

Topic Aims Map - Peep Learning Together Programme

Personal, Social and Emotional Devt Topic:	Developmental stage				Peep Topic Aims – Personal, Social and Emotional Development (PSED)
	Baby	Toddler	Pre-school	Any	
Knowing me, knowing you	√				To increase awareness of <u>baby states</u> and how watching babies carefully can help parents/carers tune into their baby's feelings and needs. To understand how <u>bonding</u> and <u>secure attachment</u> can be promoted by taking time to pause and ponder what babies are thinking and feeling.
Helping babies feel good about themselves	√				To understand the importance of encouraging and recognising babies' efforts to explore in helping them to develop <u>confidence</u> , <u>self-esteem</u> and positive <u>dispositions</u> for learning. To recognise how adults can help babies to explore, learn and feel good about themselves through positive everyday interactions.
Helping children feel good about themselves		√	√		To understand how feeling good about themselves builds children's <u>self-esteem</u> and <u>confidence</u> which promotes positive <u>dispositions</u> for learning. To recognise how adults can help children to feel good about themselves through positive everyday interactions.
Becoming 'me'	√	√	√	√	To understand how babies and young children develop awareness of their individuality and build their personal identity (<u>sense of self</u>). To recognise how environmental/cultural contexts and relationships with others can influence babies' and young children's developing sense of self.
The importance of names	√	√	√	√	To understand the importance of a child's name in helping them to develop a <u>sense of self</u> . To recognise that the way in which a child's name or nickname is used can affect the way that they see themselves.
The importance of relationships		√	√		To recognise the different types of relationships that children can form with others, and how these influence their learning and development.
An introduction to ORIM	√	√	√	√	To understand how to support children's early learning using <i>Opportunities, Recognition, Interaction and Modelling (ORIM)</i> .
The importance of support and encouragement		√	√		To understand how realistic expectations and sensitive support can encourage children to have a go, make mistakes and try again. To recognise how children can build their <u>resilience</u> through experiences which encourage them to have a go, face challenges, overcome setbacks and manage disappointments.
Treasure baskets: Babies making choices	√				To recognise how making choices when exploring a <u>treasure basket</u> helps babies to develop a <u>sense of agency</u> . To understand how sensitive adult interaction with babies when they are exploring treasure baskets can build babies' <u>self-esteem</u> and <u>confidence</u> as well as help develop positive <u>dispositions</u> towards learning.

Personal, Social and Emotional Devt Topic:	<i>Baby</i>	<i>Toddler</i>	<i>Pre-school</i>	<i>Any</i>	Peep Topic Aims – Personal, Social and Emotional Development (PSED) <i>continued</i>
How children play		√	√		To explore how children play, and to recognise how a child's developmental stage influences the way they interact with their peers during play. To increase awareness of using everyday activities and experiences along with recycled materials and everyday items, to support children's exploration and discovery during their play (including <i>heuristic play</i>).
Lots of ways to play and learn		√	√		To understand the importance of play and the quality of the <i>home learning environment</i> in supporting children's early learning. To increase awareness of the different ways of playing through which children can explore and learn about their world.
Schemas: Making the most of play patterns		√	√		To understand <i>schemas</i> (play patterns) and their importance in supporting children's early learning and development. To recognise how responding to children's favourite schemas (play patterns) can help to manage behaviour and promote learning and development.
Making the most of routines	√	√	√	√	To understand how routines can help babies and young children feel safe and secure through knowing what will happen next. To recognise how routines can encourage positive behaviour and support transition periods.
Helping children to understand and manage their feelings		√	√		To recognise the importance of helping children recognise and understand emotions (<i>emotional literacy</i>) so that they can learn how to regulate their own feelings and behaviours (<i>self-regulation</i>). To understand how adults can promote the development of emotional literacy.
Understanding and managing behaviour		√	√		To understand how a child's developmental stage influences their behaviour. To recognise how adults can help children begin to understand and regulate their own behaviour (<i>self-regulation</i>).

Communication & Language Topic:	Developmental stage				Peep Topic Aims – Communication and Language (CL)
	<i>Baby</i>	<i>Toddler</i>	<i>Pre-school</i>	<i>Any</i>	
The very first language	√				To understand how babies and very young children communicate with others through sensory stimuli, body language, facial expression, eye contact and sounds. To recognise the importance of early positive interactions in promoting <i>secure attachment</i> .
Early conversations	√				To increase awareness and understanding of how and when to hold 'conversations' with babies. To recognise the importance of early positive interactions in promoting <i>secure attachment</i> .
Finding a voice	√				To understand how babies' find their voices' and begin to develop language by listening and making sounds. To recognise the challenges of babies using crying to communicate and consider ways to help both adults and babies.

Communication & Language Topic:	<i>Baby</i>	<i>Toddler</i>	<i>Pre-school</i>	<i>Any</i>	Peep Topic Aims – Communication & Language (CL) - <i>continued</i>
Musical moments	√				To recognise that sharing musical moments with babies is not just about songs and rhymes, but also about early 'musical' interactions between parent/carer and baby (<i>communicative musicality</i>). To understand how sharing musical moments with babies, such as songs, rhymes and musical interactions, supports all aspects of their early development.
Making sense of sounds	√	√	√	√	To explore how babies and young children make sense of sounds by being able to both hear and see who or what is making them. To recognise that babies and young children need opportunities to listen carefully so they can separate sounds and make sense of them.
Becoming a good listener		√	√		To increase awareness of good listening skills. To understand the importance of modelling good listening skills to young children so that they can become good listeners themselves.
Becoming a talker		√			To recognise how young children need lots of opportunities to listen to spoken language and begin to understand it, before they can become a talker. To understand how the development of mouth and facial muscles supports the ability to form speech sounds accurately.
Talking and listening with children		√	√		To recognise everyday opportunities to talk and listen with children. To understand ways in which adults can respond to a child's interests, in order to develop their talking and listening skills through play and everyday activities.
Thinking and talking			√		To recognise how children think by talking out loud (<i>private speech</i>) to themselves in order to make sense of things and solve problems. To understand how adults can recognise and respond to children's use of private speech in order to support their <i>cognitive</i> and language development.
Play and language	√	√	√	√	To recognise the importance of play in developing communication and language skills. To understand how adults can support babies' and young children's communication and language development through play.
Imaginative play with puppets		√	√		To recognise the importance of imaginative play in developing children's language and communication skills. To understand how adults can support children's developing communication and language skills by making and playing with puppets.
Things to do and talk about together		√	√		To understand the importance of everyday interactions in supporting children's communication and language skills, as well as in helping them to learn about the world around them. To increase awareness of the opportunities to involve children in everyday activities and outings.

Communication & Language Topic:	<i>Baby</i>	<i>Toddler</i>	<i>Pre-school</i>	<i>Any</i>	Peep Topic Aims – Communication and Language (CL) - <i>continued</i>
Musical interactions		√	√		To recognise the importance of sharing musical interactions with children, to help develop their communication and language skills. To recognise the different kinds of musical interactions and share ways to incorporate them as a part of everyday activities.
Making the most of technology	√	√	√	√	To explore the benefits and potential negative effects of children engaging with <u>electronic devices</u> to access <u>electronic media</u> . To understand that the potential for children to learn from their engagement with electronic media is enhanced by adult interaction.
Talking maths		√	√		To explore the language of maths and increase awareness of opportunities to use it during play and everyday situations. To recognise how using simple <u>mathematical</u> and <u>positional language</u> in practical contexts can extend children's vocabulary and their understanding of <u>mathematical concepts</u> .

Early Literacy Topic:	Developmental Stage				Peep Topic Aims – Early Literacy (EL)
	<i>Baby</i>	<i>Toddler</i>	<i>Pre-school</i>	<i>Any</i>	
Sharing books with babies	√				To recognise the benefits of sharing books with babies right from the very start. To increase awareness of the opportunities to share books with babies every day.
Sharing books with toddlers & young children		√	√		To recognise the benefits of sharing books and stories with young children. To increase awareness of the opportunities to share books and stories with young children as a part of everyday activities.
Making the most of favourite books and stories		√	√		To understand why children often enjoy sharing favourite books and stories again and again. To recognise how adults can increase their child's confidence in using books and support their developing reading skills by sharing favourite books and stories.
Our world in books		√	√		To recognise that books provide children with opportunities to explore familiar and unfamiliar things about the world they live in. To understand how adults can use books to help children explore familiar things and encourage them to think and talk about other things that are new or unfamiliar.
Storytelling		√	√		To recognise the importance of storytelling in developing children's early literacy skills. To understand how adults can use storytelling to enhance children's imagination and develop their early literacy skills.
Exploring stories through play		√	√		To understand how exploring stories through play supports the development of children's early literacy skills. To recognise how adults can help children to explore stories by providing simple props and household items to support their play.
Home-made books	√	√	√	√	To understand how making and sharing home-made books together can support the development of early reading and writing skills. To increase awareness of how to create a variety of home-made books together.

Early Literacy Topic:	<i>Baby</i>	<i>Toddler</i>	<i>Pre-school</i>	<i>Any</i>	Peep Topic Aims – Early Literacy (EL) - continued
Environmental print		√	√		To increase adults' recognition of <i>environmental print</i> and the important part it plays in children's early literacy development. To understand how adults can help children develop early literacy skills by encouraging them to notice and talk about environmental print.
Wonderful ways with words		√	√		To recognise that being able to identify the different sounds in words is an important part of learning to read and write. To understand how adults can help children develop their awareness of sounds in words by playing with them in songs, rhymes, poems, stories and everyday conversations.
Becoming a reader			√		To recognise that children need time and practice to develop the complex skills that they will need to become confident readers. To understand how adults can support children's developing reading skills by encouraging them to listen carefully to the sounds of words and by talking to them about written words and pictures in books.
Mark making	√	√	√	√	To understand the importance of mark making for developing early writing skills. To increase awareness of the opportunities for babies and young children to explore mark making using a variety of materials.
Exploring writing through play			√		To understand how exploring writing through play supports the development of children's early literacy skills. To recognise how adults can help children to explore writing by providing appropriate materials to support their play.
Becoming a writer			√		To understand the important role that adults play in helping children to become writers. To recognise that children need time and practice to develop the complex skills along with the physical strength and dexterity they will need to become writers.
Lots to read and write about		√	√		To increase awareness of everyday opportunities for children to explore reading and writing. To understand how children learn about reading and writing from experiencing their use in meaningful contexts.
Literacy and technology	√	√	√	√	To explore the use of technology in children's literacy development. To understand that the potential for children to develop literacy skills from their engagement with technology is enhanced by adult interaction.

Early Maths Topic:	Developmental Stage				Peep Topic Aims – Early Maths (EM)
	<i>Baby</i>	<i>Toddler</i>	<i>Pre-school</i>	<i>Any</i>	
Mathematical babies	√				To recognise how babies begin to learn about maths from birth, from familiar people and through everyday events and activities.
Exploring early maths	√	√	√	√	To recognise how babies and young children learn about numbers and other mathematical concepts through playing and having fun as a part of everyday life. To recognise the importance of being interested and modelling a positive attitude towards exploring early maths.

Early Maths Topic:	Baby	Toddler	Pre-school	Any	Peep Topic Aims – Early Maths (EM) - <i>continued</i>
Maths in everyday routines	√	√	√	√	To recognise how babies and young children learn about numbers and other <u>mathematical concepts</u> through experiencing them as part of everyday activities and routines.
Maths in books, toys and games	√	√	√	√	To recognise how babies and young children learn about numbers and other <u>mathematical concepts</u> through sharing books and playing with toys and games.
Maths in songs and rhymes	√	√	√	√	To recognise how babies and young children learn about numbers and other <u>mathematical concepts</u> through sharing songs and rhymes.
Mathematical adventures		√	√		To understand how providing playful activities, which meet the interests of a child, can support the development of a range of <u>mathematical concepts</u> .
Exploring numbers		√	√		To understand that numbers can be used in different ways in different contexts.
Number names		√	√		To recognise how young children learn about the <i>names</i> of numbers through sharing stories, games, songs and rhymes, and having fun, as part of their everyday activities.
Toddler numbers		√			To recognise how very young children begin to understand what numbers mean through exploring 1 and 2 during their play and everyday activities.
Let's count			√		To recognise how young children learn about counting through sharing stories, games, songs and rhymes, and having fun as part of their everyday activities
Numbers, numbers everywhere		√	√		To know where numbers (words and symbols) can be found within our environment (<u>environmental print</u>). To demonstrate how children learn to recognise and use numbers appropriately when adults talk about and use numbers (words and symbols) in everyday situations.
A sense of order		√	√		To understand how children develop a sense of order by recognising what comes next during familiar routines, and by experiencing regular events which have an established sequence. To recognise how things with a working order such as <u>electronic devices</u> and machines can help children develop a sense of order.
Shapes and patterns everywhere		√	√		To increase awareness of shapes and patterns within our environment. To understand that noticing, talking and exploring shapes can help children to recognise and name them, as well as to become familiar with their properties.
Sorting and matching		√	√		To increase awareness of opportunities for sorting and matching during play and everyday activities. To understand that exploring and talking about sorting and matching can help children learn that objects can be grouped in many ways using different and same characteristics.
Exploring measures			√		To increase awareness of opportunities to explore the <u>mathematical concepts</u> of size, length, weight, capacity and volume. To understand that children learn about size, length, weight, capacity and volume by experiencing, exploring and talking about them through everyday play and practical situations.

Health & Physical Development Topic:	Developmental Stage				Peep Topic Aims – Health and Physical Development (HPD)
	Baby	Toddler	Pre-school	Any	
Food for life	√	√	√	√	To consider the importance of food in supporting growth, development and health. To increase awareness of healthy eating and balanced diets.
Exploring food	√	√	√	√	To understand how babies and young children develop a preference for different types of food. To increase awareness of opportunities for children to explore new and familiar foods.
Making the most of food and mealtimes		√	√		To explore the role of food and mealtimes in family life and recognise their value in promoting communication and social skills. To understand how involving children in buying, preparing, cooking and sharing food can support their early learning and development
Looking after 'me'		√	√		To recognise that everyday activities and routines offer opportunities for children to become aware of their bodies and begin to understand the importance of looking after themselves. To explore opportunities for encouraging children to develop the skills to look after themselves.
Exploring nature		√	√		To consider the benefits of exploring nature for increasing wellbeing and supporting children's development. To increase awareness of opportunities for children to explore nature and be outdoors.
Babies on the move	√				To understand the importance of supporting and encouraging babies' physical development. To increase awareness of ways to offer babies opportunities to move, stretch out and explore their world.
Exploring movement		√	√		To understand the importance of physical activity for supporting children's learning and development. To increase awareness of opportunities for children to develop <i>fine</i> and <i>gross motor skills</i> .
Musical movements	√	√	√	√	To recognise how music, songs and rhymes support all aspects of babies' and children's physical development. To increase awareness of opportunities for children to develop their physical skills through musical movements.
Movement and language		√	√		To recognise how talking with children about the location and movement of their bodies (<i>positional language</i>) can extend their vocabulary and conceptual understanding. To increase awareness of opportunities to use positional language during play and everyday situations.
Building a brain	√	√	√	√	To increase awareness of the way in which our brains are built. To understand the importance of everyday experiences, positive interactions and good relationships (<i>secure attachment</i>) for healthy brain development.

Health & Physical Development Topic:	<i>Baby</i>	<i>Toddler</i>	<i>Pre-school</i>	<i>Any</i>	Peep Topic Aims – Health and Physical Development (HPD) - <i>continued</i>
Early sensory experiences	√				To understand early sensory development and recognise how babies use their senses to discover the world around them. To increase awareness of opportunities for babies to enjoy sensory experiences.
Making sense of the world		√	√		To recognise how everyday sensory experiences support children's early learning and development. To increase awareness of opportunities for children to use their senses to explore the world around them.
Understanding our 'place in space'	√	√	√	√	To understand the importance of physical activity for helping babies/children to become aware of their 'place in space' (<i>spatial awareness</i>). To increase awareness of opportunities for babies/children to become aware of their own bodies and their position in relation to the things around them.
Developing balance and co-ordination	√	√	√	√	To understand how babies and young children develop their sense of balance and co-ordination. To increase awareness of opportunities for babies and young children to develop their sense of balance and co-ordination.

Grey underlined text = word/phrase defined in Peep online glossary