

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