

## Topic: To infinity and beyond...(Space and Superheroes)

| EYFS Curriculum Objectives  | Week 7  | Week 8   | Week 9  | Week 10   | Week 11  |
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| <b>Theme/Books</b>  | Supertato   | Supertato Veggies Assemble   | Superworm   | Super Daisy   | Superchimp   |
| <b>PSED</b><br><b>Building Relationships</b><br><b>Self Regulation</b> <ul style="list-style-type: none"> <li>See themselves as a valuable individual.</li> </ul> <b>Managing Self</b> <ul style="list-style-type: none"> <li>Show resilience and perseverance in the face of challenge.</li> </ul> | <p>Understand that we are all different.</p> <p>Discuss what makes everyone different and how to value these differences in each other.</p> <p>L.O. I know what makes me different. To know that being different is good.</p> | <p>Read the ebook 'We are all different'.</p> <p>Circle Time - I am different because...</p> <p>Continuous Provision: We are all different playdough mats.</p> <p>L.O. I know what makes me different. To know that being different is good.</p> | <p>Create a 'Superhero' resilience display. Recap our 5R for resilience. When the children have been resilience in overcoming a challenge which they have found tricky, add their achievement to the display.</p> <p>L.O. I am learning to be resilient when I find something tricky.</p> | <p>Super Daisy Challenge Cards</p> <p>Provide simple superhero challenges for the children to select from. Encourage the children to choose things that they might not have tried before.</p> <p>L.O. I am learning to be resilient when I find something tricky.</p> | <p>Read 'The Tiny Seed'.</p> <p>Discuss the theme of the tiny seed being resilient and growing into a large flower.</p> <p>L.O. I am learning to be resilient when I find something tricky.</p>                    |
| <b>COMMUNICATION AND LANGUAGE</b><br><b>Listening , Attention, Understanding</b><br><b>Speaking</b> <ul style="list-style-type: none"> <li>Connect one idea or action to another using a range of connectives.</li> <li>Use talk to help work out problems and organise thinking and</li> </ul>     | <p>Learn the superhero song and actions:</p> <p><a href="https://www.youtube.com/watch?v=Py4fhsx3Ct4">https://www.youtube.com/watch?v=Py4fhsx3Ct4</a></p> <p>L.O. To sing a song or parts of a song from memory.</p>          | <p>Evil Pea has been up to mischief again and has trapped some of the superhero veggies. Children will work together to discuss and organise Supertato's rescue mission.</p> <p>L.O. To use talk, connecting ideas to organise how</p>           | <p>Learn the Superworm Song by Julia Donaldson</p> <p><a href="https://www.youtube.com/watch?v=Ixt9Z2SPrKo">https://www.youtube.com/watch?v=Ixt9Z2SPrKo</a></p> <p>L.O. To sing a song or parts of a song from memory.</p>  | <p>Talk For Writing</p> <p>Discuss different super powers and superhero features. If you were a superhero, what powers would you have and what could you do?</p> <p>L.O. To use talk to connect</p>   | <p>Learn the poem 'If I was a superhero' by Sally Gray.</p> <p><a href="https://www.youtube.com/watch?v=AZ-lpN7ieFI">https://www.youtube.com/watch?v=AZ-lpN7ieFI</a></p> <p>L.O. To recite a poem from memory.</p> |

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| <p>activities explain how things work and why they might happen.</p> <ul style="list-style-type: none"> <li>Learn rhymes, poems and songs.</li> </ul>   |   | Supertato will rescue the veggies.   |  | ideas.  |  |
| <p><b>PHYSICAL DEVELOPMENT</b><br/><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>Combine different movements with ease and fluency.</li> <li>Progress towards a more fluent style of moving, with developing control and grace.</li> </ul>  | <p>Premier Sports - Gymnastics.</p> <p>BBC Dance People Who Help Us<br/>1. Just one day.<br/><a href="https://www.bbc.co.uk/sounds/play/b03g6v9t">https://www.bbc.co.uk/sounds/play/b03g6v9t</a></p> <p>L.O. I can combine different dance movements with control.</p>          | <p>Premier Sports - Gymnastics.</p> <p>BBC Dance People Who Help Us<br/>2. Safety first!<br/><a href="https://www.bbc.co.uk/sounds/play/b03g6v9v">https://www.bbc.co.uk/sounds/play/b03g6v9v</a></p> <p>L.O. I can combine different dance movements with control.</p> | <p>Premier Sports - Gymnastics.</p> <p>Superheroes Unite Dance-A-Long<br/><a href="https://www.youtube.com/watch?v=ok7V1pWtRzs">https://www.youtube.com/watch?v=ok7V1pWtRzs</a></p> <p>L.O. I can combine different dance movements with control.</p>  | <p>Premier Sports - Gymnastics.</p> <p>Cosmic Kids Yoga - Spider Power<br/><a href="https://www.youtube.com/watch?v=fnO-lGEMOXk">https://www.youtube.com/watch?v=fnO-lGEMOXk</a></p> <p>L.O. I can combine different yoga positions with increasing fluency.</p>  | <p>Premier Sports - Gymnastics.</p> <p>Cosmic Kids Yoga Sonic The Hedgehog<br/><a href="https://www.youtube.com/watch?v=QM8NjfCfOg0">https://www.youtube.com/watch?v=QM8NjfCfOg0</a></p> <p>L.O. I can combine different yoga positions with increasing fluency.</p> |
| <p><b>PHYSICAL DEVELOPMENT</b><br/><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>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.</li> </ul> | <p>Trace and form digraphs: ow and er.</p> <p>L.O. To form the digraphs ow and er accurately.</p> <p>FMS / Tools:<br/>Use the modelling clay to make a superhero veggie.<br/>Use the plastic body parts to add features.</p> <p>L.O. I am developing my small motor skills.</p> | <p>Trace and form digraphs: air and oi.</p> <p>L.O. To form the digraphs ow and er accurately.</p> <p>FMS / Tools:<br/>Paintbrushes<br/>Use wide and narrow paintbrushes to paint a mother's day picture.</p> <p>L.O. I can use a paintbrush with a tri-grip.</p>      | <p>Trace and form digraphs: ear and ure.</p> <p>L.O. To form the digraphs ow and er accurately.</p> <p>FMS / Tools:<br/>Roll playdough sausages with flat hands. Use scissors to snip and cut the sausages up into smaller pieces.</p> <p>L.O. I am learning to use scissors safely and confidently.</p> | <p>Lowercase Letter Formation</p> <p>L.O. To form the cursive lowercase letters correctly.</p> <p>FMS / Tools:<br/>Peas, forks, spoons and cocktail sticks.<br/>How many peas can you move in 1 minute with the different tools?</p> <p>L.O. I am developing my fine motor skills to use tools with more control.</p> | <p>Uppercase Letter Formation</p> <p>L.O. To learn how to form uppercase letters.</p> <p>FMS / Tools:<br/>How many pom-poms can you put into the container in 1 minute?</p> <p>L.O. I can use tweezers with a 'pincer' action.</p>                                   |
| <p><b>LITERACY</b><br/><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>Read some letter groups that each represent one sound and say sounds for</li> </ul>   | <p>Phonics: ow, er.</p> <p>L.O. To know groups of letters make digraphs and tri-graphs.</p>   | <p>Phonics: air, oi.</p> <p>L.O. To know groups of letters make digraphs and tri-graphs.</p>   | <p>Phonics: ear, ure.</p> <p>L.O. To know groups of letters make digraphs and tri-graphs.</p>  | <p>Phonics: Review all phase 3 sounds.</p> <p>L.O. To know groups of letters make digraphs and</p>  | <p>Phonics: Review all phase 3 sounds.</p> <p>L.O. To know groups of letters make digraphs and</p>   |

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| <p>them.</p> <ul style="list-style-type: none"> <li>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> </ul>   | <p><b>Word Reading:</b><br/>Read key words - her<br/>Blend words with ow and er.</p> <p>L.O. To read words and simple phrases and sentences.</p>  | <p><b>Word Reading:</b><br/>Read key words - they<br/>Blend words with air and oi.</p> <p>L.O. To read words and simple phrases and sentences.</p>  | <p><b>Word Reading:</b><br/>Read key words - was<br/>Blend words with ear and ure.</p> <p>L.O. To read words and simple phrases and sentences.</p>  | <p>tri-graphs.</p> <p><b>Word Reading:</b><br/>Read key words - my<br/>Blend phase 3 phonic words.</p> <p>L.O. To read words and simple phrases and sentences.</p>  | <p>tri-graphs.</p> <p><b>Word Reading:</b><br/>Read key words - all<br/>Blend phase 3 phonic words.</p> <p>L.O. To read words and simple phrases and sentences.</p>  |
| <p><b>LITERACY</b></p> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Use of Rex Retriever and Predicting Pip reading skills during reading sessions.</li> </ul> <p><b>C&amp;L</b></p> <ul style="list-style-type: none"> <li>Describe events in some detail.</li> <li>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> </ul> | <p><b>Story Time:</b><br/>Supertato<br/>L.O. To describe a story event in more detail.</p> <p><b>Guided Reading:</b><br/>L.O. To recognise and read key words, decode unknown words and answer simple questions about what has been read.</p> <p><b>Independent Reading:</b><br/>Phase 3 words and sentences.</p> | <p><b>Story Time:</b><br/>Supertato Veggies Assemble<br/>L.O. To retell the story using props.</p> <p><b>Guided Reading:</b><br/>L.O. To recognise and read key words, decode unknown words and answer simple questions about what has been read.</p> <p><b>Independent Reading:</b><br/>Phase 3 words and sentences.</p> | <p><b>Story Time:</b><br/>Superworm<br/>L.O. To describe a story event in more detail.</p> <p><b>Guided Reading:</b><br/>L.O. To recognise and read key words, decode unknown words and answer simple questions about what has been read.</p> <p><b>Independent Reading:</b><br/>Phase 3 words and sentences.</p> | <p><b>Story Time:</b><br/>Super Daisy<br/>L.O. To retell a story event using story language and own words.</p> <p><b>Guided Reading:</b><br/>L.O. To recognise and read key words, decode unknown words and answer simple questions about what has been read.</p> <p><b>Independent Reading:</b><br/>Phase 3 words and sentences.</p> | <p><b>Story Time:</b><br/>Superchimp<br/>L.O. To describe a story event in more detail.</p> <p><b>Guided Reading:</b><br/>L.O. To recognise and read key words, decode unknown words and answer simple questions about what has been read.</p> <p><b>Independent Reading:</b><br/>Phase 3 words and sentences.</p> |

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| <p><b>LITERCY</b></p> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> </ul> <p><b>PD</b></p> <ul style="list-style-type: none"> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul> | <p><b>Guided Writing:</b><br/>Write labels and captions for Supertato collage / picture.</p> <p><b>Independent Writing:</b><br/>Superhero pictures and writing frames.</p> <p>L.O. To apply phonic knowledge and skill to spell independently.</p> <p><b>Spelling:</b><br/>Key Word - he, she, see, like.<br/>Phonic Words - ow and er.</p> <p>L.O. I can segment and spell words with digraphs.</p> | <p><b>Guided Writing:</b><br/>Write speech bubbles for the vegetable characters.</p> <p><b>Independent Writing:</b><br/>Labels and captions for pictures.</p> <p>L.O. To rehearse and write a simple sentence.</p> <p><b>Spelling:</b><br/>Key Word - look, no, go, with.<br/>Phonic Words - air and oi.</p> <p>L.O. I can segment and spell words with digraphs.</p> | <p><b>Guided Writing:</b><br/>Messages for mothering day cards.</p> <p><b>Independent Writing:</b><br/>'He can' sentences for Superworm. Ted book. Write a list of things Superworm found in the soil.</p> <p>L.O. To write two or more sentences independently with word spaces.</p> <p><b>Spelling:</b><br/>Key Word - saw, from, you, love.<br/>Phonic Words - ear and ure.</p> <p>L.O. I can segment and spell words with digraphs.</p> | <p><b>Guided Writing:</b><br/>Draw and write about yourself as a superhero.</p> <p><b>Independent Writing:</b><br/>'She can' sentences for Super Daisy. Ted book. Speech bubbles.</p> <p>L.O. To write a sentence independently with a capital letter, word spaces and a full stop.</p> <p><b>Spelling:</b><br/>Key Word - with, like, love, put.<br/>Phonic Words - for, with, then, them.</p> <p>L.O. I can segment and spell words with digraphs.</p> | <p><b>Guided Writing:</b><br/>Instructional writing - how to be a superhero.</p> <p><b>Independent Writing:</b><br/>Ted as a superhero.</p> <p>L.O. To write two or more sentences independently with capital letters, word spaces and full stops.</p> <p><b>Spelling:</b><br/>Key Word - they, went, like, his.<br/>Phonic Words - down, see, look, back, now.</p> <p>L.O. I can segment and spell words with digraphs.</p> |
| <p><b>MATHEMATICS</b></p> <p><b>Number</b></p> <ul style="list-style-type: none"> <li>• Subitise.</li> <li>• Understand the 'one more than/one less than' relationship between consecutive numbers.</li> </ul>   | <p><b>Guided Learning:</b><br/>Building and making with 3D shapes.</p> <p>L.O. Compose and decompose shapes.</p> <p><b>Independent Learning:</b><br/>3D shape printing</p> <p>L.O. Compose and decompose shapes.</p>   | <p><b>Guided Learning:</b><br/>Composition of 9 and 10</p> <p>L.O. Compose and decompose numbers.</p> <p><b>Independent Learning:</b><br/>Representing and Sorting 9 and 10.</p> <p>L.O. Understand the 'one more than/one less than' relationship between consecutive numbers.</p>   | <p><b>Guided Learning:</b><br/>Review all numbers in maths. Play snap numeral game.</p> <p>L.O. Link the number symbol with its cardinal number value.</p> <p><b>Independent Learning:</b><br/>Hopscotch numeral recognition.</p> <p>L.O. Count beyond 10.</p>  | <p><b>Guided Learning:</b><br/>Review one more and one less than a consecutive number.</p> <p>L.O. Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p><b>Independent Learning:</b><br/>Superhero cut outs with key has and locks. On the keys have one more than... one less than.</p> <p>L.O. Understand the 'one</p>  | <p><b>Guided Learning:</b><br/>Subitising Superhero's. Look and explore different real life objects and dot patterns</p> <p>L.O. Subitise numbers up to 5.</p> <p><b>Independent Learning:</b><br/>Subitise roll and cover game.</p> <p>L.O. Subitise numbers up to 5.</p>   |

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|  |   |  |   | more than/one less than' relationship between consecutive numbers.  |  |
| <p><b>MATHEMATICS</b></p> <p><b>Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>Count beyond ten.</li> <li>Compare numbers.</li> <li>Explore the composition of numbers to 10.</li> </ul>  | <p>Guided Learning:<br/>Comparing numbers within 10 using dominoes. Share out the dominoes, select a dominoe to go in the centre, sort the other dominoes either side of the centre one according to more or fewer spots (higher or lower numbers).</p> <p>L.O. To compare numbers.</p> <p>Independent Learning:<br/>Missing number track.</p> <p>L.O. Can count beyond 10.</p> | <p>Guided Learning:<br/>Explore and make patterns using a variety of maths resources and numbers.</p> <p>L.O. Continue, copy and create repeating patterns.</p> <p>Independent Learning:<br/>Making own patterns using shapes.</p> <p>L.O. Continue, copy and create repeating patterns.</p>   | <p>Guided Learning:<br/>Review composition of 6.</p> <p>L.O. Explore the composition of numbers.</p> <p>Independent Learning:<br/>Play the ten-frame fill game with a friend. Take it in turns to roll the dice and fill your ten frame with the correct number of objects.</p> <p>L.O. Explore the composition of numbers to 10.</p> | <p>Guided Learning:<br/>Comparing groups to 10. Use pom pom challenge cards. Encourage language of more, fewer and the same.</p> <p>L.O. To compare numbers.</p> <p>Independent Learning:<br/>Children to build a tower 1-10. Use number cards 1-10. Can they build a tower with this number of bricks? Can they now build a tower that has more bricks and one with fewer bricks?</p> <p>L.O. Compare numbers.</p> | <p>Guided Learning:<br/>Easter Egg composition of 10. Find the other half of the Easter Egg to make 10.</p> <p>L.O. Explore the composition of numbers to 10.</p> <p>Independent Learning:<br/>Using ten frames and mini chicks. Tens frames have some chicks pre-filled in the spaces. How many more do they need to make 10? Can they record and write a number sentence to match?</p> <p>L.O. Explore the composition of numbers to 10.</p> |
| <p><b>RE</b></p> <p><b>U+W</b></p> <p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>Understand that some places are special to members of their community.</li> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul> | <p>Learn about different people who help us in everyday life. E.g. doctors, firefighters, mechanics, etc. Create a picture of someone who has helped you to say thank you.</p> <p>L.O. Talk about members of the community.</p>   | <p>Look at images of different places of worship. Compare the places, what is the same what is different? Ask the children if they recognise any of the places of worship - do any children regularly visit these places? Why are places of worship important for people?</p> <p>L.O. Understand that some places are special to members of their community.</p> | <p>Learn about the celebration 'Mother's Day'. Why do people celebrate? What sort of things do people do to celebrate mothering Sunday.</p> <p>L.O. Recognise that people have different beliefs and celebrate special times in different ways.</p>   | <p>Recall any stories children have heard about Jesus in collective worship/assembly or in RE lessons.</p> <p>Share and act out the story of Palm Sunday, laying palm leaf cut-outs on the floor. Display some pictures of Palm Sunday celebrations and find out about how Christians celebrate it today.</p> <p>L.O. Recognise that people</p>   | <p>Create an Easter garden in the classroom. Asking children what needs to be included (include wooden cross). Help children to learn that most Christians believe Jesus did not stay dead, but came to life again. That's why Easter is a happy festival for Christians. It is also why eggs are linked to Easter - they are symbols of new life. Connect with the idea of new life by</p>  |

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|  |   |  |  | have different beliefs and celebrate special times in different ways.  | looking at the buds and bulbs growing in your classroom and outside. Create an Easter egg hunt and ask the children to tell each other why eggs are part of Easter celebrations.<br><br>L.O. Recognise that people have different beliefs and celebrate special times in different ways.   |
| <p><b>U+W</b></p> <p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>Comment on images of familiar situations in the past.</li> <li>Compare and contrast characters from stories, including figures from the past.</li> </ul> <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>Understand the effect of changing seasons on the natural world around them.</li> </ul> | <p>Share the PowerPoint 'All about spring'. Look at different images and what changes happen during spring time - compare to the other seasons.</p> <p>L.O. Understand the effect of changing seasons on the natural world around them.</p> | <p>Examine how a winter tree changes during spring using video, drawings and pictures.</p> <p>What happens at the end of winter and the beginning of spring? How do 'dead' plants and trees come to life again? Talk about ideas of new life in nature. Look at bulbs, spring flowers and buds.</p> <p>L.O. Understand the effect of changing seasons on the natural world around them. Explore the natural world around them.</p> | <p>Discuss concept of new life in spring. Match 'animals and their babies' flashcards. Encourage children to explore how they have grown and changed since they were a baby. Compare photographs of themselves now and as a baby and discuss the changes they can see?</p> <p>L.O. Understand the effect of changing seasons on the natural world around them.</p> | <p>Learn about the famous nurse 'Florence Nightingale'. Discuss why she was a real life superhero. Compare to nurses and doctors now.</p> <p>L.O. Compare and contrast characters from stories, including figures from the past.</p> | <p>Superhero Animals!<br/><a href="https://www.hamilton-trust.org.uk/topics/reception-topics/superheroes/superhero-animals/">https://www.hamilton-trust.org.uk/topics/reception-topics/superheroes/superhero-animals/</a></p> <p>Discuss how animals can be superheroes like 'Superchimp'. Watch a video clip from 'Paw Patrol' the cartoon rescue pups. What do the paw patrol pups do? Discuss real life rescue dogs &amp; police dogs.</p> <p>L.O. Compare and contrast characters from stories, including figures from the past.</p> |
| <p><b>EXPRESSIVE ARTS AND DESIGN</b></p> <p><b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>Return to and build on their previous learning, refining ideas and developing their ability</li> </ul>  | <p>To create a superhero town and vehicle using the large construction equipment and dressing up clothes.</p> <p>L.O. To develop and represent story ideas when using a range of resources.</p>   | <p>To role play and re-enact Supertato stories with small world fruit and vegetables.</p> <p>L.O. To develop and represent story ideas when using a range of resources.</p>  | <p>Learn and perform the Superworm Song by Julia Donaldson</p> <p><a href="https://www.youtube.com/watch?v=Ixt9Z2SPk0">https://www.youtube.com/watch?v=Ixt9Z2SPk0</a></p> <p>L.O. To learn to sing high</p>  | <p>Learn and perform the 'Boom Chicka Boom' Song by Jack Hartman</p> <p><a href="https://www.youtube.com/watch?v=3fjdEElOGjQ">https://www.youtube.com/watch?v=3fjdEElOGjQ</a></p> <p>L.O. To learn to sing high</p>                  | <p>To design and make a Chimpobile for Superchimp, choosing the construction materials suitable for the task.</p> <p>L.O. To make and evaluate a vehicle for Superchimp.</p>   |

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| <ul style="list-style-type: none"> <li>to represent them.</li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> </ul>   |   |   | and low notes, changing the pitch of voice.  | and low notes, changing the pitch of voice.   |  |
| <b>EXPRESSIVE ARTS AND DESIGN</b><br><b>Creating with Materials</b> <ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> </ul> | To make a collage picture of Supertato.<br><br>L.O. To explore using different materials, glue and tape for a specific purpose. | To make a 3D model of a super veggie using real fruit or vegetables and craft items.<br><br>L.O. To explore using different materials for a specific purpose. | To paint flowers for Mother's Day card.<br><br>L.O. To hold a brush with correct grip and to learn the 'pull' brush stroke when using watercolour paint. | To make superhero accessories: walkie talkie, cuffs, etc.<br><br>L.O. To learn that materials can be manipulated to change their shape and purpose. | To make Easter and spring cards. Provide a range of resources from which the children can select and make choices.<br><br>L.O. To design and make a card using a range of resources. |

### CHARACTERISTICS OF LEARNING

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| <b>Playing and Exploring</b> <ul style="list-style-type: none"> <li>Respond to new experiences that you bring to their attention.</li> <li>Plan and think ahead about how they will explore or play with objects.</li> <li>Bring their own interests and fascinations into early years settings. This helps them to develop their learning.</li> </ul> | <b>Active Learning</b> <ul style="list-style-type: none"> <li>Show goal-directed behaviour. For example, babies may pull themselves up by using the edges of a low table to reach for a toy on top of the table. Toddlers might turn a storage box upside down so they can stand on it and reach up for an object.</li> <li>Begin to correct their mistakes themselves. For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit.</li> <li>Keep on trying when things are difficult.</li> </ul> | <b>Creating and Thinking Critically</b> <ul style="list-style-type: none"> <li>Use pretend play to think beyond the 'here and now' and to understand another perspective. For example, a child role-playing the billy goats gruff might suggest that "Maybe the troll is lonely and hungry? That's why he is fierce."</li> <li>Know more, so feel confident about coming up with their own ideas.</li> </ul> |
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