



# Ireby Church of England Primary

## Early Years Foundation Stage

The period from age three to the end of the reception year is described as the Early Years Foundation Stage (EYFS). It is a distinct stage and important both in its own right and in preparing children for later schooling.

At Ireby CE Primary School, we currently have a dedicated EYFS unit, where children in nursery and reception are taught following the Early Years Foundation Stage curriculum. The EYFS Curriculum at Ireby, encourages children to develop into independent, happy and confident children who have a desire to learn and play. Children have access to an indoor and outdoor environment at Ireby and benefit from the opportunity to enhance the curriculum through learning outside the classroom.

Our EYFS curriculum is underpinned by the following values:

- Secure, respectful and reciprocal relationships
- Partnerships with parents or carers and other professionals
- Respect for diversity
- Ongoing learning and reflective practice
- Provide the best start for every child
- Respect for the world we live in

At Ireby, we use the EYFS curriculum to identify the Characteristics of Effective Learning. This shows us how each child engages with other people and their environment, how they play and explore, if they are active learners and if they are creating and thinking critically. We have a balance of adult initiated and adult directed tasks as part of our curriculum offer to ensure that children make the best progress.

### **Pedagogy that informs our EYFS curriculum**

#### **Lifelong learning, motivation and learning for the future**

Children need to learn that mistakes are their friends. Children need to develop self-esteem and confidence; it is essential that educators use this approach in teaching. This means throwing away rubbers! Show children you value their mistakes, tell them mistakes are OK, that the end-product is not what matters, it is the process of getting to the end-product, the effort, that matters. Children need to think for themselves to enable creativity, imagination and thinking skills. We need to believe, and teach children to believe, that anything is possible, and anyone can do anything with fire in their belly. The trick is to keep that fire burning by only focussing on process and effort, not the end-product. Children need long periods of uninterrupted play. Dr. Montessori found that when longer stretches of time were available for children to work independently and pursue activities according to their interests, the more learning happened. Educators also have to remember we are teaching children for a future that we do not know; we need to teach children how to learn, not what to learn.



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### **Holistic approaches and learning through play**

Using a holistic approach seeks to fully activate all aspects of the child's personality (intellect, emotions, imagination, and body). The physical, personal, social, emotional, and spiritual wellbeing of the child interconnect. Therefore, children need to be able to explore in their own time, at their own pace and planning needs to support children as individuals. Play provides exciting opportunities for children to acquire the characteristics to be effective learners in the future and provides the best foundations. We know children can be independent, take risks and work things out for themselves. Therefore, we want them to develop their collaborative and higher order thinking skills so that they can reach their full potential.

### **Connecting to nature**

Research shows that people who are more connected with nature are usually happier in life. Nature generates a multitude of positive emotions, such as calmness, joy, creativity, and facilitates concentration. Children need to connect with nature to ensure they care for nature. Children of today will take better care of the planet as adults if they are able to connect with nature. Children can also experience aspects such as conservation and sustainability first-hand and develop a love of nature which will inevitably help the planet in the long term. We care for what we know and love.

Outdoor play gives children new skills; it raises their self-esteem and develops their divergent thinking and collaborative skills. These skills are an excellent basis for classroom learning. Children are able to play and explore, learn actively, develop their own ideas, make links between ideas, and develop strategies for doing things. There is a sense of freedom that children feel outside because they feel like they are in charge of what they do. There are things that children will discover outside that cannot be discovered inside, sparking awe and wonder.

Children need to learn as much as they can about nature from their teachers. Ideally each setting or school will have a trained forest school leader.

### **Inclusive practice**

Inclusive teaching recognises that all children are entitled to a learning experience that respects diversity, enables participation, and removes barriers to learning. It is also important to consider children's needs and preferences when planning the environment.

### **Responsiveness to children and intentional teaching**

Children are the decision makers in their learning, they have a voice. We need to provide opportunities for children to engage in learning that they have initiated and balance structured opportunities with spontaneity.



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### **Understanding brain development and self-regulation and co-regulation**

Self-regulation is the ability to monitor and manage your energy states, emotions, thoughts, and behaviours in ways that are acceptable, and produce positive results such as well-being, loving relationships, and learning. It is how we deal with stressors and as such, lays the foundation for all other activity. Developing this ability requires self-awareness, emotional intelligence, efficient filtering of sensory stimulation, coping effectively with stress, relating well to others, and sustaining focus. Children will need to be able to do this throughout their lives. Children can't do this alone; children need adults to co-regulate. Educators need to be present in the moment with children when they are having difficulty. We need to teach children to be calm, to communicate, to negotiate, compromise and deal with conflict. We need to recognise children as individuals with physical needs.

Educators also need to model self-regulation and how we manage our stress, involving parents in supporting well-being. Adults need to ensure their well-being is supported to aid children's well-being. We need all children to feel safe to be able to tap into their thinking part of the brain. Children often experience dysregulation, and it is our job to co-regulate.

### **Learning environments**

It is important to plan your environment. The Reggio Approach calls the environment the 'third Teacher'. At least every half term, carry out an environment audit to ensure that the current cohort are getting everything they need from the environment without a teacher present. Ensure that their learning can continue without an adult. To do this, look for strengths, weaknesses, and gaps in the outcomes, looking at individual needs, children with English as an additional language and children with special educational needs.

The impact of children's surroundings on their development is well-documented. Friedrich Froebel (early 1800s) compared designing an environment for children to planning an organic and ever-changing garden which can inspire and guide children's imagination and behaviour.

### **Cultural competence**

Cultural competence, defined as the ability to understand, appreciate, and interact with people from cultures or belief systems different from one's own, is what we want all children to have.

Teachers can do this by learning together about the world, different cultures, interacting with diverse groups and developing skills for communication and interaction across cultures.



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### Areas of Learning

The EYFS is made up of several all important and interconnected areas of learning. There are three prime areas and four specific areas of learning.

The three prime areas are particularly crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive. These three areas, the prime area, are:

- Personal, social and Emotional Development
  - Building relationships
  - Managing self
  - Self regulation
- Communication and Language
  - Listening, attention and understanding
  - Speaking
- Physical Development
  - Fine Motor
  - Gross Motor

Pupils needs to be secure in all three of these areas before they are ready to learn more traditional academic skills such as reading and writing.

There are four specific areas through which the three prime areas are strengthened and applied. These are:

- Literacy
  - Reading
  - Writing
- Mathematics
  - Number
  - Numerical patterns
- Understanding of the World
  - People, culture, and communities
  - Past and present
  - The natural world
- Expressive Arts
  - Creating with materials
  - Being imaginative and expressive

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child-initiated activities. In each area there are Early Learning Goals (ELGs) that define the expectations for most pupils to reach by the end of the EYFS.

During this first year in school, we capture the natural enthusiasm and curiosity of pupils to ensure that they develop an independence and interest in learning. This



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gives pupils the firm foundation required as they move on to the next key stages of the curriculum. They are encouraged to discover the excitement that can be found in learning new ideas and concepts. They are given the opportunity to develop the broader skills of independence in learning that will help them throughout their school career and beyond.

We do not set out a list of rigid topics that the children will cover in nursery and reception, instead we listen to what has captured the children's interests and build our weekly plans around this.

We make observations of children's learning which enable us to move learning forward in a way which is appropriate to each child's stage in their development. We record observations using Tapestry which captures these precious and valuable moments and allows adults to link these to the stages of development in Development Matters. This non-statutory guidance material supports adults in implementing the statutory requirements of the EYFS. Parents and carers are able to access Tapestry at home to respond to learning and also to document home experiences.

### Outcomes of our EYFS Curriculum

- Have a sense of identify, uniqueness and independence

<b>Children will be learning to:</b>	<b>Examples of how to support this:</b>
Build secure attachments with their key person then other practitioners.	Make eye contact and smile when communicating, acknowledge and respond sensitively to children's cues and signals. Build friendships with other adults and model to children being a good friend. Build a culture of supporting and valuing each other.
Sense and respond to a feeling of belonging. Establish and maintain respectful relationships with other children and educators.	Support children's secure attachments through consistent and warm nurturing relationships. Include children in decision making and asking permission, for example, to change their nappy. Talk about children's family and have pictures of their family on display. Celebrate children's achievements. Ensure educators have time to connect and look after each others well-being.



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Communicate their needs for comfort and assistance.	Respond sensitively to children's attempts to initiate interactions and conversations. Be available and look out for signs that a child is trying to communicate. Use sign language or gestures and refer to what the child is seeking, for example, 'you would like one of these?' Recognise that feelings of distress, fear or discomfort may take some time to resolve.
Express feelings and ideas and respond to others.	Acknowledge each child's uniqueness in positive ways. Embrace children's feelings and support self-regulation and speak in a soothing manner.
Initiate interactions and conversations with educators.	Spend time interacting and conversing with each child.
Explore and engage with the environment.	Support children in times of change and bridge the gap between the familiar and the unfamiliar.
Initiate and explore play.	Acknowledge each child's uniqueness in positive ways.
Explore aspects of identity through role play.	Provide lots of opportunity for role play.
Guide their own thinking and actions by talking to themselves while playing.	Help children find their own ways to solve problems. Model talking to yourself, talk about what the child is doing during play.
Do things independently that they have been taught and make independent choices.	Make the environment accessible and teach children how to do things such as use scissors, put away their coat, eat and drink, use the toilet, dress and undress, use paint, glue etc.
Have their own interests and fascinations.	Join in play and investigations, without talking over. Talk with them about what they are noticing. Provide non-fiction



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	books and links to information online to help them follow their interests.
Be open to new challenges and discoveries.	Maintain high expectations of each child's capabilities.
Increasingly co-operate and work collaboratively with others.	Mediate and assist children to negotiate their rights in relation to the rights of others.
Take considered risk in their decision making and cope with the unexpected.	Support children's efforts, assisting and encouraging as appropriate. Allow children to take and calculate their own risks.
Demonstrate an increasing capacity for self-regulation.	Provide children with strategies to make informed choices about their behaviours.
Persist when faced with challenges and when first attempts are not successful.	Provide time and space for children to engage in both individual and collaborative pursuits. Make mistakes and talk about it if you do and show children it is OK to make mistakes.
Feel recognised and respected for who they are.	Promote in all children a strong sense of who they are and their connectedness to others. Actively support the maintenance of home language and culture
Share aspects of their culture with the other children and educators.	Show respect for diversity, acknowledging the varying approaches of children, families, communities, and cultures. Provide rich and diverse resources that reflect children's social worlds. Host visitors to the setting from various cultures and organise a variety of cultural trips.





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Display awareness of and respect for others' perspectives.	Organise learning environments in ways that promote small group interactions and play experiences. Have a time to talk and listen to each other about a variety of things.
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- Children are connected with and contribute to their world

<b>Children will be learning to:</b>	<b>Examples of how to support this:</b>
Respond to new experiences that you bring to their attention.	Regularly provide new materials and interesting things for children to explore and investigate. Introduce children to different styles of music and art. Give them the opportunity to observe changes in living things in the setting. Provide a variety of new experiences outside of the setting.
Recognise that they have a right to belong to many communities. Build on their own social experiences to explore other ways of being.	Build connections between the early childhood setting and the local community. Promote a sense of community within the early childhood setting.
Explore the diversity of culture, heritage, background and tradition and that diversity presents opportunities for choices and new understandings.	Expose children to different languages and dialects and encourage appreciation of linguistic diversity.
Practise inclusive ways of achieving coexistence.	Demonstrate positive responses to diversity in their own behaviour and in conversations with children.
Develop the ability to recognise unfairness and bias and the capacity to act with compassion and kindness.	Analyse and discuss with children ways in which texts construct a limited range of identities and reinforce stereotypes. Engage children in discussions about respectful and equal relations such as





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	when a child dominates in the use of resources.
Participate with others to solve problems and contribute to group outcomes.	Find ways of enabling children to care for and learn from the land.
Show growing appreciation and care for natural and constructed environments.	Embed sustainability in daily routines and practices.
Demonstrate an increasing knowledge of, and respect for, natural and constructed environments.	Share information and provide children with access to resources about the environment and the impact of human activities on environments. Visit different environments and try to find out something new each time. Look at the similarities and differences.
Explore, infer, predict, and hypothesise in order to develop an increased understanding of the interdependence between land, people, plants, and animals.	Provide children with access to a range of natural materials in their environment and in other environments.
Talk about members of their immediate family and community.	During dedicated talk time, listen to what children say about their family. Share information about your own family, giving children time to ask questions or make comments. Encourage children to share pictures of their family and listen to what they say about the pictures. Using examples from real life and from books, show children how there are many different families.
Name and describe people who are familiar to them.	Talk about people that the children may have come across within their



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	<p>community, such as the police, the fire service, doctors and teachers. Listen to what children say about their own experiences with people who are familiar to them.</p>
<p>Comment on images of familiar situations in the past.</p>	<p>Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. Offer hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance. Show images of familiar situations in the past, such as homes, schools, and transport. Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past. Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.</p>
<p>Compare and contrast characters from stories, including figures from the past.</p>	<p>Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present. Feature fictional and non-fictional characters from a range of cultures and times in storytelling, listen to what children say about them. Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes. In addition to storytelling, introduce characters, including those from the past using songs, poems, puppets, role play and other storytelling methods.</p>
<p>Draw information from a simple map.</p>	<p>Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Familiarise children with the name of the road, and or village/town/city the school is located</p>



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	<p>in. Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features. Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.</p>
<p>Understand that some places are special to members of their community.</p>	<p>Name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own experiences where possible. Take children to places of worship and places of local importance to the community. Invite visitors from different religious and cultural communities into the classroom to share their experiences with children.</p>
<p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Weave opportunities for children to engage with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year. Help children to begin to build a rich bank of vocabulary with which to describe their own lives and the lives of others.</p>
<p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Teach children about places in the world that contrast with locations they know well. Use relevant, specific vocabulary to describe contrasting locations. Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see. Avoid stereotyping and explain how children's lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on.</p>



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<p>Explore the natural world around them.</p>	<p>Provide children with have frequent opportunities for outdoor play and exploration. Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. Create opportunities to discuss how we care for the natural world around us. Offer opportunities to sing songs and join in with rhymes and poems about the natural world. After close observation, draw pictures of the natural world, including animals and plants. Observe and interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water.</p>
<p>Describe what they see, hear and feel whilst outside.</p>	<p>Encourage focused observation of the natural world. Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. Encourage positive interaction with the outside world, offering children a chance to take supported risks, appropriate to themselves and the environment within which they are in. Name and describe some plants and animals children are likely to see, encouraging children to recognise familiar plants and animals whilst outside.</p>
<p>Recognise some environments that are different to the one in which they live.</p>	<p>Teach children about a range of contrasting environments within both their local or national region. Model the vocabulary needed to name specific features of the natural world, both natural and manmade. Share</p>



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	non-fiction texts that offer an insight into contrasting environments. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.
Understand the effect of changing seasons on the natural world around them.	Guide children's understanding by draw children's attention to the weather and seasonal features. Provide opportunities for children to note and record the weather. Select texts to share with the children about the changing seasons. During the year, take children outside to observe the natural world and encourage children to observe how animals behave differently as the seasons change. Look for children incorporating their understanding of the seasons and weather in their play.

- Children have strong a strong sense of wellbeing

<b>Children will be learning to:</b>	<b>Examples of how to support this:</b>
Seek out and accept new challenges, make new discoveries, and celebrate their own efforts and achievements and those of others.	Collaborate with children to document their achievements and share their successes with their families. Ensure that all children experience pride in their attempts and achievements. Acknowledge and affirm children's effort and growth.
Experience and share personal successes in learning and initiate opportunities for new learning.	Build upon and extend children's ideas.
Recognise the contributions they make to shared projects and experiences.	Welcome children and families sharing aspects of their culture and spiritual lives.



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Make choices, accept challenges, take considered risks, manage change and cope with frustrations and the unexpected.	Talk with children about their emotions and responses to events with a view to supporting their understandings of emotional regulation and self-control.
Use their sensory capabilities and dispositions with increasing integration, skill, and purpose to explore and respond to their world.	Model and reinforce health, nutrition, and personal hygiene practices with children.
Show an increasing awareness of healthy lifestyles and good nutrition.	Engage children in experiences, conversations and routines that promote healthy lifestyles and good nutrition.
Show enthusiasm for participating in physical play and negotiate play spaces to ensure the safety and wellbeing of themselves and others.	Provide a range of active and restful experiences throughout the day and support children to make appropriate decisions regarding participation.
Children manage their own personal hygiene and understand healthy practices.	Model washing hands before eating and talk about why it is important, narrate your decisions about healthy food, teach children why it is important to eat a variety of foods including fruit and vegetables, use a food plate to illustrate. Work with parents to help children who may not be able to manage toileting. Talk with children and parents about sleep, exercise and looking after your teeth. Use and send home picture books.
Children are able to keep themselves as safe as possible.	Teach children the importance of using a path, how to cross the road, to be considerate to others and what to do if they are lost. Talk about sensible amounts of screen time.



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- Children are confident and involved learners

<b>Children will be learning to:</b>	<b>Examples of how to support this:</b>
Express wonder and interest in their environments.	Provide learning environments that are flexible and open-ended.
Are curious and enthusiastic participants in their learning.	Recognise and value children's involvement in learning. Model inquiry processes, including wonder, curiosity, and imagination. Try new ideas and take on challenges.
Use play to investigate, imagine and explore ideas.	Respond to children's displays of learning dispositions by commenting on them and providing encouragement and additional ideas. Provide opportunities for children to revisit their ideas and extend their thinking. Provide experiences that encourage children to investigate and solve problems.
Follow and extend their own interests with enthusiasm, energy, and concentration.	Listen carefully to children's ideas and discuss with them how these ideas might be developed. Listen carefully to children's attempts to hypothesise and expand on their thinking through conversation and questioning.
Persist even when they find a task difficult.	Provide opportunities for children to revisit their ideas and extend their thinking.
Apply a wide variety of thinking strategies to engage with situations	Plan learning environments with appropriate levels of challenge





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and solve problems and adapt these strategies to new situations.	where children are encouraged to explore, experiment, and take appropriate risks in their learning. Intentionally scaffold children's understandings.
Use reflective thinking to consider why things happen and what can be learnt from these experiences.	Join in children's play and model reasoning, predicting, and reflecting processes and language.
Transfer knowledge from one setting to another.	Share and transfer knowledge about children's learning from one setting to another, by exchanging information with families and with professionals in other settings.
Make connections between experiences, concepts, and processes.	Draw children's attention to patterns and relationships in the environment and in their learning.
Use their senses to explore natural and built environments.	Provide sensory and exploratory experiences with natural and processed materials and on outings.
Build resilience and perseverance in the face of challenge.	Recognise the effort children make not the end result, model being resilient and persevering, help children reflect on their work, help children develop problem solving skills by talking how you and they could resolve a problem, show that mistakes need to be celebrated as it is one step closer to achieving, teach children trial and error. Help children set their own goals to achieve.

- Children are effective communicators



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Children will be learning to:	Examples of how to support this:
Convey and construct messages with purpose and confidence, building on home/family and community literacies.	Be attuned and respond sensitively and appropriately to children's efforts to communicate. Value children's linguistic heritage and, with family and community members, encourage the use of and acquisition of home languages.
Respond verbally and non-verbally to what they see, hear, touch, feel and taste.	Use gestures, exaggerated intonation, singing, and simple words moving onto simple sentences. Talk about everything you see, hear, touch, smell, and taste. Don't be afraid to use a wide vocabulary and use it to teach children. Explain the meaning of new words.
Contribute their ideas and experiences in play, and in small and large group discussions.	Model language and encourage children to express themselves through language in a range of contexts and for a range of purposes. Engage in sustained communication with children about ideas and experiences and extend their vocabulary.
View and listen to printed, visual and multimedia texts and respond with relevant gestures, actions, comments and/or questions.	Provide a literacy-enriched environment including display print in home languages and English.
Sing and chant rhymes, jingles, and songs.	Sing and chant rhymes, jingles, and songs. Act out actions to the songs, for example -head, shoulders, knees, and toes.



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Explore texts from a range of different perspectives and begin to analyse the meanings.	Children are never too young to explore books independently - you can teach children to respect books from an early age. Incorporate familiar family and community texts and tell stories. Engage children in discussions about books and other texts that promote consideration of diverse perspectives.
Recognise and engage with written and oral culturally constructed texts.	Provide opportunities for children to engage with familiar and unfamiliar culturally constructed text.
Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements.	Babies and toddlers love action rhymes and games like 'Peepo'. As they begin to join in with the words and the actions, they are developing their attention and listening. Allow babies time to anticipate words and actions in favourite songs.
Listen to simple stories and understand what is happening, with the help of the pictures.	Share picture books every day with children. Encourage children to talk about the pictures and the story. Comment on the pictures – for example: "It looks like the boy is a bit worried..." and wait for their response. You might also ask them about the pictures: "I wonder what the caterpillar is doing now?"
Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').	When talking with young children, give them plenty of processing time (at least 10 seconds). This gives them time to understand what you have said and think of their reply.
Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.	Point out print in the environment and talk about what it means. Suggestions: on a local walk, point out road signs, shop names and door numbers.



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<p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p>	<p>Large-scale sensory play, such as making marks with fingers in wet sand or in a tray of flour, using sticks and leaves to make marks during Forest school sessions, large brushes with paint or water.</p>
<p>Make marks on their picture to stand for their name.</p>	<p>Ask children to write their name on their work so they know it is theirs, playground chalk, smaller brushes, pencils and felt pens will support this.</p>
<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"><li>- spot and suggest rhymes</li><li>- count or clap syllables in a word</li><li>- recognise words with the same initial sound, such as money and mother</li></ul>	<p>Phonological awareness activities. Help children tune into the different sounds in English by making changes to rhymes and songs, like:</p> <ul style="list-style-type: none"><li>- changing a word so that there is still a rhyme: "Twinkle, twinkle yellow car"</li><li>- making rhymes personal to children: "Hey diddle diddle, the cat and the fiddle, the cow jumped over Haroon."</li></ul> <p>Deliberately miss out a word in a rhyme, so the children have to fill it in: "Run, run, as fast as you <b>can</b>, you can't catch me I'm the gingerbread —."</p> <p>Use magnet letters to spell a word ending like 'at'. Encourage children to put other letters in front to create rhyming words like 'hat' and 'cat'.</p>
<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p>	<p>Motivate children to write by providing opportunities in a wide range of ways. Suggestions: clipboards outdoors, chinks for paving stones, boards and notepads in the home corner. Children enjoy having a range of pencils, crayons, chinks, and pens to choose from. Apps on tablets enable children to mix marks, photos and video to express meanings and tell their own stories. Children are also motivated by</p>



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	simple home-made books, different coloured paper and paper decorated with fancy frames.
Write some letters accurately.	Help children to learn to form their letters accurately. First, they need a wide-ranging programme of physical skills development, inside and outdoors. Include large-muscle co-ordination: whole body, leg, arm, and foot. This can be through climbing, swinging, messy play and parachute games etc. Plan for small muscle co-ordination: hands and fingers. This can be through using scissors, learning to sew, eating with cutlery, using small brushes for painting and pencils for drawing. Children also need to know the language of direction ('up', 'down', 'round', 'back' etc).
Learn new vocabulary, ask questions and articulate ideas in well formed sentences.	Reading a wide variety of stories at least once a day, choose books that will develop vocabulary. Use new vocabulary during play and activities for example; dissolving, drying, evaporating, percussion, tambourine. Bring in new and interesting objects to talk about. Ask questions about objects and ask children if they have any questions. Be genuinely curious and inquisitive about everything. Narrate your own and children's actions, build upon their incidental talk, ask open questions, model don't correct. Send home books to read at home. Show parents how to share stories with their children.
Connect an idea to another using a range of connectives.	Narrate, remind children of past experiences, extend their thinking for example 'you have thought really hard about your tower, how will you stop it falling down?'. Talk in detail about things during play and activities.



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Use talk to explain why things happen and how things work.	Model talking out loud to yourself to show how you think about things. Encourage children to help to solve a problem together.
Re-tell a story in their own words.	Read and re-read stories children chose and ones that you have selected, show enjoyment in the story with your voice, use different voices, comment on the story, link it to your own experience, talk about the plot, characters and feelings, practice conversations between characters. Make time for children to share stories together.
Learn rhymes, poems and songs.	Select traditional and contemporary poems to read aloud, sing songs repeatedly.
Use non-fiction books to find out interesting information.	Read and re read a wide variety of books to find out more about something the children are interested in and about things going on in their life.
Read individual letters by saying the sounds for them.	Help children to read the sounds speedily. This will make sound-blending easier.
Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.	Through phonics games ask children to work out the word you say in sounds: for example, h-a-t > hat; sh-o-p > shop. Show how to say sounds for the letters from left to right and blend them, for example, big, stamp.
Read some letter groups that each represent one sound and say sounds for them.	Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'. Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.
Read a few common exception words.	Note correspondences between letters and sounds that are unusual or that



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	they have not yet been taught, such as 'do', 'said', 'were'.
Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment	Listen to children read aloud, ensuring books are mostly consistent with their developing phonic knowledge. Make the books available for children to share at school and at home.
Form lower-case and capital letters correctly.	Teach formation as they learn the sounds for each letter using a memorable phrase.
Spell words by identifying the sounds and then writing the sound with letter/s.	Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.
Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	Support children to form the complete sentence verbally before writing. Ensure children understand the purpose of a sentence. Help children memorise the sentence before writing by saying it aloud. Praise all effort.

- Children develop and are challenged physically

<b>Children will be learning to:</b>	<b>Examples of how to support this:</b>
Eat finger food and develop likes and dislikes.	Introduce children regularly and repeatedly to new foods, being positive and patient as they try new things.
Clap and stamp to music.	Join in with children's movement play when invited and if it is appropriate. Then you can show different ways of moving and engaging with the resources.
Fit themselves into spaces, like tunnels, dens, and large boxes, and move around in them.	Help young children learn what physical risks they are confident and able to take. Encourage children to climb unaided and to stop if they do not feel safe. If you lift them onto the





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	apparatus and hold them so they balance, they will not develop a sense of what they can do safely.
Walk, run, jump and climb – and start to use the stairs independently.	As soon as children are able, encourage 'active travel' to and from the setting – for example, walking, scooter, or bike.
Spin, roll and independently use ropes and swings (for example, tyre swings).	Provide materials and equipment that support physical development - both large and small motor skills. Encourage children to use materials flexibly and combine them in different ways.
Explore different materials and tools.	Provide lots of different things for young children to grasp, hold and explore, like clay, finger paint, spoons, brushes, shells.
Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.	Provide babies and toddlers with lots of opportunities to feed themselves. Encourage them to dress and undress independently. Be patient, do not rush and take time to talk about what they are doing and why: "It's a bit cold and wet today – what do we need to wear to keep warm and dry?"
Learn to use the toilet with help, and then independently.	You cannot force a child to use the potty or toilet. You need to establish friendly co-operation with the child. That will help them take this important step. Children can generally control their bowels before their bladder.
Continue to develop their movement - balancing, riding (scooters, trikes and bikes) and ball skills. Use large-muscle movements	Encourage children to transfer physical skills learnt in one context to another one. Suggestion: children might first learn to hammer in pegs



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to wave flags and streamers, paint and make marks.	to mark their Forest school boundary, using a mallet. Then, they are ready to learn how to use hammers and nails at the woodwork bench.
Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	Explain why safety is an important factor in handling tools and moving equipment and materials. Have clear and sensible rules for everybody to follow.
Use one-handed tools and equipment, for example, making snips in paper with scissors.	You can begin by showing children how to use onehanded tools (scissors and hammers, for example) and then guide them with hand-over-hand help. Gradually reduce the help you are giving and allow the child to use the tool independently.
Use a comfortable grip with good control when holding pens and pencils.	The tripod grip is a comfortable way to hold a pencil or pen. It gives the child good control. The pen is pinched between the ball of the thumb and the forefinger, supported by the middle finger with the other fingers tucked into the hand. You can help children to develop this grip with specially designed pens and pencils, or grippers. Encourage children to pick up small objects like individual gravel stones or tiny bits of chalk to draw with.
Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.	Talk to children about the importance of eating healthily and brushing their teeth. Consider how to support oral health. For example, some settings use a toothbrushing programme.



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<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"><li>- rolling</li><li>- crawling</li><li>- walking</li><li>- jumping</li><li>- running</li><li>- hopping</li><li>- skipping</li><li>- climbing</li></ul>	<p>Provide regular access to appropriate outdoor space. Ensure there is a range of surfaces to feel, move and balance on, such as grass, earth and bark chippings. Give children experience of carrying things up and down on different levels (slopes, hills and steps). Provide a choice of open-ended materials to play that allow for extended, repeated and regular practising of physical skills like lifting, carrying, pushing, pulling, constructing, stacking and climbing. Provide regular access to floor space indoors for movement. Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Model precise vocabulary to describe movement and directionality, and encourage children to use it.</p>
<p>Progress towards a more fluent style of moving, with developing control and grace.</p>	<p>Provide children with regular opportunities to practise their movement skills alone and with others. Challenge children with further physical challenges when they are ready, such as climbing higher, running faster and jumping further. Encourage children to conclude movements in balance and stillness. Allow for time to be still and quiet. Suggestion: looking up at the sky or sitting or lying in a den.</p>



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<p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p>	<p>Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options.</p>
<p>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.</p>	<p>Before teaching children the correct pencil grip and posture for writing, or how to use a knife and fork and cut with scissors, check:</p> <ul style="list-style-type: none"><li>- that children have developed their upper arm and shoulder strength sufficiently: they don't need to move their shoulders as they move their hands and fingers</li><li>- that they can move and rotate their lower arms and wrists independently</li></ul> <p>Help children to develop the core strength and stability they need to support their small motor skills. Encourage and model tummy-crawling, crawling on all fours, climbing, pulling themselves up on a rope and hanging on monkey bars. Offer children activities to develop and further refine their small motor skills. Suggestions: threading and sewing, woodwork, pouring, stirring, dancing with scarves, using spray bottles, dressing and undressing dolls, planting and caring for plants, playing with small world toys, and making models with junk materials, construction kits and malleable</p>



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	<p>materials like clay. Regularly review the equipment for children to develop their small motor skills. Is it appropriate for the different levels of skill and confidence of children in the class? Is it challenging for the most dexterous children?</p> <p>Continuously check how children are holding pencils for writing, scissors and knives and forks. Offer regular, gentle encouragement and feedback. With regular practice, the physical skills children need to eat with a knife and fork and develop an efficient handwriting style will become increasingly automatic.</p>
Build their core muscle strength.	Practice Yoga. Provide different chairs at the correct height for the range of children in the class, so that their feet are flat on the floor or a footrest. Provide different tables at the correct height for the range of children in the class.
Combine different movements with ease and fluency.	Create obstacle courses that demand a range of movements to complete, such as crawling through a tunnel, climbing onto a chair, jumping into a hoop and running and lying on a cushion. Provide opportunities to move that require quick changes of speed and direction. Suggestions: run around in a circle, stop, change direction and walk on your knees going the other way.



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<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.</p>	<p>Encourage children to use a range of equipment. These might include: wheeled toys, wheelbarrows, tumbling mats, ropes to pull up on, spinning cones, tunnels, tyres, structures to jump on/off, den-making materials, logs and planks to balance on, A-frames and ladders, climbing walls, slides and monkey bars.</p>
<p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>Provide a range of different sized 'balls' made out of familiar materials like socks, paper bags and jumpers that are softer and slower than real balls. Introduce full-sized balls when children are confident to engage with them.</p> <p>Introduce tennis balls, ping pong balls, beach balls and balloons.</p> <p>Introduce a range of resources used to bat, pat and hit a ball, modelling how to do this and giving children plenty of time for practice.</p> <p>Introduce children to balls games with teams, rules and targets when they have consolidated their ball skills.</p>
<p>Enable children to write messages, labels and write during play and role play.</p>	<p>Encourage children to draw freely. Teach and model correct letter formation. Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</p>

- Children develop foundations of mathematics

<b>Children will be learning to:</b>	<b>Examples of how to support this:</b>
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<p>Combine objects like stacking blocks and cups. Put objects inside others and take them out again.</p>	<p>Encourage babies and young toddlers to play freely with a wide range of objects - toddlers engage spontaneously in mathematics during nearly half of every minute of free play. Suggestions: when appropriate, sensitively join in and comment on:</p> <ul style="list-style-type: none"><li>- interestingly shaped objects like vegetables, wooden pegs, spoons, pans, corks, cones, balls</li><li>- pots and pans, boxes and objects to put in them, shape sorters</li></ul> <p>stacking cups: hiding one, building them into a tower, nesting them and lining them up.</p>
<p>Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'</p>	<p>Help children to match their counting words with objects. Suggestions: move a piece of apple to one side once they have counted it. If children are saying one number word for each object, it isn't always necessary to correct them if they skip a number. Learning to count accurately takes a long time and repeated experience. Confidence is important.</p>
<p>Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.</p>	<p>Use the language of size and weight in everyday contexts.</p> <p>Provide objects with marked differences in size to play freely with. Suggestions: dolls' and adult chairs, tiny and big bears, shoes, cups and bowls, blocks and containers.</p>
<p>Notice patterns and arrange things in patterns.</p>	<p>Provide patterned material – gingham, polka dots, stripes etc. – and small objects to arrange in patterns. Use words like 'repeated' and 'the same' over and over.</p>





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<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p>	<p>Point to small groups of two or three objects: "Look, there are two!" Occasionally ask children how many there are in a small set of two or three.</p>
<p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p>	<p>Regularly say the counting sequence, in a variety of playful contexts, inside and outdoors, forwards and backwards, sometimes going to high numbers. For example: hide and seek, rocket-launch countdowns.</p> <p>Count things and then repeat the last number. For example: "1, 2, 3 – <b>3 cars</b>". Point out the number of things whenever possible; so, rather than just 'chairs', 'apples' or 'children', say 'two chairs', 'three apples', 'four children'.</p>
<p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p>	<p>Ask children to get you a number of things and emphasise the total number in your conversation with the child.</p>
<p>Show 'finger numbers' up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p>	<p>Use small numbers to manage the learning environment. Suggestions: have a pot labelled '5 pencils' or a crate for '3 trucks'. Draw children's attention to these throughout the session and especially at tidy-up time: "How many pencils should be in this pot?" or "How many have we got?" etc.</p>
<p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>Combine shapes to make new ones - an arch, a bigger triangle etc.</p>	<p>Provide a variety of construction materials like blocks and interlocking bricks. Provide den-making materials. Allow children to play freely with these materials, outdoors and inside. When appropriate, talk</p>



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	<p>about the shapes and how their properties suit the purpose.</p> <p>Provide shapes that combine to make other shapes, such as pattern blocks and interlocking shapes, for children to play freely with. When appropriate, discuss the different designs that children make.</p>
Extend and create ABAB patterns – stick, leaf, stick, leaf.	Provide patterns from different cultures, such as fabrics.
Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'	<p>Talk about patterns of events, in cooking or getting dressed.</p> <p>Suggestions:</p> <ul style="list-style-type: none"><li>- 'First', 'then', 'after', 'before'</li><li>- "Every day we..."</li><li>- "Every evening we..."</li></ul> <p>Countdown to forthcoming events on the calendar in terms of number of days or sleeps. Refer to the days of the week, and the day before or day after, 'yesterday' and 'tomorrow'.</p>
Count objects, actions and sounds.	<p>Develop the key skills of counting objects including saying the numbers in order and matching one number name to each item. Say how many there are after counting - for example, "...6, 7, 8. There are <b>8 balls</b>" - to help children appreciate that the last number of the count indicates the total number of the group. This is the cardinal counting principle. Say how many there might be before you count to give a purpose to counting: "I think there are about 8. Shall we count to see?" Count out a smaller number from a larger group: "Give me seven..."</p>



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	<p>Knowing when to stop shows that children understand the cardinal principle. Build counting into everyday routines such as register time, tidying up, lining up or counting out pieces of fruit at snack time. Sing counting songs and number rhymes, and read stories that involve counting. Play games which involve counting. Identify children who have had less prior experience of counting, and provide additional opportunities for counting practice. Encourage children to show a number of fingers 'all at once', without counting.</p>
<p>Link the number symbol (numeral) with its cardinal number value.</p>	<p>Display numerals in order alongside dot quantities or tens frame arrangements. Play card games such as snap or matching pairs with cards where some have numerals and some have dot arrangements. Discuss the different ways children might record quantities (for example, scores in games), such as tallies, dots and using numeral cards.</p>
<p>Count beyond ten.</p>	<p>Count verbally beyond 20, pausing at each multiple of 10 to draw out the structure, for instance when playing hide and seek, or to time children getting ready. Provide images such as number tracks, calendars and hundred squares indoors and out, including painted on the ground, so children become familiar with two-digit numbers and can start to spot patterns within them.</p>
<p>Compare numbers.</p>	<p>Provide collections to compare, starting with a very different number of things. Include more small things and fewer large things, spread them out and bunch them up, to draw attention to the number not the size</p>



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	<p>of things or the space they take up. Include groups where the number of items is the same. Use vocabulary: 'more than', 'less than', 'fewer', 'the same as', 'equal to'. Encourage children to use these words as well. Distribute items evenly, for example: "Put 3 in each bag," or give the same number of pieces of fruit to each child. Make deliberate mistakes to provoke discussion. Tell a story about a character distributing snacks unfairly and invite children to make sure everyone has the same.</p>
Understand the 'one more than/one less than' relationship between consecutive numbers.	Make predictions about what the outcome will be in stories, rhymes and songs if one is added, or if one is taken away. Provide 'staircase' patterns which show that the next counting number includes the previous number plus one.
Explore the composition of numbers to 10.	<p>Focus on composition of 2, 3, 4 and 5 before moving onto larger numbers. Provide a range of visual models of numbers: for example, six as double three on dice, or the fingers on one hand and one more, or as four and two with ten frame images. Model conceptual subitising: "Well, there are three here and three here, so there must be six." Emphasise the parts within the whole: "There were 8 eggs in the incubator. Two have hatched and 6 haven't yet hatched."</p> <p>Plan games which involve partitioning and recombining sets. For example, throw 5 beanbags, aiming for a hoop. How many go in and how many don't?</p>
Automatically recall number bonds for numbers 0–10.	Have a sustained focus on each number to 10. Make visual and practical displays in the classroom



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	<p>showing the different ways of making numbers to 10 so that children can refer to these. Play hiding games with a number of objects in a box, under a cloth, in a tent, in a cave, etc.: “Seven went in the tent and 2 came out. I wonder how many are still in there?”</p> <p>Intentionally give children the wrong number of things. For example: ask each child to plant 4 seeds then give them 1, 2 or 3. “I’ve only got 1 seed, I need 3 more.”</p> <p>Spot and use opportunities for children to apply number bonds: “There are 6 of us but only 2 clipboards. How many more do we need?”</p> <p>Place objects into a five frame and talk about how many spaces are filled and unfilled.</p>
Select, rotate and manipulate shapes in order to develop spatial reasoning skills.	Provide high-quality pattern and building sets, including pattern blocks, tangrams, building blocks and magnetic construction tiles, as well as found materials. Challenge children to copy increasingly complex 2D pictures and patterns with these 3D resources, guided by knowledge of learning trajectories: “I bet you can’t add an arch to that,” or “Maybe tomorrow someone will build a staircase.” Teach children to solve a range of jigsaws of increasing challenge.
Compose and decompose shapes so that children recognise a shape can have other shapes <i>within</i> it, just as numbers can.	Investigate how shapes can be combined to make new shapes: for example, two triangles can be put together to make a square. Encourage children to predict what shapes they will make when paper is



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	folded. Wonder aloud how many different ways there are to make a hexagon with pattern blocks. Find 2D shapes within 3D shapes, including through printing or shadow play.
Continue, copy and create repeating patterns.	Make patterns with varying rules (including AB, ABB and ABBC) and objects and invite children to continue the pattern. Make a deliberate mistake and discuss how to fix it.
Compare length, weight and capacity.	Model comparative language using 'than' and encourage children to use this vocabulary. For example: "This is heavier than that." Ask children to make and test predictions. "What if we pour the jugful into the teapot? Which holds more?"

- Children are imaginative artists and designers

<b>Children will be learning to:</b>	<b>Examples of how to support this:</b>
Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.	<ul style="list-style-type: none"> <li>- invite them to submerge their fingers in cornflour</li> <li>- play with a stick in the mud</li> <li>- place hands and feet in paint</li> <li>- introduce colour names</li> </ul>
Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.	Help children to develop their pretend play by modelling, sensitively joining in and helping them to elaborate it. Suggestion: help to develop a child's home corner play of feeding a 'baby', by suggesting a nappy-change and then a song as you settle the 'baby' to sleep.



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Make simple models which express their ideas.	Encourage young children to explore materials/ resources finding out what they are/what they can do and decide how they want to use them.
Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.	Provide lots of flexible and open-ended resources for children's imaginative play.
Join different materials and explore different textures.	Suggestions: glue and masking tape for sticking pieces of scrap materials onto old cardboard boxes, hammers and nails, glue guns, paperclips, and fasteners.
Draw with increasing complexity and detail, such as representing a face with a circle and including details.	Help children to add details to their drawings by selecting interesting objects to draw, and by pointing out key features to children and discussing them.
Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.	Encourage children to draw from their imagination and observation.
Explore colour and colour mixing.	Introduce children to the work of artists from across times and cultures. Help them to notice where features of artists' work overlap with the children, for example in details, colour, movement, or line.
Play instruments with increasing control to express their feelings and ideas.	Encourage children to experiment with different ways of playing instruments. Listen carefully to their music making and value it. Suggestion: record children's pieces, play the pieces back to the children and include them in your repertoire of music played in the setting.
Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on	Teach children to develop their colour-mixing techniques to enable them to match the colours they see





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<p>their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.</p>	<p>and want to represent, with step-by-step guidance when appropriate.</p> <p>Provide opportunities to work together to develop and realise creative ideas. Provide children with a range of materials for children to construct with. Encourage them to think about and discuss what they want to make. Discuss problems and how they might be solved as they arise. Reflect with children on how they have achieved their aims. Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. Provide a range of materials and tools and teach children to use them with care and precision. Promote independence, taking care not to introduce too many new things at once. Encourage children to notice features in the natural world. Help them to define colours, shapes, texture and smells in their own words. Discuss children's responses to what they see. Visit galleries and museums to generate inspiration and conversation about art and artists.</p>
<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>Give children an insight into new musical worlds. Introduce them to different kinds of music from across the globe, including traditional and folk music from Britain. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>



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Watch and talk about dance and performance art, expressing their feelings and responses.	Offer opportunities for children to go to a live performance, such as a pantomime, play, music or dance performance. Provide related costumes and props for children to incorporate into their pretend play.
Sing in a group or on their own, increasingly matching the pitch and following the melody.	Play pitch-matching games, humming or singing short phrases for children to copy. Use songs with and without words – children may pitch match more easily with sounds like 'ba'. Sing call-and-response songs, so that children can echo phrases of songs you sing. Introduce new songs gradually and repeat them regularly.  Sing slowly, so that children can listen to the words and the melody of the song.
Develop storylines in their pretend play.	Provide a wide range of props for play which encourage imagination. Suggestions: different lengths and styles of fabric can become capes, the roof of a small den, a picnic rug or an invisibility cloak. Support children in deciding which role they might want to play and learning how to negotiate, be patient and solve conflicts. Help children who find it difficult to join in pretend play. Stay next to them and comment on the play. Model joining in. Discuss how they might get involved.
Explore and engage in music making and dance, performing solo or in groups.	Notice and encourage children to keep a steady beat, this may be whilst singing and tapping their knees, dancing to music, or making their own music with instruments and sound makers. Play movement and listening games that use different sounds for different movements. Suggestions: march to the sound of the drum or creep to the sound of the maraca. Model how to tap



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	<p>rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song. Play music with a pulse for children to move in time with and encourage them to respond to changes: they could jump when the music suddenly becomes louder, for example. Encourage children to create their own music. Encourage children to replicate choreographed dances, such as pop songs and traditional dances from around the world. Encourage children to choreograph their own dance moves, using some of the steps and techniques they have learnt.</p>
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- Children with an additional language are supported effectively

Greet and say goodbye to the child in their home language - check with parents correct pronunciation.
Does the child need cue cards or sign language? Use interpreters where possible.
Support staff to find resources, and to find interpreters to support children and families with EAL (e.g., google translate for newsletters/information, link with language schools, or other families with the same language.
Provide lots of experiences and activities that promote language through play, embedding language in the actual and concrete.
Ensure children learn language in social situations by interacting with adults and other children.
Offer adapted and challenging play activities to support language development, e.g., storytelling with props.
Provide positive imagery ensuring children's home languages and experiences are reflected in the settings resources to develop a child's well-being and positive self-image.
Listen to and encourage a child's attempts at communication and attempt to interpret what they said.
Ensure children know survival language? e.g., toilet, hello, goodbye, yes, no, drink, unwell.
Constantly model language in a variety of situations (formal and informal), and give a running commentary during activities, to support children's understanding and access to appropriate vocabulary.



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Ensure the family still use the home language regularly so that they support their child's learning, well-being, and self- image, as well as their developing communication skills in both languages.

Ensure that parents and families are involved in the setting and community. Share their culture and language with the setting (use bilingual skills for storytelling, labelling, sharing information and artefacts/skills).

Encourage the sharing of bilingual books between settings and home. Sharing songs and rhymes in home languages reinforces similarities in patterns of languages and fosters home to settings links. Parents and bilingual staff can help translate favourites such as "twinkle, twinkle, little star" and "heads, shoulders, knees and toes" as well as sharing traditional rhymes and songs.

Celebrate our children's families' festivals

Find out about family customs, religion, dress code.

Ensure we know the pronunciation and spelling of family names.

Learn some key words in the child's home language to demonstrate we value it.