



# EYFS Curriculum

**Little Digmoor**



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# Our Vision

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At Little Digmoor Primary School, we understand that every child is an individual with unique interests and their own voice. We promote awe and wonder through following the Curiosity Approach, by using natural, open-ended resources which allow children to experience new things and become curious thinkers. Communication is at the heart of everything we do. We provide a communication rich environment where adults teach and model language, vocabulary and communication skills.

We create a calm, secure and purposeful atmosphere where children can develop lively, enquiring, open minds through exploratory play. We provide a stimulating and attractive environment which follows the children's interests, this allows our children to be fully engaged and immersed in their learning. We set high expectations for children and give them responsibilities to help develop a sense of self-worth. We want children to become respectful individuals who take pride in their environment and look after their belongings. We have strong links with the community and understand the importance of cooperation and parent partnerships and creating a home from home setting, whilst also keeping strong links with school so children feel prepared to move into key stage one. Children foster and make life-long friendships underpinned by mutual respect and tolerance. Our staff are dedicated and strive to create a family feel and build positive relationships with the children. We believe that the Early Years is the most important years of a child's life as children develop schemas, self-worth, imagination, positive relationships all whilst learning and having fun.

# *Our Curriculum*

## **Our Pedagogy**

At Little Digmoor, our nursery and reception classes make up our Early Years Foundation Stage.

We are inspired by the Curiosity Approach and use natural and open-ended resources within our learning environments. We believe that this will create an atmosphere of curiosity, awe and wonder, allowing our children to become curious thinkers.

We follow 'Little Wandle Letters and Sounds' Phonic Scheme and incorporate their programme into our day to day provision.





# 4 Pillars of Our Curriculum

## Independent

We aim to teach the children how to be independent thinkers and have the independent skills ready for school and their future.

## Curious

Our environments are set up each day with 'provocations' that will invite the children to be curious. Learning will be enhanced to develop the children as 'thinkers' of the future.

## Respectful

We will teach children how to value and respect their environments and each other. As part of our PSED intent, we will incorporate stories and activities and guidance to support our children in this area.

## Communicators

Communication is at the heart of everything we do. We provide a communication rich environment where adults teach and model language, vocabulary and communication skills.

# Schemas

A schema is a pattern of repeated actions (Athey, 2007). Schemas are a necessary step in a child's understanding of the world and themselves.

Each child is different, and some may display more than one schema while others show none at all.

At Little Digmoor, practitioners observe the children in their play for any schemas and repeated patterns of play. Practitioners understand the schemas and this gives them better awareness of each child's current interests and ways of thinking, in order to plan their learning environment.

## What type of Schemas are there?

**Trajectory:** Enjoyment of things that go up and down, enjoyment of climbing and jumping up and down. Dropping items from up high.

**Positioning:** lining items up and putting them in groups. Likes to have things in specific places.

**Enveloping:** covering themselves or objects completely. wrapping items up or placing them in containers.

**Rotating:** Enjoys spinning items round and round. Likes to run around in circles or being swung.

**Enclosing:** adding boundaries to play areas e.g. fences around animals. Adding borders to pictures.

**Transporting:** carrying or moving items from one place to another; carrying items in containers or bags.

**Connecting:** Setting out and dismantling tracks, constructing, joining items together with tape or glue.

**Transforming:** exploring the changing states of materials, transforming them from a solid to liquid state and back again.

**Orienteering:** an interest in positioning themselves or objects in different places or positions e.g. upside down or on their side.

# Partnership with Parents

It is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the Early Years.

We regularly listen to parents and give them regular updates on their child's progress, through class Dojo.

We understand that the help and support that parents give their children at home has a very significant impact on their learning. We include elements of children's cultures and rituals within our learning environments.

We believe in the importance of encouraging all parents to chat, play and read with their children.



# Characteristics of Effective Learning

**At Little Digmoor, we are able to reflect on the different rates at which children are developing and adjust our practice appropriately. The three characteristics of effective teaching and learning are:**

- **playing and exploring – children investigate and experience things and ‘have a go’**
- **active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements**
- **creating and thinking critically – children have and develop their own ideas, make links between ideas and develop strategies for doing things**

## Playing and exploring

Intent	Implementation
Plan and think ahead about how they will explore or play with objects.	When children are creating, whether it is in the creative area or construction area, encourage the children to discuss what they will be making and what items they made need. We will provide a range of accessible resources for the children to self-select.



Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing. For example, a child doing a jigsaw might whisper under their breath: "Where does that one go? – I need to find the big horse next."

Make independent choices.

Visual aids can help children to keep track of what they need to do next, for example counting on their fingers or referring to a series of pictures on the wall to remind them what they must do before lunch.

Verbal mental aids include providing a sensitive commentary on what a child is doing.

You might comment: "I see you are looking for the biggest pieces first" or ask "how well do you think that's going?"

Children may copy your commentary by talking out loud to themselves first. In time, this will develop into their 'inner voice'.

Provide a well-organised environment so that children know where materials and tools are and can access them easily.

Provide enough materials and arrange spaces so that children can access items independently. Give children enough time and space to engage in large-scale projects that may continue over several days.

Explore the reasons behind children's choices e.g. 'I'm interested that you're using a paintbrush rather than a pencil to make your picture.'

Bring their own interests and fascinations into early years settings. This helps them to develop their learning.

Respond to new experiences that you bring to their attention.

Extend children's interests by providing stimulating resources for them to play with, on their own and with peers, in response to their fascinations.

Join in with children's play and investigations, without taking over. Talk with them about what they are doing and what they are noticing. Provide appropriate non-fiction books and links to information online to help them follow their interests.

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, and around the local environment. Take children to new places, like a local theatre, a museum, a National Trust heritage site, a farm or an elderly people's home. Involve children in making decisions about science experiments: what might we feed the plants to make them grow? Why do you think fizzy water might work? How will we know if one is growing faster than another?'.  
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# Active Learning

Intent	Implementation
<p data-bbox="143 233 477 400">Begin to correct their mistakes themselves. For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit.</p> <p data-bbox="143 480 441 531">Keep on trying when things are difficult.</p>	<p data-bbox="594 233 908 400">Help young children to develop by accepting the pace of their learning. Give them plenty of time to make connections and repeat activities.</p> <p data-bbox="594 480 958 759">Help children to think about what will support them most, taking care not to offer help too soon. The following strategies will help children at different times, depending on their confidence, how much previous experience they've had with an activity, and how motivated, or distracted, they are:</p> <ul data-bbox="594 767 958 1528" style="list-style-type: none"><li data-bbox="594 767 958 847">• repeating something hard on their own; learning through trial and error.</li><li data-bbox="594 855 958 906">• asking a friend or an adult for help.</li><li data-bbox="594 914 958 994">• watching an adult or another child, modelling what to do, or listening to their guidance.</li><li data-bbox="594 1002 958 1217">• At times, children respond well to open-ended activities which they choose. Other times, they benefit from a supportive structure established by an adult. It is important to provide both kinds of opportunities.</li><li data-bbox="594 1225 958 1528">• Adults can teach children to use self-calming to help them deal with intense emotions. For example, you could introduce a 'calming jar'. Or you could introduce 'zones of regulation'. These can help children to become more aware of their emotions and think about how to calm themselves.</li></ul>

# Creating and thinking critically

Intent	Implementation
<p>Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or 'drink' from a pretend cup.</p> <p>Sort materials. For example, at tidy-up time, children know how to put different construction materials in separate baskets.</p>	<p>Help young children to find their own ideas by providing open-ended resources that can be used in many ways. Encourage, support and enjoy children's creative thinking as they find new ways to do things.</p> <p>Children need consistent routines and plenty of time so that play is not constantly interrupted. It is important to be reflective and flexible.</p>
<p>Review their progress as they try to achieve a goal. Check how well they are doing.</p> <p>Solve real problems: for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries.</p>	<p>Help children to reflect on and talk about their learning through using photographs and learning journeys. Share in children's pride about their achievements and their enjoyment of special memories.</p> <p>Suggestion: you could prompt a conversation with questions like: "Do you remember when...?", "How would you do that now?" or "I wonder what you were thinking then?"</p>
<p>Use pretend play to think beyond the 'here and now' and to understand another perspective. For example, a child role-playing the billy goats gruff might suggest that "Maybe the troll is lonely and hungry? That's why he is fierce."</p>	<p>Help children to extend their ideas through sustained discussion that goes beyond what they, and you, have noticed. Consider 'how' and 'why' things happen, and 'what might happen next.'</p> <p>.</p>



Know more, so feel confident about coming up with their own ideas. Make more links between those ideas.

Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.

Help children to come up with their own ideas and explanations. Suggestion: you could look together at woodlice and caterpillars outdoors with the magnifying app on a tablet. You could ask: "What's similar about caterpillars and other insects?" You could use and explain terms like 'antennae' and 'thorax'.

Offer children many different experiences and opportunities to play freely and to explore and investigate. Make time and space for children to become deeply involved in imaginative play, indoors and outside.

# Communication and Language

**At Little Digmoor, we recognise that children develop at different rates. Communication is at the heart of everything that we do. We provide a rich environment where adults teach and model language, vocabulary and communication skills.**

Intent	Implementation
Birth to Three	
<p>Watch someone's face as they talk.</p> <p>Copy what adults do, taking 'turns' in conversations and activities. Try to copy adult speech and lip movements. Enjoy singing, music and toys that make sounds. Recognise and are calmed by a familiar and friendly voice. Listen and respond to a simple instruction.</p>	<p>When talking to a child, get down to their level and encourage them to look at you, as they talk. It is important to minimise background noise, so do not have music playing all the time.</p> <p>Sing a range of songs and play a wide range of different types of music. As they begin to join in with the words and the actions, they are developing their attention and listening. Allow children time to anticipate words and actions in favourite songs.</p>

Copy your gestures and words.

Use intonation, pitch and changing volume when 'talking'.

Understand single words in context – 'cup', 'milk', 'daddy'.  
Understand frequently used words such as 'all gone', 'no' and 'bye-bye'.

Understand simple instructions like "give to nanny" or "stop".

Recognise and point to objects if asked about them.

Where you can, give meaning to a child's gestures and pointing for example: "Oh, I see, you want the teddy."

Allow children to take the lead and then respond to their communications.

Wait for a child to speak or communicate with a sound first so that they are leading the conversation. When responding, expand on what has been said (for example, add a word). If a child says "car", you could say "blue car". Adding a word while a child is playing gives them the model of an expanded phrase. It also keeps the conversation on their topic of interest. Suggestion: if they say "bag", you could say: "Yes, daddy's bag".

You can help young children with their understanding by using gestures and context. Suggestion: point to the cup and say "cup". Talking about what you are doing helps children learn language in context. Suggestion: "I'm pouring out your milk into the cup".

Singing, action rhymes and sharing books give children rich opportunities to understand new words.

Play with groups of objects (different small world animals, or soft toys, or tea and picnic sets). Make sure you name things whilst playing, and talk about what you are doing.

Generally focus on an activity of their own choice and find it difficult to be directed by an adult.

Listen to other people's talk with interest but can easily be distracted by other things.

Make themselves understood and can become frustrated when they cannot.

Start to say how they are feeling, using words as well as actions.

Start to develop conversation, often jumping from topic to topic.

Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.

Help young children to focus their attention by using their name: "Fatima, put your coat on".

You can help young children listen and pay attention by using gestures like pointing and facial expressions.

You can help children who are having tantrums by being calm and reassuring.

Help children to express what's angering them by suggesting words to describe their emotions, like 'sad' or 'angry'. You can help further by explaining in simple terms why you think they may be feeling that emotion.

Make time to connect with young children. Tune in and listen to them and join in with their play, indoors and outside.

Allow plenty of time to have conversations together, rather than busily rushing from one activity to the next. When you know a young child well, it is easier to understand them and talk about their family life. For example: "OK, I see. You went to the shops with Auntie Maya".



Use the speech sounds p, b, m, w. Pronounce:

- l/r/w/y
- f/th
- s/sh/ch/dz/j
- multi-syllabic words such as 'banana' and 'computer'

Listen to simple stories and understand what is happening, with the help of the pictures.

Young children will pronounce some words incorrectly. Instead of correcting them, reply to what they say and use the words they have mispronounced. Children will then learn from your positive model, without losing the confidence to speak.

Young children sometimes hesitate and repeat sounds and words when thinking what to say. Listen patiently. Do not say the words for them. If the child or parents are distressed or worried by this, contact a speech and language therapist for advice.

Encourage children to talk. Do not use too many questions: four comments to every question is a useful guide.

Share picture books every day with children. Encourage them 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?"

Books with just pictures and no words can especially encourage conversations.

Tell children the names of things they do not know and choose books that introduce interesting new vocabulary to them.

Identify familiar objects and properties for practitioners when they are described:  
for example: 'Katie's coat', 'blue car', 'shiny apple'.  
Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.

When appropriate, you can check children's understanding by asking them to point to particular pictures. Or ask them to point to particular objects in a picture. For example: "Can you show me the big boat?"

## Three and Four Year olds

Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').

Enjoy listening to longer stories and can remember much of what happens.  
Pay attention to more than one thing at a time, which can be difficult.

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.

Offer children at least a daily story time as well as sharing books throughout the session. If they are busy in their play, children may not be able to switch their attention and listen to what you say. When you need to, help young children to switch their attention from what they are doing to what you are saying. Give them a clear prompt. Suggestion: say the child's name and then: "Please stop and listen".

Use a wider range of vocabulary.

Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".

Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"

Extend children's vocabulary, explaining unfamiliar words and concepts and making sure children have understood what they mean through stories and other activities. These should include words and concepts which occur frequently in books and other contexts but are not used every day by many young children. Suggestion: use scientific vocabulary when talking about the parts of a flower or an insect, or different types of rocks. Examples from 'The Gruffalo' include: 'stroll', 'roasted', 'knobbly', 'wart' and 'feast'. Provide children with a rich language environment by sharing books and activities with them. Encourage children to talk about what is happening and give their own ideas. High-quality picture books are a rich source for learning new vocabulary and more complex forms of language: "Excuse me, I'm very hungry. Do you think I could have tea with you?"

Shared book-reading is a powerful way of having extended conversations with children. It helps children to build their vocabulary.

Offer children lots of interesting things to investigate, like different living things. This will encourage them to ask questions.

Sing a large repertoire of songs.

Know many rhymes, be able to talk about familiar books, and be able to tell a long story.

Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.

Develop their pronunciation but may have problems saying:

- some sounds: r, j, th, ch, and sh
- multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.

Consider which core books, songs and rhymes you want children to become familiar with and grow to love.

The BookTrust's 'Bookfinder' website can help you to pick high-quality books.

Activities planned around those core books will help the children to practise the vocabulary and language from those books. It will also support their creativity and play.

Outdoor play themed around 'We're Going on a Bear Hunt' might lead to the children creating their own 'hunts' and inventing their own rhymes.

Children may use ungrammatical forms like 'I swimmed'. Instead of correcting them, recast what the child said. For example: "How lovely that you swam in the sea on holiday".

When children have difficulties with correct pronunciation, reply naturally to what they say. Pronounce the word correctly so they hear the correct model.



Use longer sentences of four to six words.

Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.

Start a conversation with an adult or a friend and continue it for many turns.

Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

Expand on children's phrases. For example, if a child says, "going out shop", you could reply: "Yes, Henna is going to the shop". As well as adding language, add new ideas. For example: "I wonder if they'll get the 26 bus?"

Model language that promotes thinking and challenges children:

"I can see that's empty – I wonder what happened to the snail that used to be in that shell?"

Open-ended questions like "I wonder what would happen if....?" encourage more thinking and longer responses.

Sustained shared thinking is especially powerful. This is when two or more individuals (adult and child, or children) 'work together' in an intellectual way to solve a problem, clarify a concept, evaluate activities, extend a narrative, etc.

Help children to elaborate on how they are feeling: "You look sad. Are you upset because Jasmin doesn't want to do the same thing as you?"

## Children in Reception

Understand how to listen carefully and why listening is important.

Promote and model active listening skills: "Wait a minute, I need to get into a good position for listening, I can't see you. Let's be quiet so I can concentrate on what you're saying."

Signal when you want children to listen: "Listen carefully now for how many animals are on the broom."

Link listening with learning: "I could tell you were going to say the right answer, you were listening so carefully."

Learn new vocabulary.

Identify new vocabulary before planning activities, for example, changes in materials: 'dissolving', 'drying', 'evaporating'; in music: 'percussion', 'tambourine'.

Bring in objects, pictures and photographs to talk about, for example vegetables to taste, smell and feel.

Discuss which category the word is in, for example: "A cabbage is a kind of vegetable. It's a bit like a sprout but much bigger".

Have fun saying the word in an exaggerated manner.

Use picture cue cards to talk about an object: "What colour is it? Where would you find it? What shape is it? What does it smell like? What does it look like? What does it feel like? What does it sound like? What does it taste like?"

Use new vocabulary through the day.

Model words and phrases relevant to the area being taught, deliberately and systematically: "I'm thrilled that everyone's on time today", "I can see that you're delighted with your new trainers", "Stop shrieking, you're hurting my ears!", "What a downpour – I've never seen so much rain!", "It looks as if the sun has caused the puddles to evaporate", "Have you ever heard such a booming voice?" Use the vocabulary repeatedly through the week. Keep a list of previously taught vocabulary and review it in different contexts.

Ask questions to find out more and to check they understand what has been said to them.

Show genuine interest in knowing more: "This looks amazing, I need to know more about this." Think out loud, ask questions to check your understanding; make sure children can answer who, where and when questions before you move on to why and 'how do you know' questions: "I wonder why this jellyfish is so dangerous? Ahh, it has poison in its tentacles."

Articulate their ideas and thoughts in well-formed sentences.

Connect one idea or action to another using a range of connectives.

Use complete sentences in your everyday talk.

Help children build sentences using new vocabulary by rephrasing what they say and structuring their responses using sentence starters.

Narrate your own and children's actions: "I've never seen so many beautiful bubbles, I can see all the colours of the rainbow in them."

Build upon their incidental talk: "Your tower is definitely the tallest I've seen all week. Do you think you'll make it any higher?"

Suggestion: ask open questions - "How did you make that? Why does the wheel move so easily? What will happen if you do that?"

Instead of correcting, model accurate irregular grammar such as past tense, plurals, complex sentences: "That's right: you drank your milk quickly; you were quicker than Darren."

Narrate events and actions: "I knew it must be cold outside because he was putting on his coat and hat."

Remind children of previous events: "Do you remember when we forgot to wear our raincoats last week? It poured so much that we got drenched!"

Extend their thinking: "You've thought really hard about building your tower, but how will you stop it falling down?"

Describe events in some detail.

Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.

Develop social phrases.

Make deliberate mistakes highlighting to children that sometimes you might get it wrong: "It's important to get things in the right order so that people know what I'm talking about. Listen carefully to see if I have things in the right order: 'last week...'

Use sequencing words with emphasis in your own stories: "Before school

I had a lovely big breakfast, then I had a biscuit at break time and after that I had two pieces of fruit after lunch. I'm so full!"

Think out loud how to work things out.

Encourage children to talk about a problem together and come up with ideas for how to solve it.

Give children problem solving words and phrases to use in their explanations: 'so that', 'because', 'I think it's...', 'you could...', 'it might be...'

Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"

Engage in storytimes

Listen to and talk about stories to build familiarity and understanding.

Timetable a storytime at least once a day.

Draw up a list of books that you enjoy reading aloud to children, including traditional and modern stories.

Choose books that will develop their vocabulary. Display quality books in attractive book corners. Send home familiar and good-quality books for parents to read aloud and talk about with their children.

Show parents how to share stories with their children.

Read and re-read selected stories. Show enjoyment of the story using your voice and manner to make the meaning clear.

Use different voices for the narrator and each character.

Make asides, commenting on what is happening in a story:

"That looks dangerous – I'm sure they're all going to fall off that broom!"

Link events in a story to your own experiences.

Talk about the plot and the main problem in the story.

Identify the main characters in the story, and talk about their feelings, actions and motives.

Take on different roles in imaginative play, to interact and negotiate with people in longer conversations.

Practise possible conversations between characters.

Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.

Use new vocabulary in different contexts.

Listen carefully to rhymes and songs, paying attention to how they sound.

Make familiar books available for children to share at school and at home.

Make time for children to tell each other stories they have heard, or to visitors.

Have fun with phrases from the story through the day:

"I searched for a pencil, but no pencil could be found."

Explain new vocabulary in the context of story, rather than in word lists.

Show your enjoyment of poems using your voice and manner to give emphasis to carefully chosen words and phrases.

Model noticing how some words sound: "That poem was about a frog on a log; those words sound a bit the same at the end don't they? They rhyme."

In poems and rhymes with very regular rhythm patterns, pause before the rhyming word to allow children to join in or predict the word coming next.

Encourage children to have fun with rhyme, even if their suggestions don't make complete sense.

Choose a few interesting longer words from the poem, rhyme or song and clap out their beat structure, helping children to join in with the correct number of 'claps'.

Learn rhymes, poems and songs.

Select traditional and contemporary poems and rhymes to read aloud to children. Help children to join in with refrains and learn some verses by heart using call and response. When singing songs by heart, talk about words in repeated phrases from within a refrain or verse so that word boundaries are noticed and not blurred: "Listen carefully, what words can you hear? Oncesuppona time: once – upon – a – time."

Engage in non-fiction books.

Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.

Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives. Make the books available for children to share at school and at home.



# Personal, Social and Emotional Development

Intent	Implementation
Birth to Three	
<p>Find ways to calm themselves, through being calmed and comforted by their key person.</p>	<p>When settling a young child into nursery, the top priority is for the key person to develop a strong and loving relationship with the young child.</p> <p>Learn from the family about what they do to soothe their child and what to look out for – for example, a baby who scratches at their head when they are getting tired.</p> <p>Find out what calms the child when upset.</p> <p>Make sure young children can get hold of their comfort object when they need it.</p> <p>Explain to parents that once they establish 'object permanence', they become more aware of the presence or absence of their parents. Object permanence means knowing that something continues to exist even when out of sight.</p>
<p>Establish their sense of self.</p>	<p>Read books and carry out activities that develop children's sense of self. What makes them similar and different to others.</p>

Express preferences and decisions. They also try new things and start establishing their autonomy.

Use that engagement to achieve a goal.  
For example, gesture towards their cup to say they want a drink.

Find ways of managing transitions, for example from their parent to their key person.

Thrive as they develop self-assurance.

Be positive and interested in what children do as they develop their confidence in trying new things. Help young children to make informed choices from a limited range of options. Suggestion: enable children to choose which song to sing from a set of four song cards, by pointing. Enable children to choose whether they want milk or water at snack time.

Support children as they find their own different ways to manage feelings of sadness when their parents leave them. Some children might need to hold onto a special object from home to feel strong and confident in the setting. Some might need to snuggle in and be comforted by their key person. Some might get busy straight away in their favourite play or with another child they feel close to.

Young children need to feel secure as they manage difficult emotions. Provide consistent and predictable routines, with flexibility when needed. Plan for the transition from nursery to Reception class and then later on, into year 1.

Provide consistent, warm and responsive care. At first, centre this on the key person. In time, children can develop positive relationships with other adults.

When the key person is not available, make sure that someone familiar provides comfort and support, and carries out intimate care routines.

Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person.

Feel strong enough to express a range of emotions.

Acknowledge young children's brief need for reassurance as they move away from their key person. Encourage them to explore, indoors and outside. Help them to become more independent by smiling and looking encouraging. Arrange resources inside and outdoors to encourage children's independence and growing self-confidence.

Help children to feel emotionally safe with a key person and, gradually, with other members of staff. Show warmth and affection, combined with clear and appropriate boundaries and routines. Develop a spirit of friendly co-operation amongst children and adults. Encourage children to express their feelings through words like 'sad', 'upset' or 'angry'. Young children may have periods of time when their favourite word is 'no' and when they want to carry out their wishes straight away. Maintain sensible routines and boundaries for children during these testing times. Negative or harsh responses can cause children to feel unduly anxious and emotionally vulnerable. Offer supervision or work discussion sessions to staff. Staff will need to talk about the strong feelings that children may express. How are practitioners feeling about these and developing their understanding of the children's feelings?

Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.

Be increasingly able to talk about and manage their emotions.

Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on.

Develop friendships with other children.

Safely explore emotions beyond their normal range through play and stories.

Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".

When appropriate, notice and talk about children's feelings. For example: "I can see it's hard to wait, just a minute and then it's your turn to go down the slide."

Model useful phrases like "Can I have a turn?" or "My turn next."

Be open to what children say about differences and answer their questions straightforwardly. Help children develop positive attitudes towards diversity and inclusion. Help all children to feel that they are valued, and they belong.

Support children to find ways into the play and friendship groups of others. For example, encourage them to stand and watch from the side with you. Talk about what you see, and suggest ways for the child to join in.

Story times with props can engage children in a range of emotions. They can feel the family's fear as the bear chases them at the end of 'We're Going on a Bear Hunt'. They can feel relief when the Gruffalo is scared away by the mouse.

Recognise, talk about and expand on children's emotions. For example, you might say: "Sara is smiling. She really wanted a turn with the truck."

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.

Notice when young children are ready to begin toilet training and discuss this with their parents:

- they know when they have got a wet or dirty nappy
- they get to know when they are peeing and may tell you they are doing it
- the gap between wetting is at least an hour
- they show they need to pee by fidgeting or going somewhere quiet or hidden
- they know when they need to pee and may say so in advance

Potty training is fastest if you start it when the child is at the last stage.

By the age of 3, 9 out of 10 children are dry most days. All children will have the occasional 'accident', though, especially when excited, busy or upset.

## Three and Four Year Olds

Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.

Develop their sense of responsibility and membership of a community.

Become more outgoing with unfamiliar people, in the safe context of their setting.

Show more confidence in new social situations.

Respond to children's increasing independence and sense of responsibility. As the year proceeds, increase the range of resources and challenges, outdoors and inside. One example of this might be starting the year with light hammers, plastic golf tees and playdough. This equipment will offer children a safe experience of hammering. Wait until the children are ready to follow instructions and use tools safely. Then you could introduce hammers with short handles, nails with large heads, and soft blocks of wood. Widen the range of activities that children feel confident to take part in, outdoors and inside. Model inviting new activities that encourage children to come over and join in, such as folding paper to make animals, sewing or weaving.

Give children appropriate tasks to carry out.

Suggestion: they can fetch milk cartons or fruit. They can wash up their own plates after their snack.

Invite trusted people into the setting to talk about and show the work they do. Take children out on short walks around the neighbourhood. When ready, take them on trips to interesting places like a local museum, theatre or place of worship.

Play with one or more other children, extending and elaborating play ideas.

Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.

Increasingly follow rules, understanding why they are important.

Remember rules without needing an adult to remind them.

To understand boundaries.

To be able to 'Put things back where they belong' at the end of a session.

Involve children in making decisions about room layout and resources. Suggestion: you could set up a special role-play area in response to children's fascination with space. Support children to carry out decisions, respecting the wishes of the rest of the group. Further resource and enrich children's play, based on their interests. Suggestion: children often like to talk about their trips to hairdressers and barbers. You could provide items that reflect different ethnicities, such as combs and brushes etc. to stimulate pretend play around their interests.

Notice children who find it difficult to play. They may need extra help to share and manage conflicts.

You could set up play opportunities in quiet spaces for them, with just one or two other children. You may need to model positive play and co-operation. Teach children ways of solving conflicts. Suggestion: model how to listen to someone else and agree a compromise.

Explain why we have rules and display a small number of necessary rules visually as reminders. Suggestion: display a photo showing a child taking just one piece of fruit at the snack table.

Get the children to agree some rules for your environment (add your own where necessary). Children will then be more likely to take part in their own rules.

Encourage children at the end of the session to 'Put things back where they belong.' Staff to role model.

Develop appropriate ways of being assertive.

Talk with others to solve conflicts.

Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.

To be able to communicate their needs.

Understand gradually how others might be feeling.

Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.

To be independent with their own self care (i.e. wash hands / blow nose, flush toilet)

Make healthy choices about food, drink, activity and toothbrushing.

To be able to sit at a table for mealtimes, with their friends.

Children who often express angry or destructive feelings need clear boundaries and routines. They also need practitioners to interact calmly and sensitively with them. Model ways that you calm yourself down, such as stopping and taking a few deep breaths. This can help children to learn ways to calm themselves. If adults are excessively challenging or controlling, children can become more aggressive in the group. They may increasingly 'act out' their feelings. For example, when they feel sad, they might hit another child to make that child feel sad as well.

Help children explore situations from different points of view. Talk together about how others might be feeling. Bring these ideas into children's pretend play: "I wonder how the chicken is feeling, now the fox is creeping up on her?"

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. Talk to children about why it's important to wash their hands carefully and throughout the day, including before they eat and after they've used the toilet.



## Children in reception

See themselves as a valuable individual.

Build constructive and respectful relationships.

Express their feelings and consider the feelings of others.

Make time to get to know the child and their family. Ask parents about the child's history, likes, dislikes, family members and culture.

Take opportunities in class to highlight a child's interests, showing you know them and about them.

Make sure children are encouraged to listen to each other as well as the staff. Ensure children's play regularly involves sharing and cooperating with friends and other peers. Congratulate children for their kindness to others and express your approval when they help, listen and support each other. Allow children time in friendship groups as well as other groupings. Have high expectations for children following instructions, with high levels of support when necessary.

Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour. Encourage children to express their feelings if they feel hurt or upset using descriptive vocabulary. Help and reassure them when they are distressed, upset or confused. Undertake specific activities that encourage talk about feelings and their opinions.

Show resilience and perseverance in the face of challenge.

Identify and moderate their own feelings socially and emotionally.

Offer constructive support and recognition of child's personal achievements.

Provide opportunities for children to tell each other about their work and play. Help them reflect and self-evaluate their own work.

Help them to develop problem-solving skills by talking through how they, you and others resolved a problem or difficulty. Show that mistakes are an important part of learning and going back is trial and error not failure.

Help children to set own goals and to achieve them.

Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on.

Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios. Give children space to calm down and return to an activity. Support all children to recognise when their behaviour was not in accordance with the rules and why it is important to respect class rules and behave correctly towards others.

Think about the perspectives of others.

Manage their own needs.

- Personal hygiene

Know and talk about the different factors that support their overall health and wellbeing:

- regular physical activity
- healthy eating
- toothbrushing
- sensible amounts of 'screen time'
- having a good sleep routine
- being a safe pedestrian

Use dialogic story time (talking about the ideas arising from the story whilst reading aloud) to discuss books that deal with challenges, explaining how the different characters feel about these challenges and overcome them.

Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.

Model practices that support good hygiene, such as insisting on washing hands before snack time. Blowing their nose if running. Narrate your own decisions about healthy foods, highlighting the importance of eating plenty of fruits and vegetables.

Help individual children to develop good personal hygiene.

Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.

Work with parents and health visitors or the school nurse to help children who are not usually clean and dry through the day.

Talk with children about exercise, healthy eating and the importance of sleep.

Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.

Explain to children and model how to travel safely in their local environment, including: staying on the pavement, holding hands and crossing the road when walking, stopping quickly when scootering and cycling, and being sensitive to other pedestrians.

In addition to the above, staff at Little Digmaoor want to teach the children the following, as part of their safeguarding:

To learn about internet safety

We will implement this by teaching the children what the internet is, what we use it for, how to stay safe (asking for adults help) and staying SMART. We will also make parents aware of the dangers of the internet and any new apps.

To learn about Stranger Danger

We will implement this by enabling children to have an awareness of what it means for someone to be a stranger and to understand why they should not trust them.

To have respect for themselves

We will implement this by teaching children about their bodies, rights and responsibilities. We build positive relationships with children, with mutual respect and in turn, children learn that they should respect themselves as much as others.

To have the confidence to communicate to a trustworthy adult if need be (not keep any secrets)

We will implement this by making sure that children have positive relationships with adults in class. We will make sure that they understand that we do not keep secrets from any trusted adult and that we use the word surprise instead of secret.

To learn the correct names for body part

We will implement this by teaching children the correct names for body parts

# Physical Development

Intent	Implementation
<b>Birth to Three</b>	
Pass things from one hand to the other. Let go of things and hand them to another person, or drop them.	Use everyday, open-ended materials to support overall co-ordination. Suggestions: sponges and cloths to hold, squash and throw, or wet and squeeze. Provide a range of surfaces and materials for babies to explore, stimulating touch and all the senses.
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 apparatus and hold them so they balance, they will not develop a sense of what they can do safely.
Enjoy starting to kick, throw and catch balls.	Offer outdoor play every day and as part of free flow. Include lots of opportunities for children to move freely and explore their surroundings like a slope, a large hole, puddles or a sandpit. Consider wider opportunities for movement. Suggestions: using large moveable resources like hollow blocks, swinging on monkey bars, soft play, climbing walls, crawling into tunnels and dens. Consider going to suitable local facilities.
Build independently with a range of appropriate resources.	

Walk, run, jump and climb – and start to use the stairs independently.

Spin, roll and independently use ropes and swings (for example, tyre swings).  
Sit on a push-along wheeled toy, use a scooter or ride a tricycle.

Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.

Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.

Start eating independently and learning how to use a knife and fork.

As soon as children are able, encourage 'active travel' to and from the setting – for example, walking, scooter or bike.

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.  
Check that children's clothing and footwear are not too tight or too large.

Provide children with lots of opportunities to be independent at meal times. 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?" At meal and snack times, encourage children to try a range of foods as they become more independent eaters. Encourage children to help with carrying, pouring drinks, cleaning and sorting. Encourage children to use a knife and fork independently. Encourage young children's personal decision-making by offering real choices – water or milk, for example. They can comment on how to eat healthily, listen to children's responses and develop conversations about this. Encourage good eating habits and behaviours, such as not snatching, sharing and waiting for a second helping.

Develop manipulation and control.  
Explore different materials and tools.

Provide different types of paper for children to tear, make marks on and print on.  
Provide lots of different things for young children to grasp, hold and explore, like clay, finger paint, spoons, brushes, shells.

## Three and Four Year olds

Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.

Go up steps and stairs, or climb up apparatus, using alternate feet.

Skip, hop, stand on one leg and hold a pose for a game like musical statues.

Use large-muscle movements to wave flags and streamers, paint and make marks.

To move with confidence and manage own risk.

Start taking part in some group activities which they make up for themselves, or in teams.

Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.

Encourage children to transfer physical skills learnt in one context to another one. Suggestion: children might first learn to hammer in pegs 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. Encourage children to paint, chalk or make marks with water on large vertical surfaces. Suggestion: use walls as well as easels to stimulate large shoulder and arm movements. These experiences help children to 'cross the mid-line' of their bodies. When they draw a single line from left to right, say, they do not need to pass the paintbrush from one hand to another or have to move their whole body along.

Lead movement-play activities when appropriate. These will challenge and enhance children's physical skills and development – using both fixed and flexible resources, indoors and outside. Model the vocabulary of movement – 'gallop', 'slither' – and encourage children to use it. Also model the vocabulary of instruction – 'follow', 'lead', 'copy' – and encourage children to use it.

Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.

Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.

Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.

Use one-handed tools and equipment, for example, making snips in paper with scissors.

Use a comfortable grip with good control when holding pens and pencils.

Show a preference for a dominant hand.

Encourage children to become more confident, competent, creative and adaptive movers. Then, extend their learning by providing opportunities to play outdoors in larger areas, such as larger parks and spaces in the local area.

Explain why safety is an important factor in handling tools and moving equipment and materials. Have clear and sensible rules for everybody to follow.

You can begin by showing children how to use one handed 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. 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 as they get dressed and undressed, for example, putting coats on and doing up zips.

Encourage children by helping them, but leaving them to do the last steps, such as pulling up their zip after you have started it off. Gradually reduce your help until the child can do each step on their own.

## Children in Reception

Revise and refine the fundamental movement skills they have already acquired:

- rolling
- crawling
- walking
- jumping
- running
- hopping
- skipping
- climbing

Provide regular access to appropriate outdoor space through free flow play. 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.

Create low-pressure zones where less confident children can practise movement skills on their own, or with one or two others.

Model precise vocabulary to describe movement and directionality, and encourage children to use it.

Progress towards a more fluent style of moving, with developing control and grace.

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.

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.

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.

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. To be able to use their fine motor skills to open their own packets at lunchtime, enabling them to be more independent.

Before teaching children the correct pencil grip and posture for writing, or how to use a knife and fork and cut with scissors, check:

- that children have developed their upper arm and shoulder strength sufficiently: they do not need to move their shoulders as they move their hands and fingers
- that they can move and rotate their lower arms and wrists independently

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 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? 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.

Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

Combine different movements with ease and fluency.

Provide areas for sitting at a table that are quiet, purposeful and free of distraction.

Give children regular, sensitive reminders about correct posture.

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. The table supports children's forearms. The top of the table is slightly higher than the height of the child's elbow flexed to 90 degrees.

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.

Encourage precision and accuracy when beginning and ending movements.

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.

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.

Develop the foundations of a handwriting style which is fast, accurate and efficient.

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.

Provide a range of different sized 'balls' made from 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. Introduce tennis balls, ping pong balls, beach balls and balloons. 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. Introduce children to balls games with teams, rules and targets when they have consolidated their ball skills.

Encourage children to draw freely. Engage children in structured activities: guide them in what to draw, write or copy.

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.

Plan for regular repetition so that correct letter formation becomes automatic, efficient and fluent over time.

Further develop the skills they need to manage the school day successfully:

- lining up and queuing
- mealtimes

Carefully explain some of the rules of lining up and queuing, such as not standing too close or touching others. Give children simple verbal and visual reminders.

Celebrate, praise and reward children as they develop patience, turn-taking and self-control when they need to line up and wait.

Teach and model for children how to eat with good manners in a group, taking turns and being considerate to others.

# Literacy

**At Little Digmoor, we follow 'Little Wandle Letters and Sounds Programme' for Phonics.**

Intent	Implementation
<b>Birth to Three</b>	
<p>Enjoy songs and rhymes, tuning in and paying attention.</p> <p>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>Say some of the words in songs and rhymes. Copy finger movements and other gestures.</p> <p>Sing songs and say rhymes independently, for example, singing whilst playing.</p>	<p>Song and rhyme times can happen spontaneously throughout the day, indoors and outside, with individual children, in pairs or in small groups. You can make song and rhyme times engaging for young children by using a wide range of props or simple instruments.</p> <p>Children can choose the songs and rhymes they would like to join in with, using picture cards or by speaking You could learn songs and rhymes from parents. You could also teach parents the songs and rhymes you use in the setting, to support learning at home.</p> <p>Choose songs and rhymes which reflect the range of cultures and languages of children in the twenty-first century. Avoid songs which include gender, cultural or racial stereotypes.</p>

Enjoy sharing books with an adult.

Pay attention and respond to the pictures or the words.

Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.

Repeat words and phrases from familiar stories.

Ask questions about the book.  
Make comments and shares their own ideas.

Develop play around favourite stories using props.

Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.

Provide enticing areas for sharing books, stocked with a wide range of high-quality books, matching the many different interests of children in the setting.

Provide a comfortable place for sharing books, like a sofa. In warm weather, share books outside on a picnic rug or in small tents. Themed book areas can build on children's interests. Suggestions: relevant books close to small world play about dinosaurs, or cookbooks in the home corner.

Help children to explore favourite books through linked activities. Suggestions:

- visiting the park or the countryside to splash through puddles and squelch through mud for 'We're Going on a Bear Hunt'
- going out to buy chillies for 'Lima's Red Hot Chilli'
- small world play linked to favourite books

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. Print out some photos of local sites that they may recognise- add them into the environment.



Enjoy drawing freely.  
Add some marks to their drawings, which they give meaning to. For example: "That says mummy."

Make marks on their picture to stand for their name.

Provide a wide range of stimulating equipment to encourage children's mark-making. Suggestions:

- 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
- dragging streamers through puddles

Once large-muscle co-ordination is developing well, children can develop small-muscle coordination. Playground chalk, smaller brushes, pencils and felt pens will support this.

## Three and Four Year olds

Understand the five key concepts about print:

- print has meaning
- print can have different purposes
- we read English text from left to right and from top to bottom
- the names of the different parts of a book
- page sequencing

Draw children's attention to a wide range of examples of print with different functions. These could be a sign to indicate a bus stop or to show danger, a menu for choosing what you want to eat, or a logo that stands for a particular shop. When reading to children, sensitively draw their attention to the parts of the books, for example, the cover, the author, the page number. Show children how to handle books and to turn the pages one at a time. Show children where the text is, and how English print is read left to right and top to bottom. Show children how sentences start with capital letters and end with full stops. Explain the idea of a 'word' to children, pointing out how some words are longer than others and how there is always a space before and after a word.

Develop their phonological awareness, so that they can:

- spot and suggest rhymes
- count or clap syllables in a word
- recognise words with the same initial sound, such as money and mother

Engage in extended conversations about stories, learning new vocabulary.

Help children tune into the different sounds in English by making changes to rhymes and songs, like changing a word so that there is still a rhyme, for example: "Twinkle, twinkle yellow car"

Making rhymes personal to children: "Hey diddle diddle, the cat and fiddle, the cow jumped over Haroon."

Deliberately miss out a word in a rhyme, so the children have to fill it in: "Run, run, as fast as you can, you can't catch me I'm the gingerbread —."

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'.

We will be following 'Little Wandle Letters and Sounds' programme.

Choose books which reflect diversity.

Regular sharing of books and discussion of children's ideas and responses (dialogic reading) helps children to develop their early enjoyment and understanding of books. Simple picture books, including those with no text, can be powerful ways of learning new vocabulary (for example, naming what's in the picture). More complex stories will help children to learn a wider range of vocabulary. This type of vocabulary is not in everyday use but occurs frequently in books and other contexts. Examples include: 'caterpillar', 'enormous', 'forest', 'roar' and 'invitation'.

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.

Write some or all of their name.

Write some letters accurately.

Motivate children to write by providing opportunities in a wide range of ways. Suggestions: clipboards outdoors, chalks for paving stones, boards and notepads in the home corner.

Children enjoy having a range of pencils, crayons, chalks 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 simple home-made books, different coloured paper and paper decorated with fancy frames.

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).

## Children in reception

Read individual letters by saying the sounds for them.

Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.

Read some letter groups that each represent one sound and say sounds for them.

Read a few common exception words matched to the school's phonic programme.

Help children to read the sounds speedily. This will make sound-blending easier.

Follow the Reception Overview from Little Wandle Letters and Sounds programme.

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.

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'.

Note correspondences between letters and sounds that are unusual or that 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.

Form lower-case and capital letters correctly.

Spell words by identifying the sounds and then writing the sound with letter/s.

Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge.

Do not include words that include letter-sound correspondences that children cannot yet read, or exception words that have not been taught.

Children should not be required to use other strategies to work out words.

Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read.

Teach formation as they learn the sounds for each letter using a memorable phrase, encouraging an effective pen grip. When forming letters, the starting point and direction are more important at this stage than the size or position of the letter on a line.

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.

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

Support children to form the complete sentence orally before writing.

Help children memorise the sentence before writing by repeatedly saying it aloud. Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences. Dictate sentences to ensure they contain only the taught sound-letter correspondences.

Model how you read and re-read your own writing to check it makes sense

# Mathematics

Intent	Implementation
Birth to Three	
<p>Combine objects like stacking blocks and cups. Put objects inside others and take them out again.</p> <p>Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items.</p> <p>Compare amounts, saying 'lots', 'more' or 'same'.</p> <p>Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</p>	<p>Encourage young children to play freely with a wide range of objects – Children 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> <li>• stacking cups: hiding one, building them into a tower, nesting them and lining them up.</li> </ul> <p>Use available opportunities, including snack and meal times for finger-play, outdoors and inside, such as 'Round and round the garden'. Sing finger rhymes which involve hiding and returning, like 'Two little dicky birds'.</p> <p>Draw attention to changes in amounts, for example, by adding more bricks to a tower, or eating things up. Offer repeated experiences with the counting sequence in meaningful and varied contexts, outside and indoors. Suggestions: count fingers and toes, stairs, toys, food items, sounds and actions.</p>

Count in everyday contexts, sometimes skipping numbers – '1-2-3-5'.

Climb and squeeze themselves into different types of spaces.

Build with a range of resources.  
Complete inset puzzles.

Compare sizes, weights etc. using gesture and language – 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.

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 is not always necessary to correct them if they skip a number. Learning to count accurately takes a long time and repeated experience. Confidence is important.

Describe children's climbing, tunnelling and hiding using spatial words like 'on top of', 'up', 'down' and 'through'.  
Provide blocks and boxes to play freely with and build with, indoors and outside.  
Provide inset puzzles and jigsaws at different levels of difficulty.

Use the language of size and weight in everyday contexts.  
Provide real life and authentic resources, with marked differences in size to play freely with.  
Suggestions: dolls' and adult chairs, tiny and big bears, shoes, cups, crockery, teapots, bowls, blocks and containers.



Notice patterns and arrange things in patterns.

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.

## Three and Four Year Olds

Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').

Recite numbers past 5

Say one number for each item in order: 1,2,3,4,5

Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')

Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.

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.

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

Count things and then repeat the last number. For example: "1, 2, 3 – 3 cars". Point out the number of things whenever possible; so, rather than just 'chairs', 'apples' or 'children', say 'two chairs', 'three apples', 'four children'.

Ask children to get you several things and emphasise the total number in your conversation with the child.

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.

Experiment with their own symbols and marks as well as numerals.

Solve real world mathematical problems with numbers up to 5.

Compare quantities using language: 'more than', 'fewer than'.

Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.

Encourage children in their own ways of recording (for example) how many balls they managed to throw through the hoop. Provide numerals nearby for reference. Suggestions: wooden numerals in a basket or a number track on the fence.

Discuss mathematical ideas throughout the day, inside and outdoors. Suggestions:

- "I think Jasmin has got more crackers..."
- support children to solve problems using fingers, objects and marks:  
"There are four of you, but there aren't enough chairs...."
- draw children's attention to differences and changes in amounts, such as those in stories like 'The Enormous Turnip'.

Encourage children to play freely with blocks, shapes, shape puzzles and shape-sorters. Sensitive support and discuss questions like: "What is the same and what is different?"  
Encourage children to talk informally about shape properties using words like 'sharp corner', 'pointy' or 'curvy'. Talk about shapes as you play with them: "We need a piece with a straight edge."

Understand position through words alone – for example, “The bag is under the table,” – with no pointing.

Describe a familiar route.

Discuss routes and locations, using words like ‘in front of’ and ‘behind’.

Make comparisons between objects relating to size, length, weight and capacity.

Discuss position in real contexts. Suggestions: how to shift the leaves off a path or sweep water away down the drain.

Use spatial words in play, including ‘in’, ‘on’, ‘under’, ‘up’, ‘down’, ‘besides’ and ‘between’. Suggestion: “Let’s put the troll under the bridge and the billy goat beside the stream.”

Take children out to shops or the park: recall the route and the order of things seen on the way.

Set up obstacle courses, interesting pathways and hiding places for children to play with freely. When appropriate, ask children to describe their route and give directions to each other.

Provide complex train tracks, with loops and bridges, or water-flowing challenges with guttering that direct the flow to a water tray, for children to play freely with.

Read stories about journeys, such as ‘Rosie’s Walk’.

Provide experiences of size changes. Suggestions: “Can you make a puddle larger?”, “When you squeeze a sponge, does it stay small?”, “What happens when you stretch dough, or elastic?”

Talk with children about their everyday ways of comparing size, length, weight and capacity. Model more specific techniques, such as lining up ends of lengths and straightening ribbons, discussing accuracy: “Is it **exactly**...?”

Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.

Combine shapes to make new ones – an arch, a bigger triangle, etc.

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 about the shapes and how their properties suit the purpose.

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.

Occasionally suggest challenges, so that children build increasingly more complex constructions.

Use tidy-up time to match blocks to silhouettes or fit things in containers, describing and naming shapes. Suggestion: "Where does this triangular one /cylinder /cuboid go?"

Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.

Extend and create ABAB patterns  
– stick, leaf, stick, leaf.

Notice and correct an error in a repeating pattern.

Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

Provide patterns from different cultures, such as fabrics.

Provide a range of natural and everyday objects and materials, as well as blocks and shapes, for children to play with freely and to make patterns with. When appropriate, encourage children to continue patterns and spot mistakes.

Engage children in following and inventing movement and music patterns, such as clap, clap, stamp.

Talk about patterns of events, in cooking, gardening, sewing or getting dressed. Suggestions:

- 'First', 'then', 'after', 'before'
- "Every day we..."
- "Every evening we..."

Talk about the sequence of events in stories.

Use vocabulary like 'morning', 'afternoon', 'evening' and 'night-time', 'earlier', 'later', 'too late', 'too soon', 'in a minute'.

Count down 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'.

## Children in reception

Count objects, actions and sounds.

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 8 balls" – 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..." 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.

Subitise.

Show small quantities in familiar patterns (for example, dice) and random arrangements.

Play games which involve quickly revealing and hiding numbers of objects.

Put objects into five frames and then ten frames to begin to familiarise children with the tens structure of the number system.

Prompt children to subitise first when enumerating groups of up to 4 or 5 objects: "I don't think we need to count those. They are in a square shape so there must be 4." Count to check.

Encourage children to show a number of fingers 'all at once', without counting.

Link the number symbol (numeral) with its cardinal number value.

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.

Count beyond ten.

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.

Compare numbers.

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 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.



Understand the 'one more than/one less than' relationship between consecutive numbers.

Explore the composition of numbers to 10.

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.

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 have not yet hatched."

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?

Automatically recall number bonds for numbers 0–5 and some to 10.

Have a sustained focus on each number to and within 5. Make visual and practical displays in the classroom showing the different ways of making numbers to 5 so that children can refer to these.

Help children to learn number bonds through lots of hands-on experiences of partitioning and combining numbers in different contexts, and seeing subitising patterns.

Play hiding games with a number of objects in a box, under a cloth, in a tent, in a cave, etc.: “6 went in the tent and 3 came out. I wonder how many are still in there?”

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.”

Spot and use opportunities for children to apply number bonds:

“There are 5 of us but only 2 clipboards. How many more do we need?”

Place objects into a five frame and talk about how many spaces are filled and unfilled.

Select, rotate and manipulate shapes to develop spatial reasoning skills.

Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.

Continue, copy and create repeating patterns.

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.

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 folded. Wonder aloud how many ways there are to make a hexagon with pattern blocks.

Find 2D shapes within 3D shapes, including through printing or shadow play.

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?"

# Understanding the world

Intent	Implementation
Birth to Three	
<p>Repeat actions that have an effect.</p> <p>Explore materials with different properties.</p> <p>Explore natural materials, indoors and outside.</p> <p>Explore and respond to different natural phenomena in their setting and on trips.</p>	<p>Encourage children's explorations and movements, when investigating their learning environments.</p> <p>Provide open-ended play materials inside and outdoors.</p> <p>Encourage children to enjoy and explore the natural world.</p> <p>Suggestions:</p> <ul style="list-style-type: none"><li>• standing in the rain with wellies and umbrellas</li><li>• walking through tall grass</li><li>• splashing in puddles</li><li>• seeing the spring daffodils and cherry blossom</li><li>• looking for worms and minibeasts</li><li>• visiting the beach and exploring the sand, pebbles and paddling in the sea</li></ul> <p>Encourage children's exploration, curiosity, appreciation and respect for living things.</p> <p>Suggestions:</p> <ul style="list-style-type: none"><li>• sharing the fascination of a child who finds woodlice teeming under an old log</li><li>• modelling the careful handling of a worm and helping children return it to the dug-up soil</li><li>• carefully planting, watering and looking after plants they have grown from seeds</li></ul> <p>Encourage children to bring natural materials into the setting, such as leaves and conkers picked up from the pavement or park during autumn.</p>

Make connections between the features of their family and other families.

Notice differences between people.

Be open to children talking about differences and what they notice.

For example, when children ask questions like: "Why do you wear a scarf around your head?" or "How come your hair feels different to mine?" Point out the similarities between different families, as well as discussing differences.

Model positive attitudes about the differences between people including differences in race and religion. Support children's acceptance of difference. Have resources which include:

- positive images of people who are disabled
- books and play materials that reflect the diversity of life in modern Britain including racial and religious diversity
- materials which confront gender stereotypes.

## Three and Four Year Olds

Use all their senses in hands-on exploration of natural materials.

Explore collections of materials with similar and/or different properties.

Talk about what they see, using a wide vocabulary.

Begin to make sense of their own life-story and family's history.

Provide interesting natural environments for children to explore freely outdoors.

Make collections of natural materials to investigate and talk about.

Suggestions:

- contrasting pieces of bark
- different types of leaves and seeds
- different types of rocks
- different shells and pebbles from the beach

Provide equipment to support these investigations.

Suggestions: magnifying glasses or a tablet with a magnifying app.

Encourage children to talk about what they see.

Model observational and investigational skills. Ask out loud: "I wonder if...?"

Plan and introduce new vocabulary, encouraging children to use it to discuss their findings and ideas.

Spend time with children talking about photos and memories. Encourage children to retell what their parents told them about their life-story and family.

Show interest in different occupations.

Explore how things work.

Plant seeds and care for growing plants.

Understand the key features of the life cycle of a plant and an animal.

Begin to understand the need to respect and care for the natural environment and all living things.

Invite different people to visit from a range of occupations, such as a plumber, a farmer, a vet, a member of the emergency services or an author.

Plan and introduce new vocabulary related to the occupation and encourage children to use it in their speech and play. Consider opportunities to challenge gender and other stereotypes.

Provide mechanical equipment for children to play with and investigate. Suggestions: wind-up toys, pulleys, sets of cogs with pegs and boards.

Show and explain the concepts of growth, change and decay with natural materials.

Suggestions:

- plant seeds and bulbs so children observe growth and decay over time
- observe an apple core going brown and mouldy over time
- help children to care for animals and take part in first-hand scientific explorations of an animal life cycles, such as caterpillars or chick eggs.

Plan and introduce new vocabulary related to the exploration. Encourage children to use it in their discussions, as they care for living things.

Encourage children to refer to books, wall displays and online resources. This will support their investigations and extend their knowledge and ways of thinking.



To begin to understand the concept of Recycling and the purpose behind it.

Explore and talk about different forces they can feel.

Introduce the concept of recycling by reading a range of books to the children. Books such as 'Somebody Swallowed Stanley' are good for children to explore the concept.

Encourage children to recycle their own rubbish after eating packed lunch etc.

Draw children's attention to forces.

Suggestions:

- how the water pushes up when they try to push a plastic boat under it
- how they can stretch elastic, snap a twig, but cannot bend a metal rod
- magnetic attraction and repulsion

Plan and introduce new vocabulary related to the exploration and encourage children to use it.

Talk about the differences between materials and changes they notice.

Continue developing positive attitudes about the differences between people.

Provide children with opportunities to change materials from one state to another.

Suggestions:

- cooking – combining different ingredients, and then cooling or heating (cooking) them
- melting – leave ice cubes out in the sun, see what happens when you shake salt onto them (children should not touch to avoid danger of frostbite)

Explore how different materials sink and float.

Explore how you can shine light through some materials, but not others. Investigate shadows.

Plan and introduce new vocabulary related to the exploration and encourage children to use it.

Ensure that resources reflect the diversity of life in modern Britain.

Encourage children to talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities.

Answer their questions and encourage discussion. Suggestion: talk positively about different appearances, skin colours and hair types.

Celebrate and value cultural, religious and community events and experiences.

Help children to learn each other's names, modelling correct pronunciation.

Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Practitioners can create books and displays about children's families around the world, or holidays they have been on. Encourage children to talk about each other's families and ask questions.

Use a diverse range of props, puppets, dolls and books to encourage children to notice and talk about similarities and differences.

## Children in Reception

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 community, such as delivery and shop staff, hairdressers, the police, the fire service, nurses, doctors and teachers.

Listen to what children say about their own experiences with people who are familiar to them.

Comment on images of familiar situations in the past.

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. Include a focus on the lives of both women and men.

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.

Compare and contrast characters from stories, including figures from the past.

Draw information from a simple map.

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.

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 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.

Understand that some places are special to members of their community.

Recognise that people have different beliefs and celebrate special times in different ways.

Recognise some similarities and differences between life in this country and life in other countries.

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.

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.

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.

Explore the natural world around them.

To understand the different seasons.

Provide children with 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. Add seasonal resources into the environment for the children to explore.

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.

Describe what they see, hear and feel whilst outside.

Recognise some environments that are different from the one in which they live.

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.

Teach children about a range of contrasting environments within both their local and national region.

Model the vocabulary needed to name specific features of the world, both natural and made by people.

Share 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.

Throughout 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.

# Expressive arts and design

Intent	Implementation
<b>Birth to Three</b>	
<p>Show attention to sounds and music.</p> <p>Respond emotionally and physically to music when it changes.</p> <p>Move and dance to music.</p> <p>Anticipate phrases and actions in rhymes and songs, like 'Peepo'.</p> <p>Explore their voices and enjoy making sounds.</p> <p>Join in with songs and rhymes, making some sounds.</p> <p>Make rhythmical and repetitive sounds.</p> <p>Explore a range of soundmakers and instruments and play them in different ways.</p> <p>Notice patterns with strong contrasts and be attracted by patterns resembling the human face.</p>	<p>Stimulate their enjoyment of music through singing and playing musical and singing games.</p> <p>Provide young children with a range of different types of singing, sounds and music from diverse cultures. Music and singing can be live as well as pre-recorded.</p> <p>Play and perform music with different:</p> <ul style="list-style-type: none"> <li>• dynamics (loud/quiet)</li> <li>• tempo (fast/slow)</li> <li>• pitch (high/low)</li> <li>• rhythms (pattern of sound)</li> </ul> <p>Introduce children to songs, including songs to go with routines. Suggestion: when washing hands, sing "This is the way we wash our hands..."</p> <p>Provide children with instruments and with 'found objects'. Suggestions: tapping a bottle onto the table or running a twig along a fence. Encourage children to experiment with different ways of playing instruments.</p> <p>Ensure that the physical environment includes objects and materials with different patterns, colours, tones and textures for the children to explore.</p>

Start to make marks intentionally.

Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.

Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.

Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.

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.

Stimulate early interest in making marks. Offer a wide range of different materials and encourage children to make marks in different ways.

Suggestions:

- invite them to submerge their fingers in cornflour
- play with a stick in the mud
- place hands and feet in paint
- use tablets or computers
- introduce colour names

Introduce children to a broad selection of action songs from different cultures and languages. Sing songs regularly so that children learn the words, melody and actions off by heart.

Encourage children to accompany action songs. They can do this with their own movements or by playing instruments.

Children generally start to understand the difference between pretend and real from around the age of 2.

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.

Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.

Use their imagination as they consider what they can do with different materials.

Make simple models which express their ideas.

Stimulate young children's interest in modelling.

Suggestions: provide a wide range of found materials ('junk') as well as blocks, clay, soft wood, card, offcuts of fabrics and materials with different textures. Provide appropriate tools and joining methods for the materials offered.

Encourage young children to explore materials/ resources finding out what they are/what they can do and decide how they want to use them.

## Three and Four Year Olds

Take part in simple pretend play, using an object to represent something else even though they are not similar.

Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.

Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.

Children generally start to develop pretend play with 'rules' when they are 3 or 4 years old. Suggestion: offer pinecones in the home corner for children to pour into pans and stir like pasta.

Some rules are self-created (the pole is now a horse, or the pinecones are now pasta in the pot). Other rules are group-created (to play in the home corner, you must accept the rule that one of your friends is pretending to be a baby).

Provide lots of flexible and open-ended resources for children's imaginative play.

Help children to negotiate roles in play and sort out conflicts.

Notice children who are not taking part in pretend play, and help them to join in.

Explore different materials freely, to develop their ideas about how to use them and what to make.

Develop their own ideas and then decide which materials to use to express them.

Join different materials and explore different textures.

Offer opportunities to explore scale.

Suggestions:

- long strips of wallpaper
- child size boxes
- different surfaces to work on e.g., paving, floor, tabletop or easel

Listen and understand what children want to create before offering suggestions.

Invite artists, musicians and craftspeople into the setting, to widen the range of ideas which children can draw on.

Suggestions: glue and masking tape for sticking pieces of scrap materials onto old cardboard boxes, hammers and nails, glue guns, paperclips and fasteners.

Create closed shapes with continuous lines and begin to use these shapes to represent objects.

Draw with increasing complexity and detail, such as representing a face with a circle and including details.

Use drawing to represent ideas like movement or loud noises.

Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.

Explore colour and colour mixing.

Show different emotions in their drawings – happiness, sadness, fear, etc.

Listen with increased attention to sounds.

Respond to what they have heard, expressing their thoughts and feelings.

Help children to develop their drawing and modelmaking. Encourage them to develop their own creative ideas. Spend sustained time alongside them. Show interest in the meanings children give to their drawings and models. Talk together about these meanings.

Encourage children to draw from their imagination and observation.

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.

Talk to children about the differences between colours. Help them to explore and refine their colour mixing – for example: “How does blue become green?”

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’s, for example in details, colour, movement or line.

Help children to develop their listening skills through a range of active listening activities. Notice ‘how’ children listen well, for example: listening whilst painting or drawing, or whilst moving.

Play, share and perform a wide variety of music and songs from different cultures and historical periods.

Play sound-matching games.

Remember and sing entire songs.

Sing the pitch of a tone sung by another person ('pitch match').

Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.

Create their own songs or improvise a song around one they know.

Play instruments with increasing control to express their feelings and ideas.

When teaching songs to children be aware of your own pitch (high/low). Children's voices are higher than adult voices. When supporting children to develop their singing voice use a limited pitch range. For example, 'Rain rain' uses a smaller pitch (high/low) range than many traditional nursery rhymes. Children's singing voices and their ability to control them is developing. Encourage them to use their 'singing' voice: when asked to sing loudly, children often shout.

Sing slowly, so that children clearly hear the words and the melody of the song.

Use songs with and without words – children may pitch-match more easily without words. Try using one-syllable sounds such as 'ba'.

Clap or tap to the pulse of songs or music and encourage children to do this.

Offer children a wide range of different instruments, from a range of cultures. This might also include electronic keyboards and musical apps on tablets.

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.

## Children in Reception

Explore, use and refine a variety of artistic effects to express their ideas and feelings.

Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Create collaboratively, sharing ideas, resources and skills.

Teach children to develop their colour-mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate.

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.



Listen attentively, move to and talk about music, expressing their feelings and responses.

Watch and talk about dance and performance art, expressing their feelings and responses.

Sing in a group or on their own, increasingly matching the pitch and following the melody.

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.

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.

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 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.

# Early Learning Goals

**At the end of the Reception Year, all children will be assessed against the Early Learning Goals**

## Communication and Language

### Listening, Attention and Understanding ELG

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

### Speaking ELG

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.

# Personal, Social and Emotional Development

## **Self-Regulation ELG**

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

## **Managing Self ELG**

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

## **Building Relationships ELG**

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

## **Physical Development Gross Motor Skills ELG**

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

## **Fine Motor Skills ELG**

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

# Literacy

## Comprehension ELG

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

## Word Reading ELG

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

## Writing ELG

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

# Mathematics

## Number ELG

Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

## Numerical Patterns ELG

Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

# Understanding the World

## **Past and Present ELG**

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now,
- drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in
- books read in class and storytelling;

## **People Culture and Communities ELG**

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

## **The Natural World ELG**

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

# Expressive Arts and Design

## **Creating with Materials ELG**

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

## **Being Imaginative and Expressive ELG**

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.