

Home Corner

Key Learning Opportunities (From Development Matters Birth to 5)

Communication and Language

- Understand how to listen carefully and why listening is important.
- Use new vocabulary through the day.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Develop social phrases.
- Use new vocabulary in different contexts.

Personal, Social and Emotional Development

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.

Physical Development

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

Expressive Arts and Design

- Create collaboratively, sharing ideas, resources and skills.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Develop storylines in their pretend play.

Literacy

- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.

Re-read what they have written to check that it makes sense.

Maths

- Count objects, actions and sounds.
- Subitise.
- Count beyond ten.
- Compare numbers.
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Select, rotate and manipulate shapes to develop spatial reasoning skills.
- Compose and decompose shapes so that children recognise a shape can have other shapes *within* it, just as numbers can.
- Continue, copy and create repeating patterns.
- Compare length, weight and capacity.

Understanding the World

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some similarities and differences between life in this country and life in other countries.
- Recognise some environments that are different from the one in which they live.

Characteristics of Effective Learning

Playing and Exploring

- Show curiosity about objects from the home, people and events linked to their every-day lives.
- Engage in open ended pretend play showing interest in what happens in people's lives.
- Use objects from the home corner and wider classroom and pretend that they are other things from their own experiences.
- Represent experiences in their play/act out experiences with others.
- Initiate activities by themselves and with others.

Active Learning

- Maintain focus on their pretend play for at least 10 mins.
- Show high levels of fascination and interest in their role play.
- Pay attention to detail in the things they are acting out.
- Persist with activities when challenges arise and bounce back after challenges arise.
- Show satisfaction in their achievements and be proud of how they accomplish something.
- Enjoy interacting with others and working together to achieve a common goal.

Creative and Critical Thinking

- Thinking of their own ideas for role play and mimicking events they experience in their own lives.
- Make links between their play and the experiences they have in the wider world.
- Plan and make decisions about the best way to approach their play/solve a problem/reach a goal.
- Check in with others around them to review how things are going and what they might want to change in their play.

| Resources | Organisation | Intended Experience | Key Vocabulary | Role of the Adult |
|---|---|---|---|---|
| <ul style="list-style-type: none"> • Small table and chairs • Selection of 'real life material' cutlery, plates, cups, teapot, milk jug etc • Selection of familiar kitchen cooking utensils (pots pans etc) • Babies (with wide representation), cot, cot bedding, highchair • Telephone, note pad and pencil • Ironing board and iron • Working clock • Calendar • Toy Hoover • Fire place with lights/fake fire • Cooker • Sink • Dressing up unit and mirror nearby. | <ul style="list-style-type: none"> • Corner with vinyl floor and rug. • Dressing up unit situated outside of home corner area with mirror to observe outfits. • Shelving units within home corner to display plates, cups etc. • Kitchen units back to back to create an island • Two seats either side of a small dining table. • Babies cot in corner for bed time and highchair/clothing/potty etc there. • Note pad and pencil by the telephone for taking messages. • Dressing up in clothing from the dressing up area including different job roles. | <ul style="list-style-type: none"> • Making decisions about the resources they need. • Handling and using resources appropriately. • Getting things out and putting them away tidily. • Playing alongside and with others. • Communicating, sharing ideas, negotiating and cooperating with others. • Recreating familiar, real-life scenarios e.g. family life. • Acting out common scenarios e.g. mealtimes, relaxing at home, looking after children, birthdays etc. • Pretending to be characters or exploring different job roles using different voices and expressions. • Making notes, lists, reading labels, postcards, recipes, birthday cards, telling the time. • Talking about what they are doing, describing their actions, what they see happening, sharing their ideas | <p>Low Frequency Words relationship sibling prepare utensil domestic</p> <p>Medium Frequency Words stirring, filling, emptying shaking, rolling, folding zipping, buttoning, feeding brushing dressing mixing pouring relaxing cleaning cooking</p> <p>High Frequency Words knife fork cup spoon plate bowl kettle etc cook sleep chop washing take care of iron</p> | <p>Play alongside</p> <ul style="list-style-type: none"> • Observe children and take note of their key interests • Respond to their requests and ideas • Suggest possibilities to extend their play/thinking • Consider additional stimulus and add this immediately if to hand or the following day/week • Play alongside children to take play forwards, suggest ideas and show what's possible • Play alongside, or in small organised groups to show how to play imaginatively and in character <p>Role model / direct teach</p> <ul style="list-style-type: none"> • Model pretend play, speaking in character and acting out scenarios • Model language, correct and/or extend vocabulary • Model and manage behaviours, self-regulation and the characteristics of effective learning <p>Raise questions to stimulate ideas and add challenge</p> <ul style="list-style-type: none"> • What else do you know about? • What do you notice about? • Who else might? <p>Use appropriate language linked to key learning</p> <ul style="list-style-type: none"> • Communities and festivals (celebrations, Christmas, Diwali, New Year, Eid) • Seasons (autumn, winter, spring, summer) • Family (mum, dad, aunt, uncle, sister, cousins, neighbours) |