activity as a reward? | 30–50 Uses vocabulary focused on objects and people that are of particular importance to them. CL S 14  
40–60 Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. CL S 20 |
## Physical development

### Aspects

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<tr>
<th>Activity</th>
<th>Typical behaviours</th>
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<tr>
<td><strong>Moving and handling</strong>&lt;br&gt;Parachute play! Introduce the children to a large play parachute [these are available online]. Begin by showing the children how to sit around the edge and hold the material. Play together to explore different movements. How about shaking their arms to make the parachute ripple? Or moving their arms up and down to see how the air lifts the parachute upwards? As children become more confident in moving the parachute up and down, explain that if they hear their name, they let go of the parachute and run underneath it to the other side, avoiding bumping in to other children before the parachute falls down onto them. As an additional challenge, try to toss a beach ball in the air by placing it in the centre of the parachute and using an up and down movement!</td>
<td>30–50 Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. <strong>PD MH</strong> 14&lt;br&gt;40–60 Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. <strong>PD MH</strong> 26</td>
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<tr>
<td><em>Practitioner note</em>&lt;br&gt;Children have to co-operate well for this activity to be successful. Children will love running underneath the parachute as it lifts up. Great fun! Ask the children if they can draw or paint a picture of the class around the parachute.</td>
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<td>Circles and spirals. Prepare a large sheet of paper with pre-drawn circles and spirals in a range of different sizes. Provide a range of pencils, chalks and marker pens alongside for the children to draw over the pre-drawn circles and spirals. Demonstrate how to use a tripod grip to help the children make their marks more accurate and to help them follow the lines with control. Let them work together to draw over all the lines and display their works of art around the setting.</td>
<td>30–50 Draws lines and circles using gross motor movements. <strong>PD MH</strong> 17&lt;br&gt;30–50 Holds pencil between thumb and two fingers, no longer using whole-hand grasp. <strong>PD MH</strong> 19&lt;br&gt;40–60 Shows a preference for a dominant hand. <strong>PD MH</strong> 29</td>
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<tr>
<td><em>Practitioner note</em>&lt;br&gt;Challenge older children to use both a clockwise and anti-clockwise movement. Once all the pre-drawn marks are covered, encourage children to add their own coloured circles and spirals. Children will have to co-operate to find space to draw, decide which circles and spirals they want to draw over and share the drawing and mark-making materials.</td>
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<td><strong>Health and self-care</strong>&lt;br&gt;Offer washing baskets filled with clothes that have zips, buttons, press studs and ties for the children to dress up in and fasten. Observe what the children can do independently and what they need help with. Encourage the children to help each other get dressed.</td>
<td>22–36 Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt. <strong>PD HS</strong> 5&lt;br&gt;30–50 Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers and pulls up zipper once it is fastened at the bottom. <strong>PD HS</strong> 12</td>
</tr>
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<td><em>Practitioner note</em>&lt;br&gt;Practise buttons. Sew buttons onto a length of ribbon. Cut out felt hearts and make a slit in each one for the button to go through. How many hearts can they attach to the ribbon?&lt;br&gt;Practise press studs. Sew large press studs onto pieces of felt. Let the children join the pieces together and take them apart again!&lt;br&gt;Practise zips. Provide chunky, open-ended zips in a range of colours. Unzip them and place the separate parts into a shallow tray. Let the children zip them up again!</td>
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# Personal, social and emotional development

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<th>Aspects</th>
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| **Self-confidence and self-awareness** | During circle time, talk to the children about the simple jobs that they have been doing to help in the classroom. Ask them to share how well they think they are doing the jobs they have been assigned. For those children who show a real interest in taking on more responsibility, introduce more responsible classroom jobs for them to try. For example, looking after a class pet (guinea pigs, stick insects and goldfish are good options) or watering plants. Give these jobs to individuals or small groups of children who show a real interest. Observe how the children react to the responsibility of carrying out small tasks and ask them to say what they have done well. Rotate the jobs every three to four weeks.  
**Practitioner note**  
The International Association of Human-Animal Interaction Organisations states that classroom pets ‘encourage the moral, spiritual and personal development of each child’. For advice on caring for pets in the classroom, visit the RSPCA website. You don’t have to take the plunge on a permanent basis. Why not see if someone is willing to offer you a pet on a short-term loan? | 30–50 Enjoy responsibility of carrying out small tasks.  
PSED SS 5  
40–60 Can describe self in positive terms and talk about abilities.  
PSED SS 10 |
| **Managing feelings and behaviour** | Read the story *Enemy Pie* by Derek Munson. Ask the children if they have ever had an enemy and how it felt. What happened? What feelings did they have? Ask them to think of reasons why people fall out with each other and what can be done to make an enemy a friend. Provide a selection of flat white pebbles (available from DIY stores) and write friendship and enemy words on them. Ask the children to decide together which pie dish to put the words into. Friendship pie or enemy pie?  
**Practitioner note**  
Friendship words could include kind, happy, sharing, fun, helpful, friendly, caring, gentle, giving and truthful. Enemy words could include unkind, mean, lonely, sad and unhappy. | 30–50 Aware of own feelings, and knows that some actions and words can hurt others’ feelings.  
PSED MFB 9  
40–60 Understands that own actions affect other people.  
PSED MFB 13 |
| **Making relationships**          | Team work! Play a variety of team-building games to encourage positive relationships. You could organise the children into one big circle, all holding hands. On your signal, the children pass a hoop around the circle without breaking hands. Note the time it takes for the hoop to return to its starting position. Repeat, trying to beat the time. Make it more challenging using three or four hoops going around the circle at one time. For a more difficult team game, put children into groups of four or five and ask each group to form a circle around a large hoop. Explain to the children that on your signal they need to huddle together and place one foot in the hoop. The foot that is outside of the hoop should be lifted up. The winner is the team who can keep their feet up the longest without falling over!  
**Practitioner note**  
There are lots of team games that will encourage the children’s team work and co-operation. Ask the children afterwards what they think their team did well and to suggest ways they might be able to improve next time. Observe how well children overcome disputes and disagreements in their play and which children are able to find a resolution or compromise. | 30–50 Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.  
PSED MR 5  
40–60 Takes steps to resolve conflicts with other children.  
PSED MR 11 |
## Literacy

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<tr>
<td><strong>Reading</strong></td>
<td>Read the fable <em>The Lion and the Mouse</em> to the children. Talk to the children about what happened in the story, providing picture cards to help them. Ask them to think about why the mouse helped the lion and what they think the story is trying to teach us about how we should treat each other. For older or more able children, provide simple sentence strips that they can order and match to the picture cards. Provide blank mini-books in the writing area with the title 'The Lion and the Mouse' to encourage children to write their own versions of the story. <strong>Practitioner note</strong> Sentence cards might include: Once there was a fierce lion. He saw a little mouse. One day the lion got caught in a net. The lion thanked the mouse for helping him. Always try to treat others with kindness.</td>
<td>30–50 Listens to and joins in with stories and poems, one-to-one and also in small groups. L R 7 40–60 Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. L R 25</td>
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<tr>
<td><strong>Writing</strong></td>
<td>Spread photographs of people who help us in school on a table top. Ask the children to choose a photograph and say who it is and how they help us in school. Ask them to put their ideas into a sentence if they can and share it with others in the group by saying it out loud. Model examples to help the children, such as ‘This is Mrs Ahmad, she is a dinner lady,’ or ‘This is Mr Malik, he carries the fruit.’ Ask them to choose one or more of the photographs and write their sentences. For younger or less able children, support them by scribing their ideas. <strong>Practitioner note</strong> Laminate the children’s work and create a ‘who’s who’ directory that can be displayed somewhere where children, parents and carers can share it.</td>
<td>30–50 Sometimes gives meaning to marks as they draw and paint. L W 2 40–60 Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. L W 10</td>
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<td>Read the story <em>Fox Makes Friends</em> by Adam Relf. Ask the children, what makes a good friend? Working in a small group, ask one of the children to lie on a large sheet of paper. Explain to the children that they are going to be ‘making a friend’ and are going to start by drawing around the child lying on the paper. Give the children felt pens so they can work together to draw around the outline of the child laying down. When this is done, talk to the children about the characteristics that a good friend should have. You might like to give them some word cards to choose from. Enable the children to add words, captions and their own ideas around the edge of the silhouette. Display the ‘friends’ that different groups make to share the children’s thoughts and ideas. <strong>Practitioner note</strong> When complete, children could use paint or collage materials to fill the face and body with details. Word cards could include ‘helpful’, ‘kind to others’, ‘doesn’t share’ and ‘says hurtful things’. Provide a good mix of friendly and unfriendly characteristics to choose from.</td>
<td>30–50 Sometimes gives meaning to marks as they draw and paint. L W 2 40–60 Writes own name and other things such as labels, captions. L W 11</td>
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## Mathematics

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<td><strong>Numbers</strong></td>
<td>Invite children to play number games in pairs or small groups. Play Bingo using boards with numbers 1–10 or 1–20 (editable versions can be found online) and simple Snakes and Ladders. Observe children counting up and counting back. You could also play simple dice games. For example, roll a dice and put the corresponding number of marbles in a jam jar. See who can collect the most marbles in the jar after three rolls of the dice!</td>
<td>30–50 Knows that numbers identify how many objects are in a set. M N 10&lt;br&gt;40–60 Counts objects to 10, and beginning to count beyond 10. M N 24</td>
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<td><strong>Practitioner note</strong>&lt;br&gt;Why not encourage the children to make up their own games by giving each pair a tray of different equipment to use? Offer them a number tray with a set of number cards 1–10 or 1–20 and a set of counters. Offer a shape tray with a range of 2-D shapes, a 4x4 grid and some blank cards for drawing on. Ask the children: What game can you invent?</td>
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<td><strong>Shape, space and measures</strong></td>
<td>Set up a space outdoors with a selection of 2-D and 3-D shapes, baskets and hoops. Explain to a small group of children that you need some help to tidy up the shapes but you don’t know how to do it. Ask the question: Can you help me sort these shapes? Listen to the children’s suggestions and encourage them to work together to sort them. Model shape-related vocabulary while carrying out the task and encourage the children to use it in their own talk and conversations. Use the correct shape names and talk about the number of sides, faces and edges the shapes have.</td>
<td>30–50 Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. M SSM 9&lt;br&gt;40–60 Beginning to use mathematical names for ‘solid’ 3-D shapes and ‘flat’ 2-D shapes, and mathematical terms to describe shapes. M SSM 13</td>
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<td><strong>Practitioner note</strong>&lt;br&gt;After sorting, children could make their own labels for the baskets and hoops to show how they have sorted them and to encourage others to do the same.</td>
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<td>Invite children to compare hand and foot sizes. Explore sizes by pressing hands and feet in trays of paint and printing them on sheets of paper. See if children can say whose hand or foot is the nearest size to their own. Develop this activity by showing children how to work in pairs to draw and then cut around each other’s hands and feet.</td>
<td>30–50 Beginning to talk about the shapes of everyday objects, e.g. ‘round’ and ‘tall’. M SSM 12&lt;br&gt;40–60 Orders two or three items by length or height. M SSM 16</td>
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<td><strong>Practitioner note</strong>&lt;br&gt;Encourage the children to use the language of size, including smaller, bigger, longer and shorter. Observe children’s interests. Do they want to explore hand and feet sizes of other children or adults in school?</td>
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### Understanding the world

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<td>People and communities</td>
<td>Let a child choose a special friend. Ask questions such as: Which friend are you going to choose? Why are you good friends? What do you like doing together? Do you have a special place where you play? Take a photograph of the two friends together in the special place. Mount or laminate the children’s photographs and attach a calendar tab for the new calendar year (available online). Mark both children’s birthdays on the calendar ready for the children to take them home! Practitioner note Be sensitive to the fact that some children may not be confident to choose a special friend or may not be chosen by others. Offer to help them choose a special partner, allow three or four children to have their photograph taken together or have your photograph taken with them!</td>
<td>22–36 Beginning to have their own friends. UW PC 3 30–50 Recognises and describes special times or events for family or friends. UW PC 7</td>
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<tr>
<td>Technology</td>
<td>Set up a classroom café in the role play area. Provide a wide range of toys and everyday objects that have buttons, knobs, dials, switches and levers. Be a customer and ask questions, such as: ‘Can I have a hot cup of tea and a slice of toast, please?’ or ‘I think the floors and tables are dirty, can you clean them please?’ Observe how children play together and take on different roles. How effectively can they use the equipment and how willing are they to help? Can they push, turn, switch, press and squeeze? Do they understand the effect their actions have? Do they try again if something doesn’t work first time? Leave the café and allow the role play to continue. Practitioner note Items to provide could include play kettles, whisks, toasters, microwaves, plastic containers with clip lids, play cash registers, pin machines, calculators, vacuum cleaners, spray bottles and a pedal bin.</td>
<td>30–50 Shows an interest in technological toys with knobs or pulleys, or real objects. UW T 4 30–50 Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. UW T 5</td>
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<td>Show the children how to take a digital photo of a friend and how to look back at a photograph to see if they are happy with it. Do they like the picture or do they want to take it again? With adult support, help them to transfer their images to a computer and print them out. Mount the children’s photographs on card and ask the child to write a label for their picture. Why not print them on A4 paper, laminate them and use them as placemats at lunch time? Practitioner note Experiment! The children can use tablets as well as cameras to take still photographs and video images. Use age-appropriate software to edit and enhance images or create a simple PowerPoint slideshow with captions such as: ‘This is Ava. She is my friend. By Katie.’</td>
<td>30–50 Shows an interest in technological toys with knobs or pulleys, or real objects. UW T 4 40–60 Interacts with age-appropriate computer software. UW T 8</td>
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### Expressive arts and design

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| **Exploring and using media and materials** | Listen to the song *You’ve Got a Friend in Me* by Randy Newman (there are many versions available online with lyrics included). Encourage the children to listen to the lyrics carefully and explain what they think the song is about. Play it again and learn the song together. Create actions for the chorus, sway from side to side and play along with shakers and wrist bells. **Practitioner note** Most children will be familiar with the song from the Disney movie *Toy Story* and will be able to sing parts of it. Why not enjoy watching the film as a treat? Children will enjoy the special friendship between the characters Woody and Andy. | **30–50** Sings a few familiar songs.  
**EAD EUMM 6**  
**40–60** Begins to build a repertoire of songs and dances.  
**EAD EUMM 18** |
|                                  | The gathering drum. Sit a small group of children around a gathering drum (available to buy online). Start by playing the drum together. Play a pulse with alternate hands (left, right, left, right), play with finger tips, flat hands, thumbs and a gathering drum mallet. Listen to *I Wan’na Be Like You* from the film *Jungle Book* (try playing a faster, swing version of the song that has a clear rhythm). Let the children use the drum to make up rhythms as the music plays. **Practitioner note** The gathering drum can be used again and again. Create sounds to accompany stories, tap out syllables in names and other words and play contrasting pieces for the children to respond to. If the children show an interest in drums and drumming, why not make their own drum by stretching a couple of sheets of greaseproof paper over a plastic tub or yoghurt pot and fixing with an elastic band? Use fingers gently to tap out rhythms. | **30–50** Taps out simple repeated rhythms.  
**EAD EUMM 9**  
**40–60** Explores the different sounds of instruments.  
**EAD EUMM 19** |
| **Being imaginative**            | Working in a large space, such as a hall or playground, allow the children to choose a partner. Ask them to work together to mirror each other’s movements. You might need to demonstrate this to the children with a partner of your own! Mirror images can be still or moving — observe which the children are ready for. Join together a series of two or three movements to make a simple dance sequence. **Practitioner note** After the children have mastered their mirrored movements and practised their sequences, why not play *Thank You for Being a Friend* by Andrew Gold to accompany their dance? | **30–50** Uses movement to express feelings.  
**EAD BI 4**  
**40–60** Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.  
**EAD BI 14** |
Innovate

Building on children’s interests
What does friendship look like?

This really does work! Stand lots of jelly babies on a table top before the children arrive. Observe the children’s reactions!

Ask the children: What does friendship look like? Allow time for the children to discuss their thoughts and ideas. Ask the question: Could you use the jelly babies to show what friendship looks like?

Ask the children questions and encourage them to say what they are doing as they arrange the jelly babies. You could display photographs of friendship scenarios to inspire the children’s thinking. This could be two children playing a ball game, a group of children sharing a book or a line of children holding hands.

Help the children to take digital photographs of their ideas then print them out to create a display. Provide postcards for the children to annotate their photographs with captions and labels.

If you don’t want to use jelly babies, make figurines from clay or use soft toys.

You will need

- Bags of jelly babies, clay or soft toys
- Photographs that show friends in different scenarios (pairs, groups, whole class, playing in the sand, sharing a book)
- Digital cameras

Suggested questions

- What is a friend?
- Who is your friend?
- What does it mean to be a good friend?
- Why is it important to be kind to others?
- What kind of things do friends do together?
- What do you do with your friends?
When you have made your model, use the digital camera to take photographs of it.

What does friendship look like? Talk to your friend about your ideas. Can you explain what you think?

Choose a partner to work with. Who are you going to choose?

Can you draw a picture to show what friendship looks like? Look at photographs to give you ideas!

What does friendship look like? Use the jelly babies to show me!

Can you write a caption for your photograph? What would you write?

Maybe you just want to eat the jelly babies? Yum!

Choose your favourite photograph. Ask an adult to help you print it out.

Can you make a model of your drawing using jelly babies?

The typical behaviours covered in the Innovate stage are shown in bold on pages 2 and 3 of this ILP.
Can you make a model of your drawing using jelly babies?

When you have made your model, use the digital camera to take photographs of it.

Ask an adult to help you save your pictures on the computer.

Can you write a caption for your photograph? What would you write? Maybe you just want to eat the jelly babies? Yum!

Choose your favourite photograph. Ask an adult to help you print it out.

What does friendship look like? Talk to your friend about your ideas. Can you explain what you think?
Express

Thinking and reflecting
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<td>**Communication and</td>
<td><strong>Activity</strong></td>
<td><strong>Typical behaviours</strong></td>
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<td><strong>language</strong></td>
<td><strong>Speaking</strong></td>
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<td>Ask the children the question: What do you know about friendship? Film their responses, encouraging the children to speak clearly and look at the camera while talking.</td>
<td>30–50 Builds up vocabulary that reflects the breadth of their experiences.</td>
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<td><strong>Practitioner note</strong></td>
<td>CL S 15</td>
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<td>Use Movie Maker to put the film clips together and create a short film, adding music and subtitles if possible. Upload to the school website and Twitter to share with parents and carers. This is also a good task to ask older children in school to help you with. Show the children the film – they will love watching it back!</td>
<td>40–60 Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</td>
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<td></td>
<td><strong>Typical behaviours</strong></td>
<td>CL S 20</td>
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<tr>
<td><strong>Physical development</strong></td>
<td><strong>Moving and handling</strong></td>
<td>30–50 Uses one-handed tools and equipment.</td>
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<td>Enjoy a picnic together in the setting. Ask the children to help prepare the food. They could help butter bread for sandwiches, put crisps into bowls, wash and slice fruit and pour juice. Invite parents and carers to their picnic. Provide play equipment for children to play games with parents, carers and younger siblings after the picnic.</td>
<td>40–60 Handles tools, objects, construction and malleable materials safely and with increasing control.</td>
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<td><strong>Practitioner note</strong></td>
<td>PD MH 18</td>
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<td>Take plenty of photographs of the children playing and eating with each other and with parents and carers. Put the photographs together in a class book and annotate with some of the children’s and adults’ comments.</td>
<td>40–60</td>
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<td><strong>Literacy</strong></td>
<td><strong>Writing</strong></td>
<td>30–50 Sometimes gives meaning to marks as they draw and paint.</td>
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<td>Ask the children to write a thank you letter to someone who helps them at home. Encourage the children to think of how the person helps them and include those ideas in their letter. For example, ‘Dear Mum, thank you for helping me with my homework,’ or ‘Dear Grandad, thank you for fixing my bike.’ Younger children could draw a picture of their chosen family member and copy the words ‘thank you’.</td>
<td>L W 2</td>
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<td><strong>Practitioner note</strong></td>
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<td>Encourage the children to decorate their letters with a fancy border, write the recipient’s name and address on an envelope and put the letter inside. Maybe you could walk to the local post box to post them? Or simply hand them over with a thank you smile!</td>
<td>40–60 Attempt to write short sentences in meaningful contexts.</td>
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<td><strong>Typical behaviours</strong></td>
<td>L W 12</td>
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<tr>
<td>Areas of learning</td>
<td>Activity</td>
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<tr>
<td><strong>Understanding the world</strong></td>
<td>Let the children copy their favourite photograph from Innovate week to a PowerPoint slide with adult support. Where possible, older children may be able to add text to create a caption. While working, encourage the children to say what they enjoyed about the activity and what they think they did well.</td>
<td>30–50 Knows that information can be retrieved from computers. UW T 6</td>
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<tr>
<td><strong>Technology</strong></td>
<td><strong>Practitioner note</strong> Collate the children’s slides and add a musical soundtrack. Why not invite parents and carers to a special showing of their presentation?</td>
<td>40–60 Interacts with age-appropriate computer software. UW T 8</td>
</tr>
<tr>
<td><strong>Expressive arts and design</strong></td>
<td>Friendship quilt! Invite children to press their hand into a tray of paint and make a handprint on a piece of brightly coloured paper. Show the children how to create a colourful border around their print using small, pre-cut squares of textured paper or fabric. Encourage the children to touch the materials and say which ones they like before selecting the ones they want to use. Stick all the children’s handprints next to each other on a large piece of paper or fabric to create a beautiful friendship quilt.</td>
<td>30–50 Beginning to be interested in and describe the texture of things. EAD EUMM 13</td>
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<tr>
<td><strong>Exploring and using media and materials</strong></td>
<td><strong>Practitioner note</strong> For something more enduring, provide each child with a uniform square of fabric. The fabrics should be cut from a range of different materials with a range of textures, such as hessian, binca, felt, cotton and fleecy fabric. Show the children how to decorate their square by sticking and sewing on beads, buttons and ribbons. Sew the children’s fabric squares on to a larger piece of hessian to make a friendship quilt that can be attached to a pole and hung in the setting. You can buy multi-textured fabric packs and offcuts from school arts and crafts providers.</td>
<td>40–60 Experiments to create different textures. EAD EUMM 21</td>
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<td>Give the children a range of heart and star-shaped cutters, play dough, rolling pins, pencils, wooden spoons and baking trays. Let the children roll the dough, cut out shapes and make a hole in the top of each one. Observe how children select and use tools to suit a purpose. Bake the shapes until hard then provide a range of different coloured paints for the children to decorate them with. Ask the children who they would like to give their heart or star to and say why. Give the children a length of string or ribbon to thread through the hole and tie in a knot so the gift can be hung on a peg or nail.</td>
<td>30–50 Realises tools can be used for a purpose. EAD EUMM 17</td>
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<td><strong>Practitioner note</strong> Threading the ribbon through at the hole and tying a knot may be tricky. Show the children what to do then let them try for themselves. Remember, practice makes perfect!</td>
<td>40–60 Uses simple tools and techniques competently and appropriately. EAD EUMM 25</td>
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