

During their time in the Baby Room, children will be learning to...

### Personal, Social & Emotional

- Respond to their own name and changes in tone of voice
- Calm themselves by self-soothing and are comforted by their key person
- Play alongside an adult (e.g. Rolling a ball, building a small tower, playing peekaboo)
- Separate from their main carer happily when greeted by a familiar adult
- Respond to simple boundaries such as "Yes" or "No"
- Develop a positive attachment with their key person
- Play and explore with increasing curiosity for their surroundings
- Express their wants and needs through gestures and sounds
- Interact with others to develop their sense of self
- Watch what others do and begin to join in alongside a familiar adult
- Find their own nose, eyes, tummy, feet etc
- Make simple choices (e.g. Pointing or reaching out to a toy, snack or drink that they want when asked by an adult)
- Self-soothe with a familiar comfort object
- Select what they want to play with independently (e.g. Picking a toy from the shelf or choosing something from a basket of objects provided by an adult)
- Express emotions appropriately (e.g. crying in frustration, laughing when playing, smiling at a familiar adult)

### Communication and Language

- Respond to familiar voices, phrases and their own name
- Have a 'conversation' by babbling in response to being spoken to
- Use single words (around 12 months)
- Use gestures, facial expressions and pointing to communicate their wants, needs and interests
- Concentrate on objects or activities of own choosing for short periods
- Understand single words in context e.g. 'cup', 'milk', 'daddy'
- Develop strong bonds with familiar adults (such as their key worker)
- Pay attention for short periods (may be distracted by sudden or familiar sounds)
- Make choices between two objects (e.g. "Charlie, do you want the ball or the car?")
- Make sounds when playing independently or alongside peers
- Communicate using their own made up words and sounds (e.g. 'Baba' instead of 'baby')

During their time in the Baby Room, children will be learning to...

### Physical Development

- Roll from front to back and back to front
- Hold their own bottle independently
- Bang two items together
- Push themselves up with straight arms (e.g. During tummy time)
- Sit without support
- Lean forwards to pick up an object or play
- Crawl in different ways and directions (some children may shuffle on their bottom)
- Pull themselves up to stand and sit back down
- Cruise along furniture
- Take steps independently (around 13 - 14 months)
- Actively engage with meal times, eating finger foods and exploring different tastes and textures
- Develop likes and dislikes when trying new foods
- Try new textures and tastes as new foods are introduced
- Pass things from one hand to another
- Pick up small objects using their first finger and thumb
- Make marks using their hands and fingers in various sensory materials
- Turn pages of a book, sometimes several pages at once
- Participate in meal times by holding their own cup and cutlery to feed themselves
- Explore movement and build strength through dancing using musical instruments

Look out for babies who appear underweight, overweight or to have poor dental health. You will need to work closely with parents and health visitors to improve their help.

During their time in the Baby Room, children will be learning to...

### Mathematics

- Pay attention to number songs and rhymes
- Notice changes in quantity (e.g. When something is taken away from a group of objects)
- Understand the concept of 'more' (e.g. a baby may turn away if they are finished eating or may hold out their hand for more when asked, "Would you like more?")
- Show interest in shapes through play and simple construction (e.g. building a simple tower)
- Explore capacity by filling and emptying baskets and containers
- Understand that things exist, even when out of sight

### Expressive Arts and Design

- Move their whole body to sounds and music
- Make sense of their environment through sensory exploration using their whole body
- Imitate actions (e.g. Clapping or waving)
- Make marks using their hands and other body parts during sensory/messy play
- Explore their voices and enjoy making sounds
- Observe adults in pretend play, repeating some actions (e.g. watching an adult 'drink' from a cup or talk on a phone)
- Explore how to make different sounds (e.g. banging objects together or shaking jingle bells)
- Pay attention to sounds and music and begin to join in by making sounds or moving in response
- Explore the different sounds of musical instruments

During their time in the Baby Room, children will be learning to...

### Understanding the World

- Explore how things work through cause and effect
- Understand that things are used in different ways for different purposes (e.g. a ball for rolling)
- Repeat actions that have an effect (e.g. banging two objects together, rolling a ball to and from an adult or placing objects in containers)
- Show an interest in pictures of familiar people, themselves and their own reflection
- Look around the room with interest, looking for people and objects
- Show curiosity about the world around them by pointing and using eye gaze
- Move their eyes and then head to watch and observe people and objects
- Explore natural materials
- React to sudden changes (e.g. When something suddenly disappears from view or there is a sudden loud noise)
- Look for hidden/dropped objects (simple hide and seek or peekaboo games)

### Literacy

- Pay attention to songs and rhymes for short periods
- Share a book with an adult (some may have a favourite book)
- Make marks (e.g. making marks in sensory materials using their hands, simple tools or chunky crayons)