

Early Years Foundation Stage Curriculum



Characteristics of Effective Learning

Children are powerful learners from birth. They can develop strong habits of mind and behaviours that will continue to support them to discover, think, create, solve problems and self-regulate their learning. Children need consistent lived experiences of autonomy alongside support for their growing awareness and control of the processes of thinking and learning. Play, time, space and freedom to follow their intentions, sustained shared thinking, and experiencing the satisfaction of meeting their own challenges and goals all contribute to development as curious, creative, resourceful and resilient learners.

At Lisburne school, children are given the same opportunities to develop their learning. Support is available to help children overcome barriers to their learning but also be able to achieve their goals and progress in their development.

Playing and Exploring: Engagement	Active Learning: Motivation	Thinking Creatively and Critically: Relationships
A Unique Child: How a child is learning.		
<p><u>Finding out and Exploring</u> Showing curiosity about objects, events and people. Using senses to explore the world around them. Engage in open-ended activity Showing particular interests.</p> <p><u>Playing with what they know</u> Pretending objects are things from their experience. Representing their experiences in play. Taking a role in their play. Acting out experiences with other people.</p> <p>Being willing to “have a go” Initiating activities. Seeking challenge. Showing a “can do” attitude. Taking a risk, engaging in new experiences and learning by trial and error.</p>	<p><u>Being involved and Concentrating</u> Showing a deep drive to know more about people and their world. Maintaining focus on their activity for a period of time. Showing high levels of involvement, energy, fascination. Not easily distracted. Paying attention to details.</p> <p><u>Keeping on trying</u> Persisting with an activity or toward their goal when challenges occur. Showing a belief that more effort or a different approach will pay off and that their skills can grow and develop (growth mind-set) Bouncing back after difficulties.</p> <p><u>Enjoying achieving what they set out to do</u> Showing satisfaction in meeting their own goals. Being proud of how they accomplished something not just end result. Enjoying meeting challenges for their own sake rather than external rewards or praise.</p>	<p><u>Having their own ideas (creative thinking)</u> Thinking of ideas that are new and meaningful to the child. Playing with possibilities (what if, what else) Visualising and imagining options. Finding new ways to do things.</p> <p><u>Making Links (building theories)</u> Making links and noticing patterns in their experience. Making predictions. Testing their ideas. Developing ideas of grouping, sequences, cause and effect.</p> <p><u>Working with ideas (critical thinking)</u> Planning, making decisions about how to approach a task, solve a problem and reach a goal. Checking how well their activities are going. Flexibly changing strategy as needed. Reviewing how well the approach worked.</p>

Characteristics of Effective Learning

Playing and Exploring - Engagement	Active Learning - Motivation	Thinking Creatively and Critically - Relationships
Positive Relationships: what adults might do		
<p>Play with children, encourage them to explore and show an interest in discovering new things.</p> <p>Help children in what they are trying to do. Don't take over or direct.</p> <p>Encourage children to make decisions and choose their activities.</p> <p>Join in play sensitively, fitting in with children's ideas.</p> <p>Model pretend play and help develop roles and stories.</p> <p>Encourage children to try new activities and to judge risks for themselves.</p> <p>Support children's confidence with words and body language.</p> <p>Introduce tools so that children can think about how to use them safely.</p> <p>Pay attention to how children engage in activities – the challenges, effort, thought, learning and enjoyment. Always respect children's efforts and ideas so they feel safe to take risks and make mistakes.</p> <p>Encourage laughter and have fun.</p>	<p>Support children to look into what they are curious about and what fascinates them.</p> <p>Make time for quality interactions.</p> <p>Watch and listen carefully to try to understand what the child wants to know or achieve.</p> <p>Help focus young children's interest through shared attention. Sensitively introduce a new element if interest is waning.</p> <p>Help children to notice details.</p> <p>Model a growth mind-set. Help children see that mistakes and failure are stepping stones to learning.</p> <p>Be specific when giving praise – how the child has concentrated, tried different approaches, persists, solves problems and has new ideas.</p> <p>Support emotional resilience in the face of challenge.</p> <p>Involve children to develop their own motivations give reasons for what you are doing, talk about learning rather than just directing.</p> <p>Step back and watch what children are doing. Be sensitive to when to join in, following children's lead and when to leave them to it.</p> <p>Be careful not to disrupt their play and their train of thought.</p> <p>Be aware that younger children may want to watch rather than take part in some activities.</p> <p>Look out for signs that young children show satisfaction in something they have done.</p> <p>Encourage children to listen to each other's ideas as they play and learn together. Help them to celebrate.</p>	<p>Use the language of thinking and learning.</p> <p>Model being a thinker – you do not always know, are curious and sometimes puzzled, and can think and find out.</p> <p>Give children time to talk and think. Make time to actively listen to children's ideas.</p> <p>Encourage open ended thinking. More alternative ideas or solutions. What else is possible?</p> <p>Always respect children's efforts and ideas.</p> <p>Help them to feel safe to take risks and comfortable with mistakes.</p> <p>Encourage children to question and challenge assumptions.</p> <p>Help children to make links to what they already know.</p> <p>Support children's interests over time, remind them of previous approaches and encourage them to make connections between their experiences.</p> <p>Help children to become aware of their own goals, make plans and review their own progress and successes.</p> <p>Describe what you see them trying to do and encourage children to talk about what they are doing, how they plan to do it, what worked well and what they would change next time.</p> <p>Talking aloud helps children to think and control what they do. Model self- talk, describing your actions in play.</p> <p>Value questions, talk and all responses, without rushing towards answers too quickly.</p>

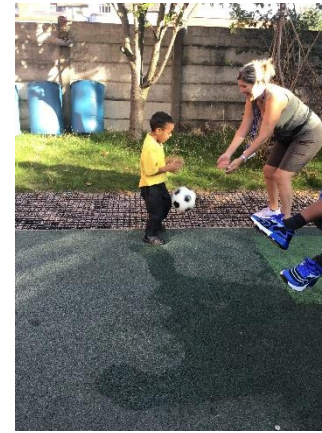
Characteristics of Effective Learning

		<p>Sustained shared thinking helps children to explore ideas and make links. Follow children's lead in conversation and think about things together.</p> <p>Encourage children to choose personally meaningful ways to represent and clarify their thinking through graphics.</p> <p>Take an interest in what the children say about their marks and signs, talk to them about their meanings and value what they do and say.</p> <p>Encourage children to describe problems they encounter, and suggest ways to solve the problem.</p> <p>Show and talk about strategies – how to do things – including problem-solving, thinking and learning.</p> <p>Encourage children to reflect and evaluate their work and review their own progress and learning.</p> <p>Model the plan-do-review process yourself.</p>
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Characteristics of Effective Learning

Playing and Exploring: Engagement	Active Learning: Motivation	Thinking Creatively and Critically: Thinking
Enabling Environments: What adults might provide.		
<p>Provide stimulating resources, accessible and open ended, which can be moved and combined in a variety of ways.</p> <p>Resources are relevant to children's interests and abilities.</p> <p>Flexible indoor and outdoor space and resources, where children can explore, transform, build, move and role- play.</p> <p>Consider levels of noise and visual distraction.</p> <p>Plan first-hand experiences and challenges appropriate to the development of the children.</p> <p>Ensure children have uninterrupted time to play and explore.</p> <p>Staff given time to reflect on how they support children to play and explore through their interactions, and planning of the environment.</p>	<p>A familiar environment and predictable routine gives children confidence to take charge of their own activities.</p> <p>Teach children how to use the areas of provision and tools within them appropriate to their age and development, so they can use them independently for their own goals.</p> <p>Children will become more deeply involved when provided with something that is new and unusual for them to explore, especially when it is linked to their interests.</p> <p>Notice what arouses children's curiosity, looking for signs of deep involvement to identify learning that is intrinsically motivated.</p> <p>Ensure children have the time and freedom to become deeply involved in activities.</p> <p>Provide calm and reduce stimuli if children become over stimulated.</p> <p>Children can maintain focus on things that interest them over a period of time. Talk over photographs of their previous activities.</p> <p>Make space and time for all children to contribute.</p> <p>Provide opportunities for staff to actively engage in their own learning to better support children's activity.</p>	<p>Opportunities for children to find their own ways to represent and develop their own ideas. Avoid children just reproducing someone else's ideas.</p> <p>Opportunities for children to play with materials before using them in planned tasks.</p> <p>Play is an opportunity for children to think creatively and flexibly, solve problems and link ideas.</p> <p>Establish rich play: space, time, flexible resources, choice, control, warm and supportive relationships.</p> <p>Routines that help children to predict and make connections in their experience.</p> <p>Routines can be flexible, while still basically orderly.</p> <p>Provide extended periods of uninterrupted time so that children can develop their activities.</p> <p>Keep some activities out instead of tidying away, so that there are opportunities to revisit and explore possible further lines of enquiry.</p> <p>Plan linked experiences that follow the ideas children are really thinking about.</p> <p>Use mind-maps to represent thinking together, finding out what children know and want to know.</p> <p>Develop a learning community which focuses on 'HOW' and not just what we are learning.</p> <p>Staff given time to think about children's needs to make links between their knowledge and practice.</p>

Characteristics of Effective Learning



Communication and Language: Listening, Attention and Understanding. Speaking.

Educational Programme: The development of children's spoken language underpins all seven areas of learning and development. Children's back and forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children and engaging them actively in stories, non-fiction, rhymes and poems and then providing them with extensive opportunities to use and embed new words in arrange of contexts will give children the opportunity to thrive. Through conversation, story - telling and role play where children share ideas with support and modelling from their teacher and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Autumn	Spring	Summer
Learning Priorities Linked to Development Matters 2021 and Birth to 5 matters. 0 -3 years		
<p>Locate sounds, turn towards familiar persons voice. Copy facial expressions, make eye contact for longer periods. Watch someone's face as they talk.(storytime)</p> <p>Copy what adults do, take turns in conversations – babbling. Try to copy adult speech and lip movements. Enjoy singing, music and toys that make sounds.</p> <p>Reach or point to something they want while making sounds. Copy gestures and words. Constantly babble and use single words during play. Use gestures like waving and pointing to communicate.</p>	<p>Recognise and are calmed by a familiar voice. Listen and respond to a simple instruction. Understand single words in context – cup, milk, daddy. Understand frequently used words. All gone, no, bye bye. Listen to a story with an adult.</p> <p>Focus on an activity of their own choice and find it difficult to be directed by an adult.</p> <p>Listen to other people's talk with interest but can easily be distracted by other things.</p> <p>Use intonation and pitch and changing volume when talking.</p>	<p>Understand simple instructions. Recognise and point to objects if asked about them.</p> <p>Make themselves understood and can become frustrated if they cannot.(use of symbols at this time) Start to say how they are feeling using words as well as actions.(circle times)</p> <p>Start to develop conversation, jumping from topic to topic. Develop pretend play.(familiar person, listening allow time to have conversations)</p> <p>Use speech sounds p,b,m,w</p> <p>Listen to simple stories and understand what is happening, with the help of pictures. Identify familiar objects when they are described. Understand and act on longer sentences. Understand simple questions about, who, what and where.</p>

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Autumn	Spring	Summer
Learning Priorities Linked to Development Matters 2021 and Birth to 5 matters. 3 – 4 years		
<p>Begin to listen to longer stories and can remember much of what happens. (Daily story-time sessions)</p> <p>Pay attention to more than one thing at a time during play.</p> <p>Begin to extend their vocabulary. (throughout the day)</p> <p>Begin to understand two part questions and instructions.</p> <p>Begin to understand 'why' questions. (Focus sessions)</p> <p>Begin to develop their communication. (Throughout the day)</p> <p>Begin to develop their pronunciation. (Throughout the day)</p>	<p>Able to listen to longer stories and remember what has happened. (Literacy Sessions)</p> <p>Begins to shift attention from one task to another.</p> <p>Begin to use talk to organise themselves during the day.</p> <p>Continue to extend their vocabulary</p> <p>Understand a question or instruction that has two parts. (Focus activities and Literacy Sessions)</p> <p>Understand 'why' questions. (Story-time and Literacy sessions)</p> <p>Continue to develop communication.</p> <p>Develop pronunciation, may have problems saying some sounds and multi-syllabic words. (Throughout the day, circle times, story-times, literacy sessions)</p>	<p>Listen to longer stories and are able to answer questions about the text. (Literacy sessions)</p> <p>Sing a large repertoire of songs. (Daily singing sessions)</p> <p>Know many rhymes, be able to talk about familiar books and able to tell a long story. (Literacy sessions)</p> <p>Able to shift attention from one task to another.</p> <p>Use talk to organise themselves and their play.</p> <p>Use a wider range of vocabulary. (through books, everyday conversations and scientific vocabulary)</p> <p>Develop communication, but may have problems with tenses and plurals.</p> <p>Develop their pronunciation but may have problems saying some sounds and multi-syllabic words. (Throughout the day, circle times, literacy sessions)</p> <p>Express a point of view and debate when they disagree with an adult or friend using words as well as actions.</p> <p>Start a conversation with an adult or a friend and continue it for many turns. (throughout the day, circle times)</p>

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Autumn	Spring	Summer
Learning Priorities Linked to Development Matters 2021 and Birth to 5 matters. Reception		
<p>Listen carefully and begin to understand why listening is important. (Small group sessions, story time, circle time, topic sessions, literacy sessions)</p> <p>Learn new vocabulary. Begin to use new vocabulary through the day. Begin to use new vocabulary in different contexts. (During play and all other times) Ask questions to find out more. (Who, where and when) Articulate ideas and connect ideas. Describe events.</p> <p>Explain and organise thinking. Work out problems. (Story time, circle time, topic, literacy, maths, outside) Develop social phrases. (Throughout the day)</p> <p>Engage in story times. Develop vocabulary. Listen and talk about stories. Retell stories, using own words and text repetition.</p>	<p>Continue to learn to listen carefully and improve listening skills throughout the day in all activities. (Promote and model active listening in all activities and play) Continue to discuss and identify new vocabulary in all activities. Use picture cue cards and discuss which category a word is in. Continue to use speech to ask questions, describe events. Connect one idea or action to another using a range of connectives. (Story times, literacy, circle times.)</p> <p>Continue to develop social phrases. (Throughout the day, in all activities) Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen carefully to rhymes and songs paying attention to how they sound. (Story times, literacy, circle times.)</p>	<p>Show greater confidence in listening – to stories, rhymes, and songs. Learn rhymes, poems, and songs. (Music, story times, literacy sessions.) Listen to and talk about selected non-fiction. To develop a deep familiarity with new knowledge and vocabulary (Topic, play, UW and outside.) Continue to identify new vocabulary in all play and activities and use vocabulary throughout the day in different contexts.</p> <p>Ask questions to find out more and check what has been said to them. (Enjoyment and enthusiasm to find out more during group sessions and play)</p> <p>Refine and show greater confidence in speech. Articulate ideas and thoughts in well-formed sentences. Retell the story once they have developed a deep familiarity with the text. Describe events in some detail. (Time during all activities and opportunities for children to talk and discuss)</p>

Educational Programme: Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their world. Strong warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Autumn	Spring	Summer
Learning Priorities Linked to Development Matters 2020 and Birth to 5 matters. 0 – 3 years		
<p><u>Self- Regulation</u></p> <p>Begin to communicate a range of emotions. Expresses feelings strongly through crying. Seeks physical and emotional comfort. Is affirmed and comforted by familiar carers. Reacts emotionally to other people's emotions.</p> <p><u>Managing Self</u></p> <p>Begin to learn about physical self through – play with Hands and feet Movement</p> <p>Work in the light room with individual children following OT programmes. Deep pressure, jumping on trampolines, light touch, calming activities, music and soft lighting. Awareness of children who have difficulties with over/under stimulation.</p> <p><u>Building Relationships</u></p> <p>Distinguish between people and begin to enjoy the company of others.(Key workers adults and children) Begins to share interest and attention with an adult. (Intensive interaction)</p>	<p>Builds relationships with special people. (Key workers) Is wary of unfamiliar people.</p> <p>Become aware of self by – imitating sounds, expressions. Laughing and gurgling</p> <p>Music and singing sessions and AA communication sessions in small groups.</p> <p>Begins to express awareness of physical self and show growing confidence.(Physical Development) All children have the opportunity to go to Jump space, outside play on large equipment, walks out in the community. Visits to local parks.</p> <p>Respond to own name. Show an interest in reflection in a mirror.</p>	<p>Begin to explore confidently feeling secure, will engage in new or challenging situations. Play resources set out for choice and staff encourage children to extend their play.</p> <p>Show awareness of being a separate individual by- Using voice, gesture, Eye contact Facial expressions</p> <p>Children encouraged to take part in small group activities of Listening and Attention, Attention Autism and Focus groups.</p> <p>Begin to assert choices and preferences and reject things they don't want. (Choice, communication) Begin to understand their actions cause an effect on others.</p> <p>Plays freely and with involvement (Summer play days)</p> <p>More able to adapt behaviour, anticipate routines and participate and cooperate . Explore boundaries of behaviour and become aware of basic rules.(Community)</p>

Personal, Social & Emotional Development: Self-Regulation, Managing Self, Building Relationships

<p>Cooperates with caregiving experiences.</p> <p>Toileting programmes are individual. All children are supported with their personal hygiene at whatever level they need. They are also encouraged to make progress with this throughout the year. (School/parent partnership)</p>	<p>Shows a wider variety of feelings, using crying, gestures and vocalisations.</p> <p>Uses familiar adult to share feelings such as excitement.</p> <p>Uses a comfort object, familiar others, routines or spaces to soothe themselves.</p> <p>Children always able to have special soothing objects or twiddle objects to help them join in activities.</p>	<p>Express positive feelings – joy and affection.</p> <p>Negative feelings – anger, frustration, distress Loss of control, overwhelming, body and thinking.</p> <p>Aware of others feelings – show empathy, offer comfort.</p> <p>Assert their own agenda – display frustration with having to comply.(Independence)</p> <p>Children are supported with feelings and behaviour, helping them to communicate appropriately and understand feelings. Zones of Regulation are introduced, work on feelings during circle times. Behaviour boundaries are increasingly worked on during the year.</p>
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Autumn	Spring	Summer
Learning Priorities Linked to Development Matters 2020 and Birth to 5 matters, 3-4 years.		
<p><u>Self- Regulation.</u> Expresses and is aware of a wide range of feelings. Follow the daily routine with support. (Using time line and symbols) Play with others , sharing resources/taking turns Begin to talk about feelings – happy, sad, because. (Circle times)</p> <p><u>Managing Self</u> Select and use activities and resources with help when needed. (choice boards) Begin to use large and small motor skills to do things independently. (buttons and zips, pour drinks)</p> <p><u>Building Relationships</u> Carry out small tasks and develop sense of responsibility. (help to get things out, put away, lunchtime, snack time)</p>	<p><u>Self Regulation</u> Show more confidence in new social situations. (Lifer Skills, trips on the minibus) Play with one or more other children. Begin to find solutions to conflicts and rivalries. Sharing and taking turns.</p> <p><u>Managing Self</u> Increasingly follow rules and beginning to understand why they are important. (outside play, soft play, jump space) Show increasing desire to do things independently.(Feeding, dressing, undressing)</p> <p><u>Building Relationships</u> Carry out small tasks to help others.(tidy up time) Begin to gradually understand how others might be feeling. (circle times, pretend play)</p>	<p><u>Self Regulation</u> Develop appropriate ways of being assertive. Talk with others to solve conflicts. (throughout the day) Talk about their feelings using words like happy, sad, angry, worried. (Zones of regulation – circle times)</p> <p><u>Managing Self</u> Remember rules without needing an adult to remind them. (throughout the day) Be increasingly independent in meeting their own care needs. (toilet, brushing teeth, washing and drying hands) Make healthy choices about food and drink, activity, tooth brushing.(throughout the day)</p> <p><u>Building Relationships</u> Understand gradually how others might be feeling. Able to begin to express their feelings. (Zones of Regulation – circle times)</p>

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Learning Priorities Linked to Development Matters 2020 and Birth to 5 matters. Reception		
<p>Express their feelings and consider the feelings of others. Introduce resources and time to look at Zones of Regulation during circle times and with individuals throughout the day. Begin to look at Happy and Sad and the colours they represent.</p> <p>See themselves as a valuable individual. Get to know families, home backgrounds, culture, child's history and child's interests showing you know them and about them.</p> <p>Build constructive and respectful relationships. Encourage children to listen to each other and staff. Play together and cooperate with friends. Spend time in friendship groups.</p> <p>Manage their own personal hygiene needs. Toileting programmes are individual. All children are supported with their personal hygiene at whatever level they need. They are also encouraged to make progress with this throughout the year. (School/parent partnership)</p>	<p>Identify and moderate their own feelings socially and emotionally. Continue with daily ZOR group work beginning to include angry and worried. Individual work encouraging children to express their feelings when they are distressed.</p> <p>Show resilience and perseverance in the face of challenge. Show that mistakes are an important part of learning. Trial and error is not failure. Show this throughout the day during play and activities.</p> <p>Think about the perspectives of others. Use story time to discuss books that deal with challenges. How characters overcome their challenges. Ask children to talk to each other and reflect on challenges.</p> <p>Know and talk about health and wellbeing.</p>	<p>Children to understand and be able to use strategies to stay calm and think about their own feelings and those of others. Give time and space for children to calm down and return to an activity. All children supported to recognise when their behaviour isn't in accordance with the rules. Help to develop problem solving skills talking through how they, you and others resolved a problem or difficulty. Have time for reflection and looking back at problems that were overcome and how.</p> <p>Health and Wellbeing. Regular physical activity Healthy Eating Toothbrushing Sensible amounts of screen time Having a good sleep routine Being a safe pedestrian.</p>

Physical Development: Gross Motor Skills. Fine Motor Skills.

Educational Programme: Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and movement play with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide foundation for developing healthy bodies and social and emotional wellbeing. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Autumn	Spring	Summer
Learning Priorities Linked to Development Matters 2020 and Birth to 5 matters. 0 – 3years		
<p>Introduce children to outside play equipment, tunnels, dens and large boxes. (Time in outside area each day, Forest School)</p> <p>Start to play with balls kicking, throwing and catching. (Time in outside area each day)</p> <p>Begin to build independently with a range of large and small resources. (Outside and inside construction areas, Forest school)</p> <p>Walk independently. (Outside area)</p> <p>Begin to run, jump, climb and use stairs independently. (Soft play and outside area)</p> <p>Begin to spin, roll and independently use ropes and swings. (Soft play, jump space, outside area, local parks)</p> <p>Begin to sit on a push along wheeled toy, use a scooter or ride a tricycle. (Use of bikes in Nursery outdoor area)</p> <p>Fine motor Skills – Begin to develop manipulation and control. (Soft play, creative activities, sensory activities)</p>	<p>Continue to gain control of their bodies through continual practice of large movements such as waving, kicking, rolling, crawling and walking.</p> <p>Clap and stamp to music. (Singing and music sessions)</p> <p>Continue to build using more and different resources.</p> <p>Walk for longer distances. (Life Skills and minibus trips, local area walks)</p> <p>Show greater confidence in climbing, spinning, rolling and using swings. (Outside area, Jump Space, local parks)</p> <p>Fine Motor Skills – continue to develop manipulation and control. (Soft play, creative activities, sensory activities)</p>	<p>Refine large movements and control of their bodies with continual practice and increased confidence.</p> <p>Clap and stamp to music with an awareness of rhythm. (Singing and music sessions)</p> <p>Walk longer distances with confidence. (Life Skills, minibus trips, local area walks)</p> <p>Build with confidence using large and small resources. (time outside and construction area inside)</p> <p>Use large equipment to climb, spin and roll with confidence. Use swings and jump on soft play equipment. (Soft play, jump space, outside and local parks)</p> <p>Ride a tricycle using the pedals and use a scooter.</p> <p>Throw and catch a large ball with increasing control.</p> <p>Fine Motor Skills – Able to hold and explore, clay, spoons, brushes, shells, tear paper, make marks and print. (Creative activities, sensory activities, soft play)</p>

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Autumn	Spring	Summer
Learning Priorities Linked to Development Matters 2021 and Birth to 5 matters. 3 – 4 years		
<p>Continue to develop their movement, balancing, riding and ball skills. (Outside play, Jump space, soft play)</p> <p>Begin to go up steps and stairs or climb up apparatus using alternate feet. (Outside play, soft play, jump space)</p> <p>Begin to skip, hop, stand on one leg and hold a pose for a game. (Outside play, soft play, jump space)</p> <p>Use large muscle movements to wave flags and streamers, paint and make marks. (Outside play, creative sessions)</p> <p>Begin to use one-handed tools and equipment for example making snips in paper with scissors. (Focus activities, creative activities)</p> <p>Begin to learn dressing and undressing skills with support. (Throughout the day)</p>	<p>Refine and develop control of movements, balancing, riding and ball skills. (Outside play, jump space, soft play)</p> <p>Match their developing physical skills to tasks and activities in the setting. (Life skills, outside)</p> <p>Start to take 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. (concerts, dance, music)</p> <p>Use a comfortable grip with good control when holding pens and pencils. (Focus activities, literacy sessions, creative sessions)</p> <p>Increasingly able to dress and undress, putting coat on and doing up zips. (Throughout the day)</p>	<p>Have developed a good mastery of balancing, riding and ball skills. (Outside play, jump space, soft play)</p> <p>Have developed large muscle movements, confidence and independence.</p> <p>Choose the right resources to carry out their own plan. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. (Outside Forest School)</p> <p>Show a preference for a dominant hand. Have good control of one-handed tools and equipment. (Creative sessions, Literacy sessions)</p> <p>Be increasingly independent as they get dressed and undressed, putting coat on and doing up zips. (Throughout the day)</p>

Physical Development: Gross Motor Skills. Fine Motor Skills.

Educational Programme: Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and movement play with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide foundation for developing healthy bodies and social and emotional wellbeing. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Autumn	Spring	Summer
Learning Priorities Linked to Development Matters 2020 and Birth to 5 matters. Reception		
<p>Revise and refine the fundamental movement skills they have already required – rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Access to outdoors and floor space indoors, range of surfaces, balances, soft play area, choice of open ended materials, carrying, pushing, pulling, constructing.</p> <p>Use core muscle strength to achieve a good posture when sitting at a table or on the floor. Tables and chairs at the right height for range of children.</p> <p>Develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. Access to a range of balls, bats and nets to practise with.</p> <p>Develop small motor skills and use a range of tools such as pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Help children to develop core strength and stability they need to support their small motor skills.</p>	<p>Further revise and refine movement skills. Progress towards a more fluent style of moving, with developing control and grace. Regular opportunities to practise their movement skills. Challenge children to climb higher, run faster, jump further.</p> <p>Combine different movements with ease and fluency. Dance and music, obstacle courses, inside and outside.</p> <p>Continue to work on posture for sitting at a table or on the floor. Appropriate equipment for a range of children.</p> <p>Continue to develop ball skills. Balls and equipment available each day. Continue to develop small motor skills. Creative sessions, drawing, painting, threading, sewing, modelling, malleable materials. cooking, small world, construction kits.</p>	<p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Children to be highly active several times each day. Use of bicycles, scooters, wheelbarrows, prams and carts.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Use of equipment at parks, climbing frame in outside area, swings, dens, ropes and tyres.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Introduce children to games with teams, rules and targets.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient. Drawing freely and structured activities, letter formation, pencil grip.</p>

Literacy: Comprehension. Word Reading. Writing.

Educational Programme: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)

Autumn	Spring	Summer
Learning Priorities Linked to Development Matters 2021 and Birth to 5 matters. 0 – 3 years		
<p>Enjoy songs and rhymes, tuning in and paying attention Say some of the words in songs and rhymes. Copy finger movements and other gestures. (Singing and music sessions, focus sessions, light room)</p> <p>Enjoy sharing books with an adult Pay attention and respond to the pictures or the words. (Daily story time, individual reading with an adult)</p> <p>Enjoy drawing freely. (Throughout the day, creative sessions)</p> <p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. (Life skills, walks in the local environment, print in the setting)</p>	<p>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. (Singing and music sessions, focus sessions, light room)</p> <p>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.(choose books to read, daily story times, literacy sessions, individual reading time with an adult)</p> <p>Draw with more control and detail, add some marks to their drawings which they give meaning to. (Throughout the day, creative sessions, literacy sessions)</p> <p>Continue to notice more print in the environment. (Print in the setting, walks in the local environment)</p>	<p>Sing songs and say rhymes independently, for example, singing whilst playing. (Main play, Singing and music sessions, concert)</p> <p>Ask questions about the book. Make comments and shares their own ideas. (Literacy sessions, story times) Develop play around favourite stories using props. Literacy area in main play)</p> <p>Make marks on their picture to stand for their name.(Early writing practice, fine motor skills sessions, literacy sessions)</p> <p>Notice and understand print in the environment. (Walks in the local area, life skills, minibus trips)</p>

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Autumn	Spring	Summer
Learning Priorities Linked to Development Matters 2021 and Birth to 5 matters. 3 – 4 years		
<p>Begin to understand the 5 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. (Story times each day)</p> <p>Begin to develop phonological awareness so that they can spot and suggest rhymes. (Story times , singing sessions)</p> <p>Use some of their print and letter knowledge in their early writing. Write some letters of their name. (Throughout the day, main play,)</p> <p>Begin to talk about the stories read with adults. (Story times each day)</p>	<p>Continue understanding of 5 key concepts about print. The names of the different parts of a book Page sequencing. (Story times, literacy sessions)</p> <p>Continue to develop phonological awareness so that they can count or clap syllables in a word. (Literacy sessions, focus sessions)</p> <p>Use their print and letter knowledge in their early writing with more detail. Write some letters of their name. Write some letters accurately. (Throughout the day)</p> <p>Talk about stories read learning new vocabulary. (Story times, Literacy sessions)</p>	<p>Complete understanding the 5 key concepts about print. And begin to look at sentences, words, capital letters and full stops. (Story times, literacy sessions, focus sessions)</p> <p>Continue to develop phonological awareness so that they can recognise words with the same initial letter. (Literacy sessions)</p> <p>Use their print and letter knowledge in their early writing with more detail and independence. Write the letters of their name. Write some letters accurately. (Throughout the day, fine motor skills activities, literacy sessions)</p> <p>Engage in extended conversations about stories learning new vocabulary. (Literacy sessions)</p>

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Autumn	Spring	Summer
Learning Priorities Linked to Development Matters 2021 and Birth to 5 matters. Reception		
<p>Read individual letters by saying the sounds for them. Begin to read the sounds speedily to aid sound-blending. (Literacy sessions)</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Children to work out the word in sounds h-a-t hat; sh-o-p shop. Say the sounds for the letters from left to right and blend them. (Literacy sessions)</p> <p>Form lower case and capital letters correctly. Teach formation as they learn the sounds for each letter using the phrases from Jolly Phonics. Starting point and direction of the letter – formation. (Literacy sessions)</p>	<p>Read a few common exception words matched to the school phonic programme. Correspondences between letters and sounds that are unusual or have not yet been taught; do, said, were.</p> <p>Read simple phrases and sentences made up of known letter-sound correspondences and a few exception words. Children to read aloud and ensure that books are consistent with their developing phonic knowledge. *Do not include letter-sound correspondences or exception words that have not yet been taught.</p> <p>Re read books to build up their confidence in word reading, their fluency and their enjoyment.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s. Show children how to touch each finger as they say each sound. Help children to identify sounds that are tricky to spell. Words such as – the and said.</p>	<p>Continue to read simple phrases and re read books that correspond to their developing phonic knowledge. Make books available for children to share at school and at home. *Avoid asking children to read books at home they cannot yet read.</p> <p>Continue to work on formation of letters and spelling words by identifying sounds and then writing the letters.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Support the children to complete sentence orally before writing. Help children to memorise the sentence by repeatedly saying it out loud.</p> <p>Re-read what they have written to check that it makes sense. Model how we read and re-read our own writing to check it makes sense.</p>

Mathematics: Number. Numerical Patterns.

Educational Programme: Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of numbers up to 10, the relationship between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this knowledge – such as using manipulatives, including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.

Autumn	Spring	Summer
Learning Priorities Linked to Development Matters 2021 and Birth to 5 matters. 0 – 3 years		
<p>Begin to complete large simple inset puzzles with support. (Adult offer hand over hand support if needed)</p> <p>Begin to combine objects like stacking blocks and cups. (Continuous provision throughout the day)</p> <p>Explore patterns and arrangements. (Main play)</p> <p>Begin to take part in finger rhymes with numbers. (Singing sessions, main play)</p> <p>React to changes of amount In a group of up to three items.</p> <p>Develop counting like behaviour, such as making sounds, pointing or saying some numbers in sequence. (Main play, outside)</p> <p>Climb and squeeze themselves into different kinds of spaces. (Adult describe children’s climbing and hiding using spatial words)</p>	<p>Continue to complete more difficult inset puzzles independently. (Continuous provision, Maths sessions)</p> <p>Put object inside others and take them out again. (Main play)</p> <p>Notice patterns and begin to arrange things in patterns. (Main play)</p> <p>Take part in some finger rhymes with numbers. (Maths sessions, singing sessions)</p> <p>Compare amounts saying ‘lots’, ‘more’, or ‘same’ (Maths sessions)</p> <p>Begin to count in everyday contexts, sometimes skipping numbers – 1-2-3-5 (Main play, outside, Maths sessions)</p> <p>Climb and squeeze themselves into different kinds of spaces. (Adult describe children’s climbing and hiding using spatial vocabulary)</p>	<p>Complete all inset puzzles independently. (Continuous provision, Maths sessions)</p> <p>Build with a range of resources. (Construction area, main play, outside)</p> <p>Notice patterns and arrange things in patterns independently. (Main play, Creative sessions, Maths sessions)</p> <p>Enjoy and actively take part in finger rhymes with numbers. (Maths sessions, singing sessions)</p> <p>Compare sizes, weights etc. Using gesture and language. (Maths sessions, outside)</p> <p>Count in everyday contexts with confidence, sometimes skipping numbers – 1-2-3-5 (Main play, Maths sessions, outside)</p> <p>Climb and squeeze themselves into different kinds of spaces. (Adult describe children’s climbing and hiding using spatial vocabulary)</p>

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Autumn	Spring	Summer
Learning Priorities Linked to Development Matters 2021 and Birth to 5 matters. 3 – 4 years		
<p>Develop fast recognition of up to 3 objects, without having to count them individually. Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5 (Throughout the day, continuous provision, Maths Table)</p> <p>Experiment with their own symbols and marks as well as numerals. (Throughout the day, continuous provision, Maths Table)</p> <p>Talk about and explore 2D and 3D shapes using informal and mathematical language – circles, rectangles, triangles and cuboids. Sides, corners, straight, flat, round. (Focus Activities, construction, main play)</p> <p>Talk about and identify the patterns around them, using informal language. (Creative activities)</p>	<p>Know that the last number reached when counting a small set of objects tells you how many there are in total. (Main play) Show finger numbers up to 5. (Singing sessions)</p> <p>Begin to copy numerals. (Maths table,)</p> <p>Solve real world mathematical problems with numbers up to 5. (Main play, outside)</p> <p>Compare quantities using language: more than, fewer than. (Focus activities)</p> <p>Select shapes appropriately. (Focus activities, construction, Maths Table)</p> <p>Make comparisons between objects relating to size, length, weight and capacity. (Focus activities)</p> <p>Extend and create ABAB patterns. (Creative sessions)</p>	<p>Link numerals and amounts: for example, showing the right number of objects to match the numeral 5. (Maths Sessions)</p> <p>Begin to copy numerals 1-10 correctly. (Maths sessions and maths table)</p> <p>Understand position through words alone – ‘The bag is under the table. Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’ (Maths Sessions)</p> <p>Combine shapes to make new ones. (Maths sessions, construction, outside)</p> <p>Notice and correct an error in a repeating pattern. (Creative sessions, Maths sessions)</p>

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Autumn	Spring	Summer
Learning Priorities Linked to Development Matters 2021 and Birth to 5 matters. Reception		
<p>Count objects, actions and sounds. Say numbers in order and match one number name to each item. Say how many there are after counting, cardinal counting principle.</p> <p>Subitise. Use numicon to establish the tens structure of the number system. Play games – dice. Show small quantities in familiar patterns.</p> <p>Explore the composition of numbers to 10. Focus on composition up to 5 first. Use visual models of numbers, dice, fingers, numicon. Model conceptual subitising and emphasise parts within the whole. Games – partitioning and recombining.</p> <p>Select rotate and manipulate shapes to develop spatial reasoning. Pattern and building sets, copy 2D pictures with 3D resources. Jigsaws of increasing challenge.</p>	<p>Continue counting objects, actions and sounds. Estimate and then count to see. Count out a smaller number from a large group.</p> <p>Subitise. Show a number of fingers all at once without counting.</p> <p>Link the number symbol with its cardinal value. Numeral in order beside dot quantities or tens frames. Play card games. Numerals v dot arrangements. Recording quantities, tallies, dots and numeral cards.</p> <p>Count beyond 10. Count verbally beyond 20 pausing at each multiple of 10.</p> <p>Compare numbers. Collections of objects, small and large and then the same. Use vocabulary ‘more than’, ‘less than’, ‘fewer’, ‘the same as’, ‘equal to’</p>	<p>Establish counting skills. Build counting into everyday routines, circle time, snack time, tidy up time. Sing counting songs and number rhymes and read counting stories. Play games which involve counting.</p> <p>Count beyond 10. Use number tracks, calendars, hundred squares, indoors and out, children become familiar with tow digit numbers and start to spot patterns within them.</p> <p>Compare numbers. Continue to reinforce vocabulary. Distribute items equally, make mistakes to provoke discussions. Tell stories.</p> <p>Understand the ‘one more than/one less then’ relationship between consecutive numbers. Stories and rhymes, the staircase pattern.</p>

Mathematics: Number. Numerical Patterns.

Continue copy and create repeating patterns.
Make patterns with varying rules, AB, ABB, ABBC.

Compare length, weight and capacity.
Model comparative language and encourage children to use it in all activities throughout the day.

Compose and decompose shapes so that children recognise a shape can have other shapes within it.
Printing, shadow play, paper folding, combining shapes to make new shapes.

Continue, copy and create repeating patterns.
Continue to establish understanding of patterns.

Continue to compare length, weight and capacity.
Ask the children to make and test predictions.
Pour the jug into the teapot which holds more?

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

Lots of visual and practical displays in the setting.
Lots of hands on experiences of partitioning and combining numbers in different contexts and seeing subitising patterns.

Continue, copy and create repeating patterns.
Children to do this more independently now and show understanding.

Continue to compare length, weight and capacity.
Making and testing predictions using correct vocabulary and showing more independence in activities throughout the day.

Understanding the World: Past and Present. People, Culture and Communities. The Natural World.

Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses, and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domain. Enriching and widening children's vocabulary will support later reading comprehension.

Autumn	Spring	Summer
Learning Priorities Linked to Development Matters 2021 and Birth to 5 matters. 0 – 3 years years		
<p>Begin to repeat actions that have an effect. (Beginning to communicate)</p> <p>Begin to explore materials with different properties. (Open ended play materials – continuous provision)</p> <p>Begin to explore natural materials, indoors and outside. (Sensory materials, baskets, Creative activities)</p> <p>Begin to explore and respond to different natural phenomena in the setting and on trips. (weather, seasons, living things, nature)</p> <p>Begin to make connections between the features of their family and other families. (circle time)</p> <p>Begin to notice differences between people. (positive attitudes, positive images, diversity, acceptance)</p>	<p>Continue to repeat actions that have an effect. (Communication)</p> <p>Explore and respond to materials with different properties. Explore and respond to natural materials, indoors and outdoors.</p> <p>Explore and respond to different natural phenomena in the setting and out on trips.</p> <p>Make connections between the features of their family and other families.</p> <p>Notice differences between people.</p>	<p>To understand their actions can have an effect. (Communication)</p> <p>Explore and respond to materials with different properties independently. Explore and respond to natural materials independently, indoors and outside.</p> <p>Explore and respond to different natural phenomena in the setting and out on trips.</p>

Understanding the World: Past and Present. People, Culture and Communities. The Natural World.

Autumn	Spring	Summer
Learning Priorities Linked to Development Matters 2021 and Birth to 5 matters. 3 - 4 years		
<p>Use all senses in hands-on exploration of natural materials. (Forest school, creative sessions, outside)</p> <p>Explore collections of materials with similar and/or different properties. (Sensory activities, main play, continuous provision)</p> <p>Talk about what they see, using a wide vocabulary. (Forest school, trips, outside, life skills)</p> <p>Talk about the differences between materials and changes they notice. (Walks in the local environment, life skills, minibus trips)</p> <p>Continue developing positive attitudes about the differences between people.(Circle times)</p> <p>Begin to make sense of their own life-story and family history. (Focus activities, topic)</p>	<p>Use all senses in hands-on exploration of natural materials. (Forest school, creative sessions, outside)</p> <p>Explore collections of materials with similar and/or different properties. (Sensory activities, main play, continuous provision,)</p> <p>Talk about what they see, using a wide vocabulary. (Forest school, trips, outside, life skills)</p> <p>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. (Focus activities, Literacy, Outside)</p> <p>Continue developing positive attitudes about the differences between people. (Circle times)</p>	<p>Use all senses in hands-on exploration of natural materials. (Forest school, creative sessions, outside)</p> <p>Explore collections of materials with similar and/or different properties. (Sensory activities, main play, continuous provision)</p> <p>Talk about what they see, using a wide vocabulary. (Forest school, trips, outside, life skills)</p> <p>Show interest in different occupations. (visitors, minibus trips)</p> <p>Explore how things work.(Main play)</p> <p>Explore and talk about different forces they can feel. (Outside, main play)</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. (Circle times, topic, celebrations)</p>

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Autumn	Spring	Summer
Learning Priorities Linked to Development Matters 2021 and Birth to 5 matters. Reception		
<p>Talk about members of their immediate family. Name and describe people who are familiar to them. Topic sessions – Myself and My Family. Photographs sent from home. How families are different.</p> <p>Draw information from a simple map. Explore the natural world around them. Look at maps and plans of the school and the local environment.</p> <p>Describe what they see, hear and feel whilst outside. Sessions outside – Forest School, Life Skills and play in the garden.</p> <p>Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Minibus visits to churches, mosque and other places of worship locally. Celebrate all religious festivals through the year and ask families how they celebrate at home. Watch films on-line.</p>	<p>Develop an understanding of past and present – comment on images of familiar situations in the past. Look at the Hollywood building and old pictures of how it used to be.</p> <p>Compare and contrast characters from stories including figures from the past. Look at old fiction when it was written. Time lines. Characters from the past and differences.</p> <p>Draw information from a simple map. Look at aerial view pictures of the wider local area.</p> <p>Continue to explore the natural world around them. Describe what they see, hear and feel whilst outside. Time for talk outside, look at changes that are taking place in Spring.</p> <p>Recognise some environments that are different from the one in which they live. Minibus trips to the countryside, visit a farm.</p>	<p>Develop an understanding of past and present. Look at images of how Stockport used to look and go out for walks around Stockport to see how it looks now.</p> <p>Compare and contrast characters from stories including figures from the past. Look at non-fiction books about figures from the past. Look at time lines and compare life today.</p> <p>Draw information from a simple map. Look at a world map and understand there are different countries in the world. Land and sea on the earth.</p> <p>Understand the effects of the changing seasons on the natural world around them. Grow plants, flowers, vegetables. Observe trees and shrubs.</p> <p>Recognise some similarities and differences between life in this country and life in other countries. Books, films, world resources in the classroom. Vocabulary, children's lives in other countries.</p>

Expressive Arts and Design: Creating with Materials. Being imaginative and Expressive.

Educational Programme: The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Autumn	Spring	Summer
Learning Priorities: Development Matters 2021 and Birth to 5 matters. 0 to 3 years.		
<p>Respond to music when it changes (stop, go) Movement through multi-sensory exploration and expression.</p> <p>Sound makers and instruments – introduce Music Sessions with adult support.</p> <p>Move and dance to music. Wake Up Shake Up</p> <p>Explore voices and making sounds. Singing Sessions</p> <p>Action Songs Singing sessions and Maths</p> <p>Creative and Sensory Sessions</p> <p>Notice patterns with strong contrasts Play with different materials. Sensory trays, malleable materials, cooking</p> <p>Start to make marks intentionally. Introduce fingers, feet, brushes, sponges.</p> <p>Begin to develop pretend play. Pretend that one object represents another. Sensory area, home corner, outside area</p>	<p>Join in with movement songs (fast, slow) Music sessions, singing sessions. Maths</p> <p>Introduce to different instruments and beats. Listen to sounds and music while playing with instruments</p> <p>Join in music and singing sessions and have favourite songs. Nursery rhyme sessions, singing and music.</p> <p>Make rhythmical and repetitive sounds. Use mirrors and improvise actions seen – clapping and waving. Music sessions and daily singing sessions. Good work assembly.</p> <p>Introduce different colours and textures. Explore different materials using all senses.</p> <p>Begin to use tools to make marks. Mark making area Begin to use a variety of tools.</p> <p>Join in pretend play with others. Extend and elaborate play activities.</p>	<p>Enjoy taking part in music and singing sessions and does so independently. Create sounds by rubbing, shaking, tapping, striking or blowing with instruments independently. Join in movement independently using whole body and expression. Use voice to join in with songs and rhymes. Know and able to join in with core songs (6 songs)</p> <p>Join in with some actions independently. Know and do actions for core songs (6 songs)</p> <p>Make simple models which express ideas. Blocks, junk, 2D and 3D, materials, clay, different textures, fabrics.</p> <p>Explore mark making independently. Writing areas and writing tables Explore with paint independently. Creative sessions.</p> <p>Introduce small world resources. Main play area Play days and afternoon sessions.</p>

Expressive Arts and Design: Creating with Materials. Being imaginative and Expressive.

Educational Programme: The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Autumn	Spring	Summer
Learning Priorities: Development Matters and Birth to 5 matters. 3 to 4 years.		
<p>Pretend Play Play with large boxes, dens, home corner equipment. Children’s preferred toys, cars, trains, dolls, animals</p> <p>Using different materials. Sand and water, sensory trays, creative activities – collage, weaving, painting, printing.</p> <p>Drawing Begin to develop drawing skills and their own creative ideas. Talk about the meanings of their drawings. Closed shapes to represent objects.</p> <p>Colour mixing Begin to explore colour and colour mixing. Look at work of artists and talk about colours.</p> <p>Listening to music expressing feelings Develop listening skills through a range of active listening activities. Begin to express feelings, perform and share. Sound matching games.</p> <p>Singing Begin to learn songs about Autumn, Harvest and then Christmas. Move to rhythms and join in actions.</p> <p>Play instruments Introduce children to simple percussion instruments. Listen to guitar playing.</p>	<p>Pretend Play Dressing up, Chinese new year clothes, introduce the shop, super heroes, dolls houses.</p> <p>Using Different materials Exploring materials, independence, choose materials for task.</p> <p>Drawing Increasing complexity and detail in drawings. Use drawing to represent movement or loud noises.</p> <p>Colour Mixing Explore the differences between colours Continue to look at art work from across times and cultures</p> <p>Listening to music, expressing feelings. Listen with increased attention to sounds.</p> <p>Singing Remember and sing entire songs Sing the pitch of a tone. Sing the melodic shape of familiar songs.</p> <p>Play instruments Use increasing control and express feelings and ideas.</p>	<p>Pretend Play Small world, play in groups, outside play – summer games. Increasingly complex construction</p> <p>Using different materials Explore textures and join different materials. Wood work, visiting artists.</p> <p>Drawing Show different emotions in their drawings – happiness, sadness, fear.</p> <p>Colour Mixing Explore and refine colour mixing. Use colour to express different emotions and show these in their pictures.</p> <p>Listening to music, expressing feelings Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Singing Create and sing their own songs, improvise a song around one they know</p> <p>Play instruments Refine control and develop ability</p>

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Autumn	Spring	Summer
Learning Priorities: Development Matters 2021 and Birth to 5 matters. Reception		
<p>Explore a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, Create collaboratively, sharing ideas, resources, and skills. Colour mixing and use of colour to represent what they see. Step by step guidance, opportunities to work together. Range of materials, tools, and techniques. Visit galleries and museums.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses. Listen to various kinds of music from across the globe. Visiting musicians to talk about their music.</p> <p>Develop story lines in their pretend play. Small world resources – in sets. Adults to guide. Play bags to use with adults. Story bags to use with guidance.</p> <p>Sing in a group or on their own. Music and singing sessions each day. Songs and rhymes.</p>	<p>Explore and use 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. Less guidance with colour mixing and matching. Promote independence with joining materials using tape and glue. Range of materials to construct with. Discuss problems and reflect with children on how they have achieved their aims.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses. Go to a live performance. (Pantomime)</p> <p>Develop story lines in pretend play. Provide costumes and props to incorporate.</p> <p>Sing in a group or on their own, increasingly match the pitch and following the melody. Music sessions and repeat during daily sessions.</p>	<p>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. Promote independence and provide a range of materials and tools and teach children to use them with care and precision. Encourage children to notice features of the natural world. Colours, shapes, and textures. Collaborative work, discuss problems and reflect. Visit galleries to generate inspiration and conversation about art and artists.</p> <p>Develop story lines in their play. Use story lines in play with more independence now.</p> <p>Explore and engage in music making and dance, performing solo and in groups. Take part in dance sessions and music sessions. Join in with the Summer Concert.</p>