**Snack Session-** Spring 2020

**Learning objectives – Development Matters**

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| **Resources**PECS folders (KG, OR, EP, SS, BW, AP, JD), Objects of Reference paired with photo (MH, LM)Symbols (KG, OR, EP, SSN, BW, AP) and photos (JD) relating to snack, photos with symbol for food items, finished basket, timer | **Assessment**ObservationsWritten evidence, weekly recordingPhotographic evidence |  |
| **Communication and Language** | **Personal, Social and Emotional Development** | **Physical Development** | **Literacy: Reading**  |
| **Birth – 11 months*** Listens to, distinguishes and responds to intonations and sounds of voices. ALL
* Reacts in interaction with others by smiling, looking and moving. ALL, MH
* Quietens or alerts to the sound of speech. ALL, MH
* Looks intently at a person talking but stops responding if speaker turns away. ALL
* Stops and looks when hears own name. ALL MH
* Makes own sounds in response when talked to by familiar adults. ALL, MH
1. **– 20 months**
* Pays attention to dominant stimulus – easily distracted by noises or other people talking. ALL
* Uses single words. AD, EP, KG, SSN, BW, AP
* Frequently imitates words and sounds. AD, EP, KG, SSN
* Enjoys babbling and increasingly experiments with using sounds and words to communicate for a range of purposes. ALL
* Uses pointing with eye gaze to make requests, and to share an interest. ALL
* Creates personal words as they begin to develop language. AD, EP, SSN, KG, BW, AP

**16 – 26 months*** Beginning to put two words together. AD, EP, KG, SSN, BW, OR
 |  **0-11months** * Tolerates the company of others ALL
* Enjoys the company of others and seeks contact with others from birth. 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 attention to, e.g. following their gaze. ALL
* Uses voice, gesture, eye contact and facial expression to make contact with people and keep their attention. ALL

**8-20 months*** Engages other person to help achieve a goal, e.g. to get an object out of reach. ALL
* Uses pointing with eye gaze to make requests. ALL
 | **0-11months*** Expresses discomfort, hunger or thirst. ALL
* Anticipates food routines with interest. ALL
* Taste and eat a wide range of food of different textures and consistencies ALL
* **8-20 months** Picks up small objects between thumb and fingers. ALL
* Opens mouth for spoon. ALL
* Holds own bottle or cup. ALL
* Grasps finger foods and brings them to mouth. ALL
* Attempts to use spoon: can guide towards mouth but food often falls off. OR, AD, KG, SSN, BW, MH, JD, AP
 | **0-11mths**Enjoys looking at printed material with familiar people (food pictures/symbols). EP, AD, KG, BW, SSN, OR, AP**8-20 months**Handles printed material with interest (food pictures/symbols) ALL**22-36 months**Repeats words or phrases e.g.’ toast’ or ‘more’ AD, EP, SSN, KG, BW, SSN |
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| **Session** **Snack** Choice of snack to be offered. Use objects, photos, and symbols to help children identify their choices.Encourage EP/KG/SSN/BW/AP to pair verbal with use of symbols to make requests for snackOR, SSN, BW, EP, AP to travel using PECS SSN, OR, EP, BW, AP to find the correct symbol in their PECS folders. Encourage them to place the I want symbol, food symbol, and please on their PECS strip and to exchange the strip with an adult for the snack item. Pupils to pair the ‘I want’ symbol with a symbol and ‘please’ on their PECS strip.JD photo from choice of 4 and exchange with an adult.MH and LM to choose food item from choice of 2 given objects paired with photo. Choose by tapping photo, pointing to object, reaching for object.Encourage AD and KG to use a complete sentence to request his snack including an adult’s name (e.g. ‘Can I have cereal please Jen’)Encourage children to place drink cups/bottles, plates and bowls in the finished basket at the end of snack timeEncourage children to be as independent as possible supporting where needed**Adult Role** **Characteristics of Effective Learning** * **Playing and Exploring:** Encourage children to explore using their senses.
* Help children as needed to do what they want to do without taking over.
* Pay attention to how children engage in the activity, the challenges faced, the effort, thought, learning (trial & error) and enjoyment.
* Provide key vocab (names of objects, food) and key words related to snack –taste, eat, hold, drink, like dislike, yes, no.
* Pay attention to children’s choice of food/drink and any new interests, preferences.
* **Active Learning:** Support children to access snack time by providing modelling then allowing children time to process and respond in their chosen way.
* Help children become aware of their own goals by describing what they are doing e.g. touching, tasting pulling apart food, spilling, drinking.
* Give verbal praise to the children specific to the achievement or problem solving you are observing e.g. good holding your cup, good eating, good sitting, good waiting, good drinking, good speaking, good asking.
* As appropriate encourage children to sit alongside each other and draw children’s attention to what a friend is doing to promote learning and eating together.
* As appropriate ask children questions about their choice of snack e.g. what are you eating? Giving children reason to talk about their snack.
* **Creating and Thinking Critically:** Give children time to think and respond.
* Acknowledge children’s achievements and give feedback in the form of verbal praise to give them a sense of accomplishment.
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| **Possible next steps** Use the ‘more’ symbol with the ‘I want’ and food symbol on the PECS stripBegin to uses photos of adults on PECS strip to make requests using adults’ names |  |
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