**Hello Session**- Spring 2020

**Learning objectives – Development Matters**

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| **Resources**  Whiteboard – power point individual music to prompt each song to be linked to actions, calendar PowerPoint including days of the week symbol/song, date, month symbol, months of the year song, weather song, weather symbols/photos  Calendar symbols and books  Individual numbers to 10, number boards up to 10  Dice with movement symbols  Photo boards with individual children photos, boards with children’s names, posting boxes and individual pupil photos  Good morning PECS board with individual photos of staff/children, good morning symbol and strip | | **Assessment**  Observations  Written evidence  Photographic evidence | |
| **Communication and Language** | **Personal, Social and Emotional Development** | | **Expressive arts and design** |
| **Birth – 11 months**   * Turns toward a familiar sound then locates range of sounds with accuracy. ALL * Listens to, distinguishes and responds to intonations and sounds of voices. ALL * Reacts in interaction with others by smiling, looking and moving. ALL * Quietens or alerts to the sound of speech. ALL * Looks intently at a person talking but stops responding if speaker turns away. ALL * Stops and looks when hears own name. ALL * Makes own sounds in response when talked to by familiar adults. ALL  1. **– 20 months**  * Moves whole bodies to sounds they enjoy, such as music or a regular beat. ALL * Pays attention to dominant stimulus – easily distracted by noises or other people talking. ALL * Uses single words. SS, AD, KG, EP, BW, AP * Frequently imitates words and sounds. EP, AD, SS, KG, BW, AP * Enjoys babbling and increasingly experiments with using sounds and words to communicate for a range of purposes. EP, AD, OR, SS, KG, BW, AP * Uses pointing with eye gaze to make requests, and to share an interest. ALL * Creates personal words as they begin to develop language. EP, AD, SS, KG, AP, BW   **16 – 26 months**   * Copies familiar expressions. EP, AD, KG, SS, BW * Beginning to put two words together. EP, AD, KG, SS, BW | **0-11months**   * Tolerates the company of others ALL * Enjoys the company of others and seeks contact with others from birth. ALL * Gazes at faces and copies facial movements. e.g. sticking out tongue, opening mouth and widening eyes. ALL * Responds when talked to, for example, moves arms and legs, changes facial expression, moves body and makes mouth movements. ALL * Responds to what carer is paying ALL attention to, e.g. following their gaze. * Uses voice, gesture, eye contact and facial expression to make contact with people and keep their attention. ALL   **8-20 months**   * Moves whole bodies to sounds they enjoy, such as music or a regular beat. ALL * Pays attention to dominant stimulus – easily distracted by noises or other people talking. ALL | | **8-20 months**   * Move their whole bodies to sounds they enjoy, such as music or a regular beat. ALL * Imitates and improvises actions they have observed, e.g. clapping or waving. ALL |
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| **Session**  Singing to each child to the tune of ‘Tommy thumb’  Encourage and give children time to respond at appropriate parts  Encourage responses through gesture, eye contact, vocal sound appropriate for each child  Use interaction techniques to encourage development of sounds  Use the microphone where appropriate to encourage sound making and extend sounds  Counting how many children are here today. Encourage children to join in with counting and to begin to recognise counting sequence.  Monday = Children to say good morning to the teacher using PECS/verbal/signing and then choose a classmate or adult to say good morning to. Encourage children to find the person and say good morning using PECS/verbal/signing.  Tuesday = Recognition of numbers from 1-10 and sequencing numbers on individual boards (EP, OR, SSN, AD, KG, BW, AP), matching and posting numbers (JD), sensory exploration of numbers (MH, LM)  Wednesday = Children to roll the dice with movement symbols (e.g. shake, clap, stomp). Adults to model the movements to the song and children encouraged to copy the movement.  Thursday = Children to recognise or match classmate photos (OR, SSN, AP, KG), names (AD, BW, EP), choose from 2 classmate photos and post in box (JD), tap or point to individual classmate photos (MH, LM)  **Adult Role**  To model language  To support children  To give children time to respond  Use number language  Encourage children to join in with movements and staff to model this  Observe and keep assessments, recording progress on weekly recording.  TAs to support as appropriate | | | |
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