



Grace's



Curriculum

A Practical Guide

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Inclusive approach for all children to thrive

- All children deserve a chance to fulfil their potential and succeed.
- High-quality education will be available to all children.
- Children who have experienced difficulties in their early lives will grow stronger from accessing high quality education.
- Children with special educational needs will be identified promptly and early intervention will support them to progress well.
- Children with English as an additional language will be supported to learn English at nursery at the same time as strengthening their first language in their home with their parents.



Love and Care

- Practitioners must be a child's experience at the centre of everything.
- Babies, toddlers and young children will thrive when they are loved and well cared for.
- Care must be consistent and Practitioners should enjoy spending time with children.
- Practitioners should interact and must be responsive to children and babies.
- Practitioners should have an excellent understanding of how children develop emotionally and cognitively. They should understand that toddlers want to be independent and will sometimes get frustrated.
- Practitioners should carefully support children with transitions and understand these big milestones.



What we want children to learn

- Our curriculum is everything we want the children to learn in a Grace's setting.
- Development of language is vital for development.
- We have an ambitious curriculum that builds on children's learning over time.
- Learning will be more effectively driven through children's individual interests.
- Plans should be flexible.
- Each child will develop in a unique way and at their own rates. Learning is not linear.



Helping children to learn

- We have a clear and effective pedagogy with a mix of approaches.
- All Practitioners should understand that children learn through play.
- Adults should model, observe, guide and direct.
- Our environments are carefully organised and arranged to inspire and enthuse children.
- Our learning environment is enabling and gives spaces for children to be creative and invent their own play.
- Children will learn through a mix of planned and spontaneous learning opportunities.
- Children will learn through a mix of adult and child initiated experiences.
- Older children will have more guided learning.
- Practitioners value the outdoors learning environment and understand some children will benefit from being outdoors more.
- Parents are integral in children's learning and strong and respectful partnerships are paramount.



Assessment

- Effective Practitioners should notice what children can do and what they know.
- Practitioners must understand child development to make effective assessments.
- These should not be lengthy and involve lots of time away from the children.
- Children aged 2 years will have a 'Two Year Progress Check'. This will be shared with parents and Health Visitors.

Self-regulation and Executive Function

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The ability to manage stress and the neural processes that control the energy expended to deal with a stressor and then recover. When an individual’s stress levels are too high various systems for thinking and metabolic recovery are compromised. The signs of dysregulation show up in the behaviour, or mood, or attention, and physical well-being.

Dr Stuart Shanker

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Self-Regulation is a complex set of skills that develop from birth, through ever-evolving relationships and interactions which enable the child to live a fulfilling and successful life. Self-Regulation is one’s ability to manage one’s own emotional responses and consequent behaviour and knowing how to control those big, overwhelming feelings such as anger or fear, in order to get on with the serious business of play, building relationships and learning. In short, being able to self-regulate is how we manage stress.

Broadly speaking, this often-misunderstood skill includes these 10 attributes:

- Controlling own feelings and behaviours
- Applying personalised strategies to return to a state of calm
- Being able to curb impulsive behaviours
- Being able to concentrate on a task
- Being able to ignore distractions
- Behaving in ways that are pro-social
- Planning
- Thinking before acting
- Delaying gratification
- Persisting in the face of difficulty.

It is this dysregulated behaviour that many parents and practitioners alike mistakenly label as ‘bad’, ‘challenging’ or ‘defiant’. We all know what it looks like – it is the child throwing themselves on the floor, hitting themselves or others, it is the shouting and screaming or withdrawing, the damaging of property and the inability to control their attention. Many setting still adopt archaic behaviour management policies and approaches that only deal with these (and more) behaviours, believing they must be ‘extinguished’. There is no room for teachers to understand Self-Regulation and the reasons why children become dysregulated. We encourage practitioners to work with more relational approaches to nurturing Self-Regulation, resilience, and consequently, executive functioning.



Children’s ability to self-regulate is still developing and hence often goes up and down according to the domains below and stressors within those. It is important for Practitioners to understand this in order to consider appropriate strategies for children when they become de-regulated.

Biological	Emotional	Cognitive	Social	Prosocial
<ul style="list-style-type: none">• Excessive visual stimulation• Noise• insufficient exercise• Having to be too still• cluttered classroom• Allergies• Illness• Being hungry• Being too cold or too hot• Inadequate sleep• Eating sugar	<ul style="list-style-type: none">• Over excitement• Disappointment• Anxious• Change in routine• Embarrassment• Fear• Grief/Loss• Moving• Leaving parents	<ul style="list-style-type: none">• lack of intellectual stimulation• Information overload• Too many interruptions• ability to organise thoughts• tasks that are not age appropriate• Learning a new language• concentration difficulties	<ul style="list-style-type: none">• Being a quiet person in a loud world• Big groups• Being left out• lack of connection on a meaningful level• Fitting in to different cultural norms• Getting a turn in conversations• Hypersensitivity to social signals• Not knowing people• Lack of friends• Learning the norms of a new group	<ul style="list-style-type: none">• difficult reading cues• Lack of empathy• Injustice• Being influenced by stereotypes

Being able to consistently regulate their own feelings and behaviour is a major task for a young child and co-regulation is integral to this process, providing them with a healthy blueprint of how to respond to and overcome triggers. A child who has become distressed or dysregulated *needs* adult support to help regulate stress-behaviours as she/he could easily enter fight-or-flight when ordered to ‘behave’ or to “stop being naughty” or to “say sorry”.

Understanding SR and co-regulation could equip practitioners to be more sensitive and attuned to babies’ and young children’s emotional states and consequent ability to thrive, not only at nursery or school, but throughout their lives.



Practitioners should have regard for three ultimate aims in co-regulating emotional responses, which are to:

- 1. Reduce stress levels
- 2. Help children return to a state of calm
- 3. Model/provide Self-Regulation strategies for them to use in the future.

Children who experience nurturing and stable caregiving, go on to develop greater resilience and the ability to self-regulate uncomfortable and overwhelming emotions.

Playing outdoors



'Hot chocolate breathing'



Dancing



Fidget toys



Hugs



Music



Painting



Singing



Sleep and rest



Yoga



Sport & Exercise



Quiet time



EYFS Principles

We wholeheartedly support the four themes of the EYFS Framework and believe these should shape practice in early years.

Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.

Children learn to be strong and independent through **positive relationships**.

Children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual needs and help them build learning over time. Children benefit from a strong partnership between practitioners and parents/carers.



Learning and Development is paramount; children will learn and develop at different rates.



Practitioners	Positive relationships are	Enabling Environments	Learning & Development
observe and understand each child’s development and learning, assess progress, plan for and act on next steps	warm and loving, and foster a sense of belonging	value all people	Practitioners teach children by ensuring challenging, playful opportunities across the Prime and Specific areas of development and learning. They foster the characteristics of effective early learning
support babies and children to develop a positive sense of their own identity and culture	sensitive and responsive to the child’s individual needs, feelings and interests	value development and learning	Playing and exploring
identify any need for additional support	supportive of the child’s own efforts and independence	They offer:	Active learning
keep children safe	consistent in setting clear boundaries	stimulating resources and spaces, inside and outside, relevant to all the children’s cultures and communities	Thinking creatively and critically
value and respect all children and families equally	stimulating	rich learning opportunities through play and playful teaching	
	built on key person relationships in early years settings	support for children to take risks and explore	

Grace’s Pedagogy

What is our ‘teaching style’ at Grace’s?

There are many different pedagogies and beliefs about teaching and learning in early years. At Grace’s, we have created our own unique approach to learning which takes elements of various models.

We agree with Vygotsky that **social interaction plays a fundamental role** in the process of cognitive development and that social learning precedes development. We support the idea that as adults we **collaborate with children and facilitate their learning**, therefore it becomes a reciprocal experience for the learner and teacher.

Our approach draws on the Highscope approach which is based on the work of both Vygotsky and Piaget that **adults ‘scaffold’ children’s learning**. Children construct their own learning by **‘doing’** and being involved in working with materials, ideas and people.

We fully believe in **‘active learning’**. We have a focus on the **‘process’** and not the end product, so a child may not go home with a finished piece of art work, but rest assured they gained more from the experience of **‘creating, experimenting, testing and exploring’** than following instructions about how to complete someone’s idea of the perfect piece of art work.

Montessori sees that children learn best by **‘doing’** and that happy, self- motivated learners form positive images of themselves as confident, successful people. We aim to **foster independence** and a love for learning at this young age.



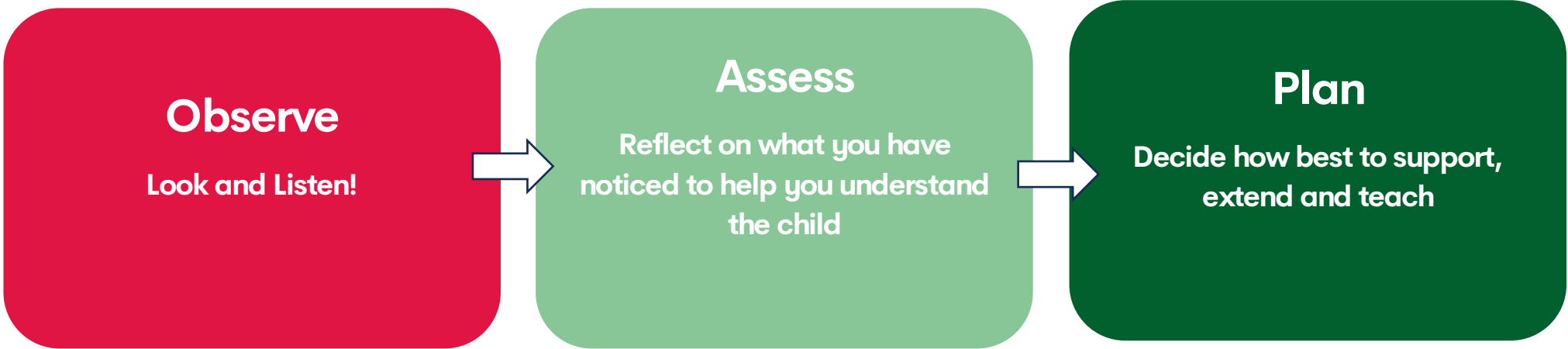
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Our approach is always child centred and a model of discovery where children can learn about the awe and wonder of the world. Much like the Reggio approach, we provide **experiential learning** in a relationship driven environment where we aim to ignite a spark in children.

Grace’s Day Nursery- Pedagogy

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Observation, Assessment and Planning



- How do you see me?
- Are you observing carefully when I am on my own and also with others?
- Am I involved in all continuous provision?
- Have you observed whilst engaging with me?

- How do you understand me?
- Do you understand how I feel?
- What am I interested in?
- How am I approaching my learning (COEL)?
- What have I learned and understood? (L & D)

- Have you engaged with me to construct our next steps together?
- Have you considered my interests in the planning?
- Have you planned a specific experience to teach a skill or knowledge?
- How does the continuous provision and enabling environment support my next steps?
- What have you planned to support meaningful interactions?
- How will you support, extend and deepen play?



Summative Assessment (Progress Reports)

Taking a step back to get an overview of what a child has progressed and learnt.

This should not be a long process. It should be a straight-forward summary which pull together all your insights from ongoing assessments over the last six months and then a professional judgement about informed decision about the child's learning and development. Think **what you know about a child** and then review any photos or notes, alongside **what the parents knows**, you know and any **other professional involved**. It is a good opportunity to reflect and discuss with your colleagues.

Try to keep a holistic view of a child's development.

Children do not follow a step by step guide when developing and each child will **develop their own unique pathway**. However, there are some aspects where you can describe where a child's development is 'typical' for a child their age, for example learning to walk or talk. Practitioners need to make a professional judgement about roughly whether a child is 'on track' or developing more slowly or more quickly in particular areas. Practitioners should also pay attention to emotional wellbeing and connection, and attitudes and disposition (COEL) as well as learning and development.



Informing improvements to practice and continuous provision

Leaders and Managers should be using assessment information to review where provision and practice could be improved.

- Are some children behind or ahead in their learning than other children?
- Should opportunities, support or resources be improved to enhance outcomes for children and improve the curriculum?
- Is there professional development needed for individual team members or the setting as a whole?

2 Year Progress Checks

This must be undertaken between a child's 2nd and 3rd birthday. The progress check at age two aims to:

- review a child's development
- celebrate areas where the child is making good progress
- identify any areas of concern or where progress is not as expected, so that parents, practitioners and other professionals such as speech and language therapists, physiotherapists or dieticians can put appropriate support in place
- help parents to understand their child's needs and enhance their child's development at home
- invite parents to share their unique knowledge about their child, family and culture

These should be summative and parents are encouraged to share this information with their Health visitor when doing their 2 year health checks.

Grace's Cultural Capital

Every household, family and business has its own 'Cultural Capital'. Quite simply, this refers to the **education, knowledge, language and habits that are developed that advance your pathway to success**. So, what are those things for Grace's?!



We are aiming to create educated, smart thinking members of the community, who have an impact on the world around them in a positive way

Grace's Day Nursery- Cultural Capital



What things are important to us in our curriculum?



Empathy & Kindness	Fostering Environmental Awareness	Engagement with Nature	Health & Well-being	Story Telling & Language
<p>We believe that all children should be taught fundamental values in empathy and kindness. We teach children to recognise and explore their own feelings with the knowledge that all feelings are perfectly normal to experience. Children are supported to express what their needs are and make requests of each other.</p> <p>We believe that children should be taught that there are less fortunate people in the world and encouraged to engage with both the local and wider community to make a positive contribution to society.</p> <p>Our aim is that all children will leave Grace's as kind, empathic and resilient members of the community, who feel a sense of responsibility to others.</p>	<p>We believe that caring for our planet is paramount and that we are raising a generation of children who need to be more environmentally conscious. We teach children about the detrimental impact of plastic on our environment and are working towards minimising it's use in our nurseries. We teach our children to recycle so that this becomes a normal routine for them that is embedded in their lifestyle habits.</p> <p>Our aim is that all children will leave Grace's with awareness, appreciation and understanding of the wider issues we face in our environment and are ambassadors for change in their future.</p>	<p>We feel passionately about the natural environment and believe that all children should be supported to have an appreciation, love and respect for their natural surroundings. We place importance in playing in the outdoor environment and exploring what nature has to offer. We give children the opportunity to achieve, develop their confidence and self-esteem through hands-on learning experiences in outdoor and woodland areas.</p> <p>We use natural resources in our indoor environment and reduce the number of plastic resources to enhance our children's learning experience.</p> <p>Our aim is that all children leave Grace's with a love of nature.</p>	<p>We support all our children in having a healthy lifestyle. We teach them how to make healthy choices about food and activity. We provide nutritious menus and encourage a balanced diet. We encourage our children to be active and to have a love for sport and dance. We give children the tools to be resilient and to support their emotional well-being.</p> <p>Our aim is that all our children will gain an understanding of what choices they can make that will contribute to their overall health and well-being.</p>	<p>We truly believe that language will underpin and strengthen all parts of our curriculum and cultural capital. We provide language rich environments and promote a love for books and story telling at a young age. We recognise that not all children will sit with a book in a quiet area and it is our responsibility to find ways of introducing language and story telling in creative ways. We have our own approach to learning to read and write, which starts as young as babies.</p> <p>Our aim is that children will develop a true love of books.</p>

The Characteristics of effective teaching and learning

These describe the **behaviours** children use in order to learn



Playing and exploring

Children investigate and experience things, and 'have a go'.



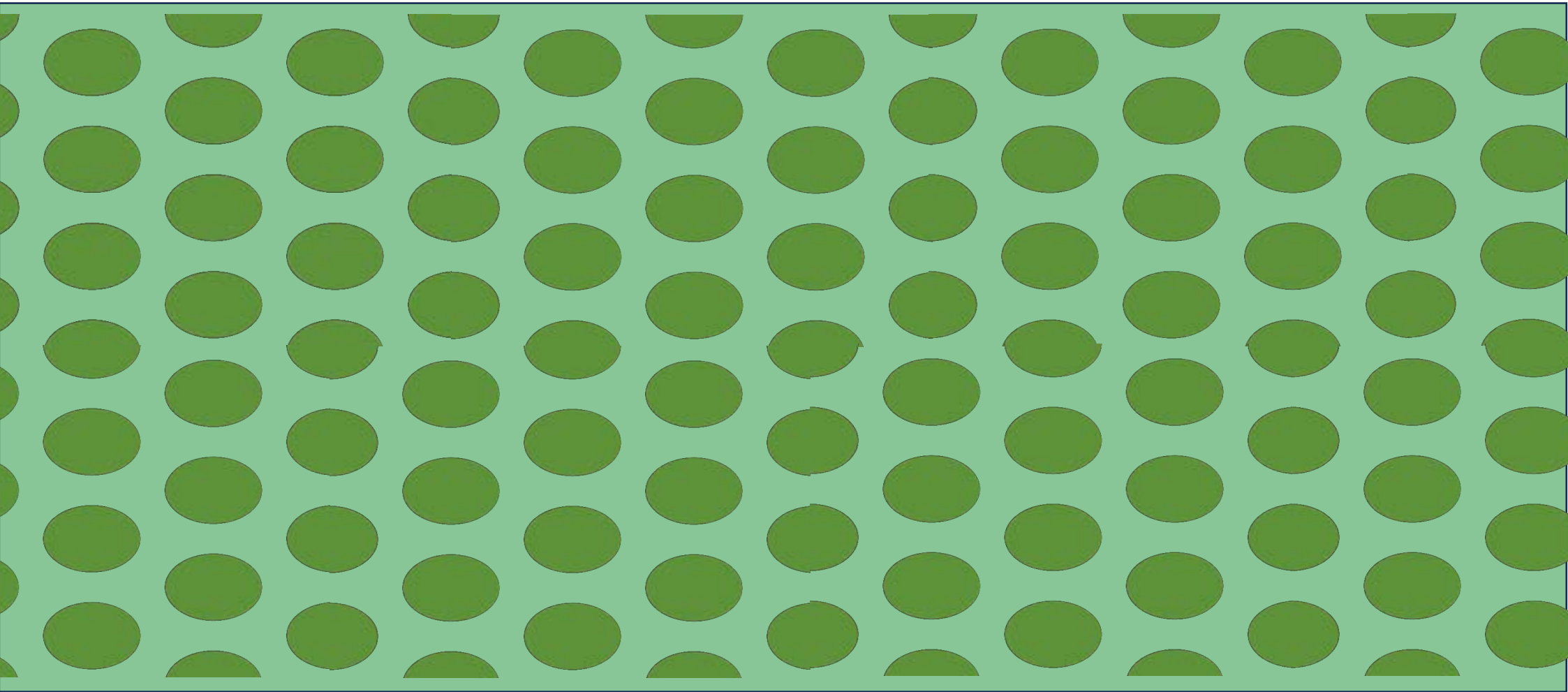
Active learning

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

Adults will be supporting this by..	
Children will be learning to:	
Realise that their actions have an effect on the world, so want to keep repeating them.	Encouraging babies to explore the world around them. Offering open-ended resources like material, treasure baskets and heuristic play.
Plan and think ahead about how they will explore or play with objects.	Encouraging children to discuss what they make before and while making it.
Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing. For example, a child might talk to themselves while doing a puzzle and say, "where does that one go?- I need to find the big horse next."	Providing visual aids which can help children to keep track of what they need to do next, for example counting on their fingers, pictures to remind them to wash their hands or having a visual timetable on the wall. Verbal support might include a commentary on what a child is doing. For example, "I see you are looking for the biggest pieces first" or "how well do you think it's going?"
Make independent choices.	Providing a well-organised environment so children know where resources are and can access them easily. Providing enough materials and spaces to enable children to collaborate and learn alongside each other. Children should have opportunities to be part of large-scale projects that may continue over several days. Exploring the reasons behind children's choices. For example, "I'm interested that you're using a paintbrush rather than a pencil to make your picture."
Bring their own interests and fascinations into nursery. This will help them develop their learning.	Extending children's interests and providing stimulating resources for them to play with. Joining in with children's play and investigations, without taking over. Provide non-fiction books to help them follow on their interests.
Respond to new experiences that you bring to their attention.	Ensuring there are regularly new materials and interesting things for children to explore and investigate. Introducing a wide range of music and art. Give them opportunities to observe change. Take them to new places such as the fire station, an old people's home, a farm.

Active Learning

Children will be learning to:	Adults will be supporting this by..
Anticipate and participate in routines, such as going to their sleep mat when it is time to go to sleep or sitting at the table for lunch when they see it has been set.	Helping babies and young children to feel safe, secure and have a sense of belonging. Being a Key Person and building secure bonds based on care and affection with effective routines. This will help children to explore and play confidently.
Show behaviour where they have a goal. For example, babies may pull themselves up using a table edge to reach a toy. Toddlers may turn a box upside down to stand on to reach an object.	Providing furniture and boxes at the right height which encourage babies to pull themselves up and reach for objects. Provide opportunities to play and explore freely, indoors and outdoors in a fun way. This will help babies and children develop their self-regulation.
Begin to correct their mistakes themselves, for example instead of trying to force an incorrect puzzle piece in to fit, they will lift it out and try a new piece to see if it fits.	Providing visual aids which can help children to keep track of what they need to do next, for example counting on their fingers, pictures to remind them to wash their hands or having a visual timetable on the wall. Verbal support might include a commentary on what a child is doing. For example, "I see you are looking for the biggest pieces first" or "how well do you think it's going?"
Make independent choices.	Accepting the pace of a child's learning. Giving them plenty of time to make connections and repeat activities.
Keep on trying when things are difficult.	Helping children to think about what they need but not offering help too soon. Allowing children to repeat something on their own, learning through trial and error. Encouraging a child to ask a friend or adult for help. Older children might ask the 'problem solver' for their room with help. Modelling how to do something for children. Providing open-ended activities but also recognising when children would benefit from a more supportive structure led by an adult. Children learn best from a mix of both. Supporting children with self-regulation when they are feeling intense emotions. Helping children with empathy and understanding their emotions, followed by strategies to support these, for example, having zones of regulation or a quiet area to calm down in.

Creating and Thinking Critically

Children will be learning to:	Adults will be supporting this by..
<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 and categorise materials, for example at tidy up time, they may know to put the construction materials in a different area to the small world.</p>	<p>Helping babies and children to learn by providing open-ended resources that can be used in many ways.</p> <p>Encouraging and supporting children’s creative thinking.</p> <p>Providing consistent routines where there is time to play that is not constantly interrupted.</p>
<p>Review their progress as they try to achieve something. Check how well they are doing.</p> <p>Solve real problems, for example, at snack time they might have nine strawberries to share between three friends. They might put one in front of each friend and keep going until they are gone. At the end they might check that everyone has the same number of strawberries.</p>	<p>Helping children to reflect on their learning by looking through photographs and their online journals with them. Share in children’s pride about their achievements and enjoyment of special memories.</p> <p>Use open-ended conversation prompts such as “do you remember when.....?” “How would you do that now I wonder?” “I wonder what you were thinking then?”</p>
<p>Use pretend play to think beyond ‘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, and that is why he is being mean.</p>	<p>Helping children to extend their ideas through sustained discussion that goes beyond what they have immediately noticed. Consider ‘why’ and ‘how’ things happen and what might happen next.</p>
<p>Know more, so feel confident about coming up with their own ideas.</p> <p>Make more links between those ideas.</p>	<p>Helping children to come up with their own ideas and explanations.</p>
<p>Concentrate on achieving something that’s important to them. They are increasingly able to control their attention and ignore distractions.</p>	<p>Offering children many different experiences and opportunities to play freely, explore and investigate. Give children time and space to become deeply involved in imaginative play, indoors and outdoors.</p>

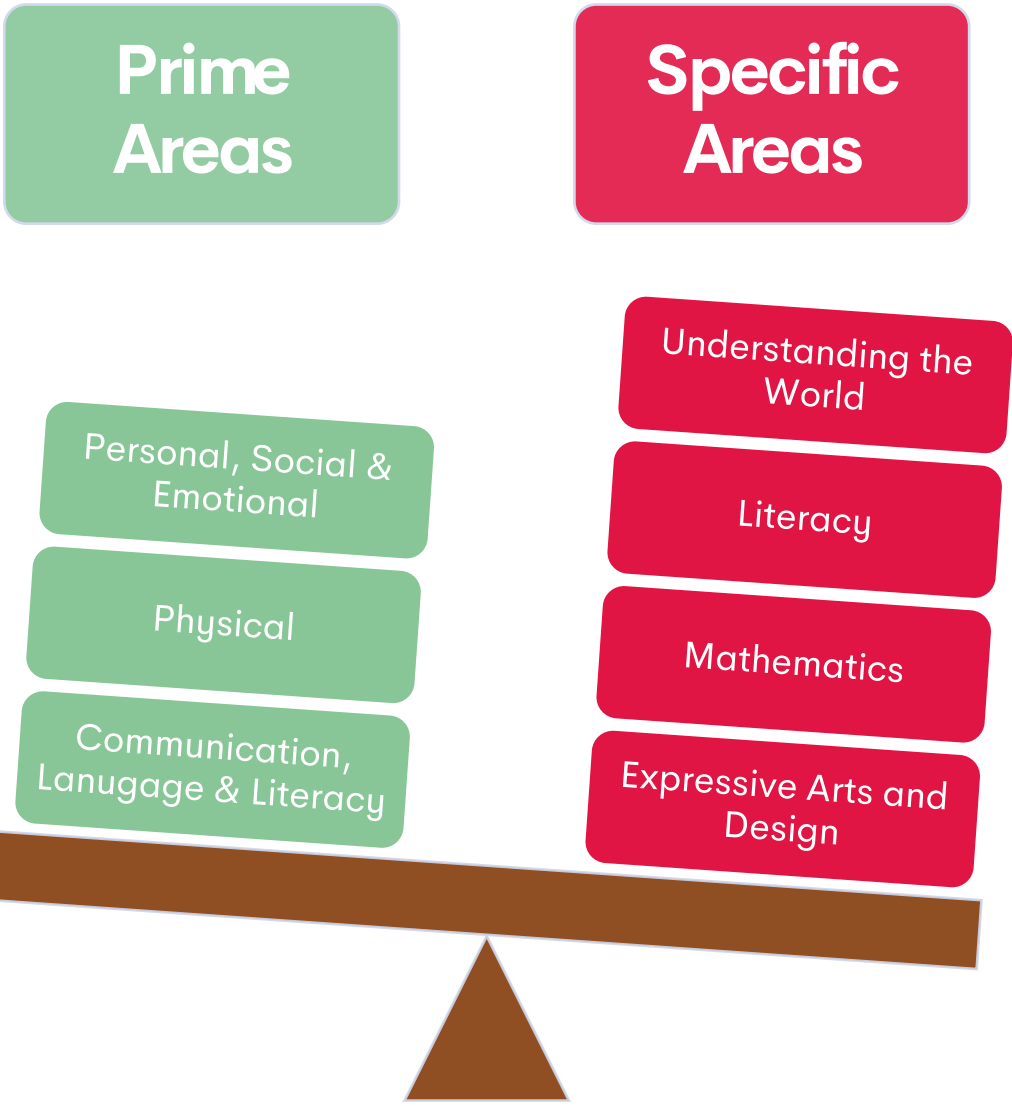
Learning and Development

“There are 7 areas of Learning and Development; all of these areas are important and interconnected.”

The **Prime areas** are particularly important for building a foundation that ignites children’s curiosity and enthusiasm for learning, forming relationships and thriving.

While the Prime areas are especially crucial to early years provision during the first three years, they remain centrally important for children’s development and learning throughout the EYFS and beyond, and should receive priority attention to ensure strong foundations in development and learning.

Specific areas of learning and development provide children with knowledge and skills to flourish in society. The Specific areas represent crucial shared cultural tools and knowledge, which babies and children engage in as members of the society in which they live. Many aspects of these areas arise naturally for young children as they make sense of their experiences, such as an awareness of quantity, enjoyment of telling and hearing stories, finding out how things work, rhythm, and movement. Children often begin to represent what they understand with their own actions, marks or words. There are also ways of representing understanding with more formal symbol systems such as numbers, writing and other cultural tools and methods for sharing and recording ideas, as well as large bodies of knowledge to be shared with children.





Personal, Social and Emotional Development: Children's 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.



Physical Development: 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 childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults



Communication and Language Development: 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.



Expressive Arts & Design: The development of children's artistic and cultural awareness support 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 see, respond to and observe.



Literacy: 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 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 and the speedy recognition of familiar printed words. Writing involves spelling and handwriting and articulating ideas and structuring them in speech, before writing.



Understanding the World: This involves guiding the 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 domains. Enriching and widening children's vocabulary will support later reading comprehension.



Mathematics: 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 the numbers to 10, the relationships between them and the patterns within those numbers.

Personal, Social and Emotional



Birth-1 year	Babies will be learning to...	Examples of how to support this
	Find ways to calm themselves, through being calmed and comforted by their key person.	<p>When settling a baby 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 a baby – rocking, cuddling or singing.</p> <p>Make sure babies can get hold of their comfort object when they need it.</p> <p>Explain to parents that once babies 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. This can make separations much more distressing and difficult between 6–24 months.</p>
	Establish their sense of self.	<p>Babies develop a sense of self by interacting with others, and by exploring their bodies and objects around them, inside and outdoors.</p> <p>Respond and build on babies’ expressions and gestures, playfully exploring the idea of self/other.</p>
	Engage with others through gestures and gaze.	<p>Be positive and interested in what babies do as they develop their confidence in trying new things.</p>
	Find ways of managing transitions, for example from their parent to their key person.	<p>Support babies as they find their own different ways to manage feelings of sadness when their parents leave them. Some babies 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.</p> <p>Babies need to feel secure as they manage difficult emotions. Provide consistent and predictable routines, with flexibility when needed.</p>
	Thrive as they develop self-assurance.	<p>Provide consistent, warm and responsive care. At first, centre this on the key person. In time, children can develop positive relationships with other adults.</p> <p>When the key person is not available, make sure that someone familiar provides comfort and support, and carries out intimate care routines.</p>
	Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting.	<p>Acknowledge babies’ brief need for reassurance as they move away from their key person. Encourage babies to explore, indoors and outside. Help them to become more independent by smiling and looking encouraging, for example when a baby keeps crawling towards a rattle.</p>
	Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.	<p>Arrange resources inside and outdoors to encourage children’s independence and growing self-confidence. Suggestion: Treasure Basket play allows babies who can sit up to choose what to play with.</p>
	Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person.	<p>Arrange resources inside and outdoors to encourage children’s independence and growing self-confidence. Suggestion: Treasure Basket play allows babies who can sit up to choose what to play with.</p> <p>Store resources so that babies can access them freely, without needing help.</p> <p>Help children to feel emotionally safe with a key person and, gradually, with other members of staff.</p>
		<p>Show warmth and affection.</p>

1 year observation checkpoint	Around 7 months, does the baby respond to their name and respond to the emotions in your voice? Around 12 months, does the baby start to be shy around strangers and show preferences for certain people and toys?	
1-2 year olds	Babies will be learning to...	Examples of how to support this
	Find ways to calm themselves, through being calmed and comforted by their key person.	<p>When settling a baby 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 a baby –cuddling or singing.</p> <p>Make sure babies can get hold of their comfort object when they need it.</p> <p>Explain to parents that once babies 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. This can make separations much more distressing and difficult between 6–24 months.</p>
	Establish their sense of self.	<p>Babies develop a sense of self by interacting with others, and by exploring their bodies and objects around them, inside and outdoors.</p> <p>Respond and build on babies’ expressions and gestures, playfully exploring the idea of self/other. Suggestion: point to your own nose/eyes/mouth, point to the baby’s.</p>
	Engage with others through gestures, gaze and talk. Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.	<p>Be positive and interested in what babies do as they develop their confidence in trying new things.</p> <p>Help babies 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 cares, by pointing. Enable children to choose whether they want milk, water at snack time.</p>
	Find ways of managing transitions, for example from their parent to their key person.	<p>Support babies as they find their own ways to manage feelings of sadness when their parents leave them. Some babies might need to hold on to a special object from home to feel strong and confident in the setting. Some might need to be snuggled in and comforted by their key person.</p>
	Thrive as they develop self-assurance.	<p>Provide consistent, warm and responsive care. At first, centre this on the key person. In time, children can develop positive relationships with other adults.</p> <p>When the key person is not available, make sure that someone familiar provides comfort and support, and carries out intimate care routines.</p>
	Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting.	<p>Acknowledge babies brief need for reassurance as they move away from their key person. Encourage babies to explore, indoors and outdoors. Help them to become more independent by smiling and looking encouraging.</p>
	Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.	<p>Arrange resources inside and outdoors to encourage children’s independence and growing self-confidence. Suggestion: Treasure Basket play allows babies who can sit up to choose what to play with.</p>
	Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person.	<p>Store resources so that babies can access them freely, without needing help.</p>
	Feel strong enough to express a range of emotions.	<p>Help children to feel emotionally safe with a key person and, gradually, with other members of staff.</p> <p>Show warmth and affection, combined with clear and appropriate boundaries and routines. Develop a spirit of friendly co-operation amongst children and adults.</p>

<p>2 year observation checkpoint</p>	<p>Around 18 months, is the toddler increasingly curious about their world and wanting to explore it and be noticed by you?</p> <p>Around the age of 2, does the child start to see themselves as a separate person? For example, do they decide what to play with, what to eat, what to wear?</p> <p>Note: watch out for children who get extremely upset by certain sounds, smells or tastes, and cannot be calmed. Or children who seem worried, sad or angry for much of the time. You will need to work closely with parents and other agencies to find out more about these developmental difficulties.</p>	
<p>2-3 year olds</p>	<p>Toddlers will be learning to...</p> <p>Find ways to calm themselves, through being calmed and comforted by their key person.</p> <p>Express preferences and decisions. They also try new things and start establishing their autonomy.</p> <p>Engage with others through gestures and talk. Use that engagement to achieve a goal. For example, asking for some water.</p> <p>Feel strong enough to express a range of emotions.</p> <p>Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.</p> <p>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.</p> <p>Be increasingly able to talk about and manage their emotions.</p> <p>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on.</p> <p>Develop friendships with other children.</p> <p>Safely explore emotions beyond their normal range through play and stories.</p> <p>Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".</p> <p>Learn to use the toilet with help, and then independently.</p>	<p>Examples of how to support this</p> <p>When settling a toddler 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 toddler who pulls at their hair when they are getting tired.</p> <p>Find out what calms a toddler –special toy, cuddling or singing.</p> <p>Make sure toddlers can get hold of their comfort object when they need it.</p> <p>Help toddlers to make informed choices from a small range of options.</p> <p>Arrange resources inside and outdoors to encourage children's independence and growing self-confidence.</p> <p>Help toddlers to feel emotionally safe with a key person and, gradually with other members of staff.</p> <p>Show warmth and affection, combined with clear and appropriate boundaries and routines. Develop a spirit of friendly co-operation amongst children and adults.</p> <p>Encourage children to express their feelings through words like 'sad', 'upset' or 'angry'. Toddlers and 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.</p> <p>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?</p> <p>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."</p> <p>Model useful phrases like "Can I have a turn?" or "My turn next."</p> <p>Be open to what children say about differences and answer their questions straightforwardly. Help children develop positive attitudes towards diversity and inclusion.</p> <p>Help all children to feel that they are valued, and they belong.</p> <p>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.</p> <p>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.</p> <p>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."</p>

		<p>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.</p> <p>Notice when young children are ready to begin toilet training and discuss this with their parents:</p> <ul style="list-style-type: none"> • 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 <p>Potty training is fastest if you start it when the child is at the last stage.</p> <p>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.</p>
3 year observation checkpoint	<p>Between the ages of 2 and 3, does the child start to enjoy the company of other children and want to play with them?</p> <p>Can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'?</p> <p>Can the child settle to some activities for a while?</p> <p>Note: watch out for children who get extremely upset by certain sounds, smells or tastes, and cannot be calmed. Or children who seem worried, sad or angry for much of the time. You will need to work closely with parents and other agencies to find out more about these developmental difficulties.</p>	
3 and 4 year olds	Young children will be learning to...	Examples of how to support this
	<p>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.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p>	<p>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.</p> <p>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.</p> <p>Give children appropriate tasks to carry out. Suggestion: they can fetch milk cartons or fruit. They can scrape their own plates after lunch.</p> <p>Invite trusted people into the setting to talk about and show the work they do.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>

	<p>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Develop appropriate ways of being assertive. Talk with others to solve conflicts.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Understand gradually how others might be feeling.</p> <p>Be increasingly independent in meeting their own care needs, e.g brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p>	<p>Teach children ways of solving conflicts. Suggestion: model how to listen to someone else and agree a compromise.</p> <p>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.</p> <p>Visual Behaviour Chart</p> <p>Children who often express angry or destructive feelings need clear boundaries and routines. They also need practitioners to interact calmly and sensitively with them.</p> <p>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.</p> <p>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?"</p> <p>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.</p> <p>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.</p>
3-4 year observation checkpoint	<p>Does the child play alongside others or do they always want to play alone? Does the child take part in pretend play (for example, being 'mummy' or 'daddy'?) Does the child take part in other pretend play with different roles – being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play?</p> <p>Note: watch out for children who seem worried, sad or angry for much of the time, children who seem to flit from one thing to the next or children who seem to stay for over-long periods doing the same thing, and become distressed if they are encouraged to do something different You will need to work closely with parents and other agencies to find out more about these developmental difficulties.</p> <p>Look out for children who appear to be overweight or to have poor dental health, where this has not been picked up and acted on at an earlier health check. Discuss this sensitively with parents and involve the child's health visitor. Adapt activities to suit their particular needs, so all children feel confident to move and take part in physical play.</p> <p>Most, but not all, children are reliably dry during the day by the age of 4. Support children who are struggling with toilet training, in partnership with their parents. Seek medical advice, if necessary, from a health visitor or GP.</p>	
Reception Age	Children in reception will be learning to...	Examples of how to support this
	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p>	<p>Make time to get to know the child and their family. Ask parents about the child's history, likes, dislikes, family members and culture.</p> <p>Take opportunities in class to highlight a child's interests, showing you know them and about them.</p> <p>Make sure children are encouraged to listen to each other as well as the staff.</p> <p>Ensure children's play regularly involves sharing and cooperating with friends and other peers.</p> <p>Congratulate children for their kindness to others and express your approval when they help, listen and support each other.</p> <p>Allow children time in friendship groups as well as other groupings.</p>

	<p>Express their feelings and consider the feelings of others.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p>Manage their own needs- personal hygiene.</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian 	<p>Have high expectations for children following instructions, with high levels of support when necessary.</p> <p>Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.</p> <p>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.</p> <p>Undertake specific activities that encourage talk about feelings and their opinions.</p> <p>Offer constructive support and recognition of child's personal achievements.</p> <p>Provide opportunities for children to tell each other about their work and play. Help them reflect and self-evaluate their own work.</p> <p>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.</p> <p>Help children to set own goals and to achieve them.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.</p> <p>Model practices that support good hygiene, such as insisting on washing hands before snack time.</p> <p>Narrate your own decisions about healthy foods, highlighting the importance of eating plenty of fruits and vegetables.</p> <p>Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.</p> <p>Work with parents and health visitors or the school nurse to help children who are not usually clean and dry through the day.</p> <p>Talk with children about exercise, healthy eating and the importance of sleep.</p> <p>Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.</p> <p>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.</p>
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Physical



Birth- 1 year	Babies will be learning to...	Examples of how to support this
	<p>Lift their head while lying on their front.</p> <p>Push their chest up with straight arms.</p> <p>Roll over: from front to back, then back to front.</p> <p>Enjoy moving when outdoors and inside.</p> <p>Sit without support.</p> <p>Begin to crawl in different ways and directions.</p> <p>Pull themselves upright and bouncing in preparation for walking.</p> <p>Reach out for objects as co-ordination develops.</p> <p>Pass things from one hand to the other. Let go of things and hand them to another person, or drop them.</p>	<p>Some babies need constant physical contact, attention and physical intimacy. Respond warmly and patiently to them.</p> <p>Provide adequate, clean floor space for babies to experience tummy-time and back time. Offer this frequently throughout the day so that they can develop their gross motor skills (kicking, waving, rolling and reaching).</p> <p>Encourage babies to sit on you, climb over you, and rock, bounce or sway with you.</p> <p>Notice, cherish and applaud the physical achievements of babies and toddlers.</p> <p>Give babies time to move freely during care routines, like nappy-changing.</p> <p>Encourage independence. Suggestion: offer a range of opportunities for children to move by themselves, making their own decisions about direction and speed.</p> <p>Use everyday, open-ended materials to support overall co-ordination. Suggestions: sponges and cloths to hold, squash and throw, or wet and squeeze.</p> <p>Provide a range of surfaces and materials for babies to explore, stimulating touch and all the senses.</p>
1 year observation checkpoint	<p>Does the baby move with ease and enjoyment?</p> <p>At around 12 months, can the baby pull to stand from a sitting position and sit down?</p> <p>Can the baby pick up something small with their first finger and thumb (such as a piece of string)?</p> <p>Can the baby walk whilst holding on top furniture?</p> <p>Note: look out for babies and young toddlers who appear underweight, overweight or to have poor dental health. You will need to work closely with parents and health visitors to help improve the child’s health.</p>	
1-2 year olds	Babies will be learning to...	Examples of how to support this
	<p>Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.</p> <p>Clap and stamp to music.</p> <p>Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.</p> <p>Enjoy starting to kick, throw and catch balls.</p> <p>Build independently with a range of appropriate resources.</p>	<p>Provide a wide range of opportunities for children to move throughout the day: indoors and outside, alone or with others, with and without apparatus. Include risky and rough and tumble play, as appropriate.</p> <p>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.</p> <p>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.</p> <p>Offer outdoor play every day for at least 45 minutes. 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,</p>

	<p>Begin to walk independently – choosing appropriate props to support at first. Walk, run, jump and climb – and start to use the stairs independently.</p> <p>Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</p> <p>Show an increasing desire to be independent, such as wanting to feed themselves with a spoon.</p>	<p>crawling into tunnels and dens. Consider going to suitable local facilities.</p> <p>As soon as children are able, encourage 'active travel' to and from the setting – for example, walking, scooter or bike.</p> <p>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.</p> <p>Check that children's clothing and footwear are not too tight or too large.</p> <p>Provide babies and toddlers with lots of opportunities to feed themselves.</p>
2 year observation checkpoint	<p>Around 18 months, most babies can crawl upstairs and attempt to walk a few steps.</p> <p>Most babies will walk alone by 18 months, but frequently fall. They will enjoy pushalong toys such as baby walkers and trolleys.</p> <p>Around their second birthday, can the toddler run well, kick a ball, and jump with both feet off the ground at the same time?</p>	
2-3 year olds	Toddlers will be learning to...	Examples of how to support this
	<p>Spin, roll and independently use ropes and swings (for example, tyre swings).</p> <p>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</p> <p>Show an increasing desire to be independent, such as dressing and undressing themselves.</p> <p>Start eating independently and learning how to use a knife and fork.</p> <p>Develop manipulation and control.</p> <p>Explore different materials and tools.</p>	<p>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.</p> <p>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.</p> <p>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?"</p> <p>Encourage good eating habits and behaviours, such as not snatching, sharing and waiting for a second helping.</p> <p>Provide different types of paper for children to tear, make marks on and print on.</p> <p>Provide lots of different things for young children to grasp, hold and explore, like clay, finger paint, spoons, brushes, shells.</p>
3 year observation checkpoint	<p>Look out for children who find it difficult to sit comfortably on chairs.</p> <p>They may need help to develop their core muscles. You can help them by encouraging them to scoot on sit-down trikes without pedals and jump on soft-play equipment.</p> <p>Around their third birthday, can the child climb confidently, catch a large ball and pedal a tricycle?</p>	
3 and 4 year olds	Young children will be learning to...	Examples of how to support this
	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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</p>

	<p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>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.</p> <p>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.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>	<p>to right, say, they do not need to pass the paintbrush from one hand to another or have to move their whole body along.</p> <p>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.</p> <p>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.</p> <p>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, or through Forest or Beach school.</p> <p>Explain why safety is an important factor in handling tools and moving equipment and materials. Have clear and sensible rules for everybody to follow.</p> <p>You can begin by showing children how to use onehanded tools (scissors and hammers, for example) and then guide them with hand-over-hand help. Gradually reduce the help you are giving and allow the child to use the tool independently.</p> <p>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.</p> <p>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.</p>
4 year observation checkpoint	<p>Think about whether children are emerging, secure of developing in these areas. Are they beginning to emerge in any of the areas of learning for reception? What will you do to support this?</p> <p>Have they gained a secure enough foundation in these areas yet to be able to successfully move into what they will be taught in reception and to start to refine their movements?</p>	
Reception Age	Children in reception will be learning to...	Examples of how to support this
	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <p>rolling crawling walking jumping running hopping skipping climbing</p>	<p>Provide regular access to appropriate outdoor space. Ensure there is a range of surfaces to feel, move and balance on, such as grass, earth and bark chippings.</p> <p>Give children experience of carrying things up and down on different levels (slopes, hills and steps).</p> <p>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.</p> <p>Provide regular access to floor space indoors for movement.</p> <p>Ensure that spaces are accessible to children with varying confidence levels, skills and needs.</p> <p>Provide a wide range of activities to support a broad range of abilities.</p> <p>Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in.</p> <p>Create low-pressure zones where less confident children can practise movement skills on their own, or with one or two others.</p> <p>Model precise vocabulary to describe movement and directionality, and encourage children to use it.</p>

	<p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>	<p>Provide children with regular opportunities to practise their movement skills alone and with others.</p> <p>Challenge children with further physical challenges when they are ready, such as climbing higher, running faster and jumping further.</p> <p>Encourage children to conclude movements in balance and stillness.</p> <p>Allow for time to be still and quiet. Suggestion: looking up at the sky, or sitting or lying in a den.</p> <p>Encourage children to be highly active and get out of breath several times every day.</p> <p>Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.</p> <p>Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options.</p> <p>Before teaching children the correct pencil grip and posture for writing, or how to use a knife and fork and cut with scissors, check:</p> <ul style="list-style-type: none"> 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 <p>Help children to develop the core strength and stability they need to support their small motor skills. Encourage and model tummy-crawling, crawling on all fours, climbing, pulling themselves up on a rope and hanging on monkey bars.</p> <p>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.</p> <p>Regularly review the equipment for children to develop their small motor skills. Is it appropriate for the different levels of skill and confidence of children in the class? Is it challenging for the most dexterous children?</p> <p>Continuously check how children are holding pencils for writing, scissors and knives and forks. Offer regular, gentle encouragement and feedback. With regular practice, the physical skills children need to eat with a knife and fork and develop an efficient handwriting style will become increasingly automatic.</p> <p>Provide areas for sitting at a table that are quiet, purposeful and free of distraction.</p> <p>Give children regular, sensitive reminders about correct posture.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Encourage precision and accuracy when beginning and ending movements.</p> <p>Encourage children to use a range of equipment. These might include: wheeled toys, wheelbarrows, tumbling mats, ropes to pull up on, spinning</p>
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	<p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>cones, tunnels, tyres, structures to jump on/off, den-making materials, logs and planks to balance on, A-frames and ladders, climbing walls, slides and monkey bars.</p> <p>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.</p> <p>Introduce full-sized balls when children are confident to engage with them.</p> <p>Introduce tennis balls, ping pong balls, beach balls and balloons.</p> <p>Introduce a range of resources used to bat, pat and hit a ball, modelling how to do this and giving children plenty of time for practice.</p> <p>Introduce children to balls games with teams, rules and targets when they have consolidated their ball skills. Encourage children to draw freely.</p> <p>Engage children in structured activities: guide them in what to draw, write or copy.</p> <p>Teach and model correct letter formation.</p> <p>Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</p> <p>Plan for regular repetition so that correct letter formation becomes automatic, efficient and fluent over time.</p>
	<p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>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.</p> <p>Celebrate, praise and reward children as they develop patience, turn-taking and self-control when they need to line up and wait.</p> <p>Teach and model for children how to eat with good manners in a group, taking turns and being considerate to others.</p>
	<p>Further develop the skills they need to manage the school day successfully: lining up and queuing mealtimes</p>	

Communication and Language



Birth- 1 year	Babies will be learning to...	Examples of how to support this
	<p>Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person’s voice, such as their key person or a parent.</p> <p>Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods.</p> <p>Watch someone’s face as they talk.</p> <p>Enjoy singing, music and toys that make sounds.</p> <p>Recognise and are calmed by a familiar and friendly voice.</p> <p>Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling).</p> <p>Babble, using sounds like ‘baba’, ‘mamama’.</p> <p>Use gestures like waving and pointing to communicate.</p>	<p>Babies thrive when you show a genuine interest in them, join in and respond warmly.</p> <p>Using exaggerated intonation and a sing-song voice (infant-directed speech) helps babies tune in to language.</p> <p>Regularly using the babies names helps them to pay attention to what the practitioner is saying for example: “Chloe, have some milk.” It is important to minimise background noise, so do not have music playing all the time.</p> <p>Babies love singing and music. Sing a range of songs and play a wide range of different types of music. Move with babies to music.</p> <p>Take time and ‘tune in’ to the messages babies are giving you through their vocalisations, body language and gestures.</p> <p>When babies are holding and playing with objects, say what they are doing for example: “You’ve got the ball,” and “Shake the rattle.”</p>
1 year observation checkpoint	<p>Around 6 months, does the baby respond to familiar voices, turn to their own name and ‘take turns’ in conversations with babbling?</p> <p>Around 12 months, does the baby ‘take turns’ by babbling and using single words? Does the baby point to things and use gestures to show things to adults and share interests?</p> <p>Is the baby using speech sounds (babbling) to communicate with adults?</p> <p>Around 12 months, is the baby beginning to use single words like mummum, dada, tete (teddy)?</p> <p>Around 12 months, can the baby choose between 2 objects: “Do you want the ball or the car?”</p>	
1-2 year olds	Babies will be learning to...	Examples of how to support this
	<p>Copy what adults do, taking ‘turns’ in conversations (through babbling) and activities. Try to copy adult speech and lip movements.</p> <p>Reach or point to something they want while making sounds.</p> <p>Copy your gestures and words.</p> <p>Constantly babble and use single words during play.</p> <p>Use intonation, pitch and changing volume when ‘talking’.</p> <p>Listen and respond to a simple instruction.</p> <p>Understand single words in context – ‘cup’, ‘milk’, ‘daddy’.</p>	<p>When babies are holding and playing with objects, say what they are doing for example: “You’ve got the ball,” and “Shake the rattle.”</p> <p>You can help babies with their understanding by using gestures and context. Suggestion: point to the cup and say “cup”.</p> <p>Talking about what you are doing helps babies learn language in context. Suggestion: “I’m pouring out your milk into the cup”.</p> <p>Babies and toddlers love action rhymes and games like ‘Peepo’. As they begin to join in with the words and the actions, they are developing their attention and listening. Allow babies time to anticipate words and actions in favourite songs.</p> <p>Where you can, give meaning to the baby’s gestures and pointing for example: “Oh, I see, you want the teddy.”</p>

	<p>Understand frequently used words such as 'all gone', 'no' and 'bye-bye'.</p> <p>Understand simple instructions like "give to nanny" or "stop".</p> <p>Recognise and point to objects if asked about them.</p>	<p>Chat with babies and toddlers all the time, but be careful not to overwhelm them with talk. Allow babies and toddlers to take the lead and then respond to their communications.</p> <p>Wait for the baby or toddler to speak or communicate with a sound or a look first – so that they are leading the conversation. When responding, expand on what has been said (for example, add a word). If a baby says "bottle", you could say "milk bottle". In a natural way, use the same word repeatedly in different contexts: "Look, a bottle of milk– oh, you've finished your bottle." Adding a word while a toddler 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".</p> <p>Singing, action rhymes and sharing books give children rich opportunities to understand new words.</p> <p>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.</p>
2 year observation checkpoint	<p>Around 18 months, is the toddler listening and responding to a simple instruction like: "Adam, put on your shoes?"</p> <p>Around 18 months, does the toddler understand lots of different single words and some two-word phrases, such as "give me" or "shoes on"?</p> <p>Around 15 months, can the baby say around 10 words (they may not all be clear)?</p> <p>Around 18 months, is the toddler using a range of adult like speech patterns (jargon) and at least 20 clear words?</p> <p>By around 2 years old, is the child showing an interest in what other children are playing and sometimes joins in?</p> <p>Towards their second birthday, can the child use up to 50 words?</p> <p>Is the child beginning to put two or three words together: "more milk"?</p> <p>Is the child frequently asking questions, such as the names of people and objects?</p> <p>Around the age of 2, can the child understand many more words than they can say – between 200–500 words?</p> <p>Around the age of 2, can the child understand simple questions and instructions like: "Where's your hat?" or "What's the boy in the picture doing?"</p>	
2-3 year olds	Toddlers will be learning to...	Examples of how to support this
	<p>Generally 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>Make themselves understood and can become frustrated when they cannot.</p> <p>Start to say how they are feeling, using words as well as actions.</p> <p>Use the speech sounds p, b, m, w.</p> <p>Pronounce:</p> <ul style="list-style-type: none"> • l/r/w/y 	<p>Help toddlers and young children to focus their attention by using their name: "Fatima, put your coat on".</p> <p>You can help toddlers and young children listen and pay attention by using gestures like pointing and facial expressions.</p> <p>You can help toddlers who are having tantrums by being calm and reassuring.</p> <p>Help toddlers 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.</p> <p>Toddlers and 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.</p>

	<ul style="list-style-type: none"> • f/th • s/sh/ch/dz/j • multi-syllabic words such as ‘banana’ and ‘computer’ <p>Listen to simple stories and understand what is happening, with the help of the pictures.</p> <p>Identify familiar objects and properties for practitioners when they are described: for example: ‘Katie’s coat’, ‘blue car’, ‘shiny apple’.</p> <p>Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’.</p> <p>Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’).</p>	<p>Toddlers and young children sometimes hesitate and repeat sounds and words when thinking what to say.</p> <p>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.</p> <p>Encourage children to talk. Do not use too many questions: four comments to every question is a useful guide.</p> <p>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?”</p> <p>Books with just pictures and no words can especially encourage conversations.</p> <p>Tell children the names of things they do not know and choose books that introduce interesting new vocabulary to them.</p> <p>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?”</p> <p>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.</p>
3 year observation checkpoint	<p>By around 3 years old, can the child shift from one task to another if you get their attention. Using the child’s name can help: “Jason, please can you stop now? We’re tidying up”.</p> <p>Towards their third birthday, can the child use around 300 words? These words include descriptive language.</p> <p>They include words for time (for example, ‘now’ and ‘later’), space (for example, ‘over there’) and function (for example, they can tell you a sponge is for washing).</p> <p>Is the child linking up to 5 words together?</p> <p>Is the child using pronouns (‘me’, ‘him’, ‘she’), and using plurals and prepositions (‘in’, ‘on’, ‘under’) – these may not always be used correctly to start with.</p> <p>Can the child follow instructions with three key words like: “Can you wash dolly’s face?”</p> <p>Around the age of 3, can the child show that they understand action words by pointing to the right picture in a book. For example: “Who’s jumping?”</p> <p>Note: watch out for children whose speech is not easily understood by unfamiliar adults. Monitor their progress and consider whether a hearing test might be needed.</p> <p>Around the age of 3, can the child shift from one task to another if you fully obtain their attention, for example, by using their name?</p>	
3 and 4 year olds	Young children will be learning to...	Examples of how to support this
	Enjoy listening to longer stories and can remember much of what happens.	Offer children at least a daily story time as well as sharing books throughout the session.
	Pay attention to more than one thing at a time, which can be difficult.	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.	

	<p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Develop their pronunciation but may have problems saying:</p> <ul style="list-style-type: none"> • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. <p>Use longer sentences of four to six words.</p> <p>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.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	<p>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'.</p> <p>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?"</p> <p>Shared book-reading is a powerful way of having extended conversations with children. It helps children to build their vocabulary.</p> <p>Offer children lots of interesting things to investigate, like different living things. This will encourage them to ask questions.</p> <p>Consider which core books, songs and rhymes you want children to become familiar with and grow to love.</p> <p>The BookTrust's 'Bookfinder' website can help you to pick high-quality books.</p> <p>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.</p> <p>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.</p> <p>Children may use ungrammatical forms like 'I swimmied'. Instead of correcting them, recast what the child said. For example: "How lovely that you swam in the sea on holiday".</p> <p>When children have difficulties with correct pronunciation, reply naturally to what they say. Pronounce the word correctly so they hear the correct model.</p> <p>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?"</p> <p>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?"</p> <p>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.</p> <p>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?"</p>
4 year observation checkpoint	<p>Think about whether children are emerging, secure of developing in these areas. Are they beginning to emerge in any of the areas of learning for reception? What will you do to support this?</p> <p>Have they gained a secure enough foundation in these areas yet to be able to successfully move into what they will be taught in reception and to start to refine their movements?</p> <p>Around the age of 4, is the child using sentences of four to six words – "I want to play with cars" or "What's that thing called?"</p>	

	Can the child use sentences joined up with words like 'because', 'or', 'and'? For example: "I like ice cream because it makes my tongue shiver".	
	Is the child using the future and past tense: "I am going to the park" and "I went to the shop"?	
	Can the child answer simple 'why' questions?	
Reception Age	Children in reception will be learning to...	Examples of how to support this
	Understand how to listen carefully and why listening is important.	<p>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."</p> <p>Signal when you want children to listen: "Listen carefully now for how many animals are on the broom."</p> <p>Link listening with learning: "I could tell you were going to say the right answer, you were listening so carefully."</p>
	Learn new vocabulary.	<p>Identify new vocabulary before planning activities, for example, changes in materials: 'dissolving', 'drying', 'evaporating'; in music: 'percussion', 'tambourine'.</p> <p>Bring in objects, pictures and photographs to talk about, for example vegetables to taste, smell and feel.</p> <p>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".</p> <p>Have fun saying the word in an exaggerated manner.</p> <p>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?"</p>
	Use new vocabulary through the day.	<p>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?"</p> <p>Use the vocabulary repeatedly through the week.</p> <p>Keep a list of previously taught vocabulary and review it in different contexts.</p>
	Ask questions to find out more and to check they understand what has been said to them.	<p>Show genuine interest in knowing more: "This looks amazing, I need to know more about this."</p> <p>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."</p>
	Articulate their ideas and thoughts in well-formed sentences.	<p>Use complete sentences in your everyday talk.</p> <p>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."</p> <p>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?"</p> <p>Suggestion: ask open questions – "How did you make that? Why does the wheel move so easily? What will happen if you do that?"</p> <p>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."</p>
	Connect one idea or action to another using a range of connectives.	<p>Narrate events and actions: "I knew it must be cold outside because he was putting on his coat and hat."</p>

	Describe events in some detail.	<p>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!"</p> <p>Extend their thinking: "You've thought really hard about building your tower, but how will you stop it falling down?"</p> <p>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...'</p> <p>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!"</p> <p>Think out loud how to work things out.</p>
	Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.	<p>Encourage children to talk about a problem together and come up with ideas for how to solve it.</p> <p>Give children problem solving words and phrases to use in their explanations: 'so that', 'because', 'I think it's...', 'you could...', 'it might be...'</p>
	Develop social phrases.	<p>Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"</p>
	Engage in storytimes.	<p>Timetable a storytime at least once a day.</p> <p>Draw up a list of books that you enjoy reading aloud to children, including traditional and modern stories.</p> <p>Choose books that will develop their vocabulary. Display quality books in attractive book corners.</p> <p>Send home familiar and good-quality books for parents to read aloud and talk about with their children.</p> <p>Show parents how to share stories with their children.</p>
	Listen to and talk about stories to build familiarity and understanding.	<p>Read and re-read selected stories.</p> <p>Show enjoyment of the story using your voice and manner to make the meaning clear.</p> <p>Use different voices for the narrator and each character.</p> <p>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!"</p> <p>Link events in a story to your own experiences.</p> <p>Talk about the plot and the main problem in the story.</p> <p>Identify the main characters in the story, and talk about their feelings, actions and motives.</p> <p>Take on different roles in imaginative play, to interact and negotiate with people in longer conversations.</p>
	Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.	<p>Practise possible conversations between characters.</p> <p>Make familiar books available for children to share at school and at home.</p> <p>Make time for children to tell each other stories they have heard, or to visitors.</p>
	Use new vocabulary in different contexts.	<p>Have fun with phrases from the story through the day: "I searched for a pencil, but no pencil could be found."</p> <p>Explain new vocabulary in the context of story, rather than in word lists.</p>
	Listen carefully to rhymes and songs, paying attention to how they sound.	<p>Show your enjoyment of poems using your voice and manner to give emphasis to carefully chosen words and phrases.</p>

	<p>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."</p> <p>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.</p> <p>Encourage children to have fun with rhyme, even if their suggestions don't make complete sense.</p> <p>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'.</p> <p>Select traditional and contemporary poems and rhymes to read aloud to children.</p> <p>Help children to join in with refrains and learn some verses by heart using call and response.</p> <p>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."</p> <p>Engage in non-fiction books.</p> <p>Read aloud books to children that will extend their knowledge of the world and illustrate a current topic.</p> <p>Select books containing photographs and pictures, for example, places in different weather conditions and seasons.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>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.</p> <p>Make the books available for children to share at school and at home.</p>
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Expressive Arts and Design



Birth- 1 year	Babies will be learning to...		Examples of how to support this	
	Show attention to sounds and music.		Babies are born ready to enjoy and make music from birth.	
	Respond emotionally and physically to music when it changes.		Stimulate their enjoyment of music through singing and playing musical and singing games which are attuned to the baby.	
	Move and dance to music.		Provide babies, toddlers and 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.	
1 year observation checkpoint	Notice patterns with strong contrasts and be attracted by patterns resembling the human face.		Play and perform music with different: <ul style="list-style-type: none">dynamics (loud/quiet)tempo (fast/slow)pitch (high/low)rhythms (pattern of sound)	
			Ensure that the physical environment includes objects and materials with different patterns, colours, tones and textures for babies and young children to explore.	
	Does the baby look at patterns and shapes in black and white areas?			
	Do they move when you sing and play music?			
1-2 year olds	Babies will be learning to...		Examples of how to support this	
	Anticipate phrases and actions in rhymes and songs, like 'Peepo'.		Introduce children to songs, including songs to go with routines. Suggestion: when washing hands, sing "This is the ways we wash our hands..."	
	Explore their voices and enjoy making sounds.		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.	
	Join in with songs and rhymes, making some sounds. Make rhythmical and repetitive sounds.			
2 year observation checkpoint	Explore a range of soundmakers and instruments and play them in different ways.		Stimulate babies early interest in making marks. Offer a wide range of different materials and encourage children to make marks in different ways	
	Start to make marks intentionally.		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.	
	Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.		Encourage children to accompany action songs. They can do this with their own movements or by playing instruments.	
	Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.		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.	
2 year observation checkpoint	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.			
	Around 18 months, babies should be able to play for short periods, but still become easily distracted by something around them.			

	<p>Have they developed their fine motor skills enough to hold mark making tools? Do they 'scribble' on paper with mark making tools such as pens and pencils?</p> <p>Do they imitate domestic chores such as hoovering?</p>	
2-3 year olds	Toddlers will be learning to...	Examples of how to support this
	<p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p> <p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p> <p>Enjoy and take part in action songs and number rhymes.</p> <p>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</p> <p>Use their imagination as they consider what they can do with different materials.</p> <p>Make simple models which express their ideas.</p>	<p>Stimulate toddlers' early interest in making marks. Offer a wide range of different materials and encourage children to make marks in different ways.</p> <p>Suggestions:</p> <ul style="list-style-type: none"> • 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 <p>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.</p> <p>Encourage children to accompany action songs. They can do this with their own movements or by playing instruments.</p> <p>Stimulate young children's interest in modelling.</p> <p>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.</p> <p>Encourage young children to explore materials/ resources finding out what they are/what they can do and decide how they want to use them.</p>
3 year observation checkpoint	<p>Do they make marks with pencils which go up and down, side to side and in circular movements?</p> <p>Can they build towers with up to 6 blocks?</p> <p>Can they use scissors to make small snips?</p>	
3 and 4 year olds	Young children will be learning to...	Examples of how to support this
	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p>	<p>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.</p> <p>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).</p> <p>Provide lots of flexible and open-ended resources for children's imaginative play.</p> <p>Help children to negotiate roles in play and sort out conflicts.</p> <p>Notice children who are not taking part in pretend play, and help them to join in.</p> <p>Offer opportunities to explore scale. Suggestions:</p> <ul style="list-style-type: none"> • long strips of wallpaper • child size boxes • different surfaces to work on e.g., paving, floor, tabletop or easel <p>Listen and understand what children want to create before offering suggestions.</p> <p>Invite artists, musicians and craftspeople into the setting, to widen the range of ideas which children can draw on.</p>

	<p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>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.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc.</p>	<p>Suggestions: glue and masking tape for sticking pieces of scrap materials onto old cardboard boxes, hammers and nails, glue guns, paperclips and fasteners.</p> <p>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.</p> <p>Encourage children to draw from their imagination and observation.</p> <p>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.</p> <p>Talk to children about the differences between colours. Help them to explore and refine their colour mixing – for example: “How does blue become green?”</p> <p>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.</p>
	<p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person (‘pitch match’).</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	<p>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.</p> <p>Play, share and perform a wide variety of music and songs from different cultures and historical periods.</p> <p>Play sound-matching games.</p> <p>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.</p> <p>Sing slowly, so that children clearly hear the words and the melody of the song.</p> <p>Use songs with and without words – children may pitch-match more easily without words. Try using one-syllable sounds such as ‘ba’.</p> <p>Clap or tap to the pulse of songs or music and encourage children to do this.</p> <p>Offer children a wide range of different instruments, from a range of cultures. This might also include electronic keyboards and musical apps on tablets.</p> <p>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.</p>
4 year observation checkpoint	<p>Can they use scissors to cut in a straight line?</p> <p>Can they use mark making tools to draw vertical and horizontal lines as well as circles?</p> <p>Can they pay attention at circle time to songs and stories?</p>	
Reception Age	Children in reception will be learning to...	Examples of how to support this
	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p>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.</p> <p>Provide opportunities to work together to develop and realise creative ideas.</p> <p>Provide children with a range of materials for children to construct with. Encourage them to think about and discuss what they want to make.</p>

		<p>Encourage children to replicate choreographed dances, such as pop songs and traditional dances from around the world.</p> <p>Encourage children to choreograph their own dance moves, using some of the steps and techniques they have learnt.</p>
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Literacy



Birth- 1 year	Babies will be learning to...	Examples of how to support this
	Enjoy songs and rhymes, tuning in and paying attention.	
1 year observation checkpoint	Do babies look when you are singing to them?	
	Do they show enjoyment through movement and facial expression to singing and music?	
1-2 year olds	Babies will be learning to...	Examples of how to support this
	Enjoy songs and rhymes, tuning in and paying attention.	Song and rhyme times can happen spontaneously throughout the day, indoors and outside, with individual children, in pairs or in small groups.
	Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.	You can make song and rhyme times engaging for young children by using a wide range of props or simple instruments.
	Say some of the words in songs and rhymes. Copy finger movements and other gestures.	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.
		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.
	Enjoy sharing books with an adult.	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.
	Enjoy drawing freely.	Provide a wide range of stimulating equipment to encourage children's mark-making. Suggestions: <ul style="list-style-type: none"> 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
2 year observation checkpoint	Are children around the age of 2 starting to join in with some songs and sing some words. Will they attempt to copy some actions and gestures?	
2-3 year olds	Toddlers will be learning to...	Examples of how to support this
	Sing songs and say rhymes independently, for example, singing whilst playing.	Song and rhyme times can happen spontaneously throughout the day, indoors and outside, with individual children, in pairs or in small groups.

	<p>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</p> <p>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> <p>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.</p> <p>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.</p> <p>Help children to explore favourite books through linked activities. Suggestions:</p> <ul style="list-style-type: none"> 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 <p>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.</p> <p>Provide a wide range of stimulating equipment to encourage children’s mark-making. Suggestions:</p> <ul style="list-style-type: none"> 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 <p>Once large-muscle co-ordination is developing well, children can develop small-muscle coordination.</p> <p>Playground chalk, smaller brushes, pencils and felt pens will support this.</p>				
	<p>Enjoy sharing books with an adult.</p> <p>Pay attention and respond to the pictures or the words.</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.</p> <p>Ask questions about the book. Make comments and shares their own ideas.</p> <p>Develop play around favourite stories using props.</p> <p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p> <p>Enjoy drawing freely.</p> <p>Add some marks to their drawings, which they give meaning to. For example: “That says mummy.”</p> <p>Make marks on their picture to stand for their name.</p>				
3 year observation checkpoint	<p>Think about their physical development checkers as this could impact whether they can hold and manipulate mark making tools.</p> <p>Check their social skills observation checker to see whether they are developing well enough to begin to pay attention to stories.</p> <p>Can they turn the pages in a book one page at a time?</p>				
3 and 4 year olds	<table> <tr> <th>Young children will be learning to...</th><th>Examples of how to support this</th></tr> <tr> <td> <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> 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 <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> spot and suggest rhymes </td><td> <p>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.</p> <p>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.</p> <p>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”</p> </td></tr> </table>	Young children will be learning to...	Examples of how to support this	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> 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 <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> spot and suggest rhymes 	<p>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.</p> <p>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.</p> <p>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”</p>
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	<ul style="list-style-type: none"> count or clap syllables in a word recognise words with the same initial sound, such as money and mother <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p>	<p>Making rhymes personal to children: "Hey diddle diddle, the cat and fiddle, the cow jumped over Haroon."</p> <p>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 —."</p> <p>Use magnet letters to spell a word ending like 'at'. Encourage children to put other letters in front to create rhyming words like 'hat' and 'cat'.</p> <p>Activities such as 'Silly Soup'.</p> <p>Choose books which reflect diversity.</p> <p>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'.</p> <p>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.</p> <p>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).</p> <p>SEE PHONICS SECTION FOR MORE INFORMATION WITH HOW TO SUPPORT THIS AREA OF DEVELOPMENT</p>
4 year observation checkpoint	<p>Can children recognise their name or the initial letter?</p> <p>Do they talk about stories?</p> <p>Have they developed their fine motor skills sufficiently to hold a pencil in a tripod grip?</p> <p>Have they developed an awareness of rhyme and are able to say some rhyming words?</p>	
Reception Age	Children in reception will be learning to...	Examples of how to support this
	Read individual letters by saying the sounds for them.	Help children to read the sounds speedily. This will make sound-blending easier.
	Blend sounds into words, so that they can read short words made up of known letter- sound correspondences.	Ask children to work out the word you say in sounds: for example, h-a-t > hat; sh-o-p > shop. Show how to say sounds for the letters from left to right and blend them, for example, big, stamp.
	Read some letter groups that each represent one sound and say sounds for them.	Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'.
	Read a few common exception words matched to the school's phonic programme.	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'.

	<p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Support children to form the complete sentence orally before writing. Help children memorise the sentence before writing by repeatedly saying it aloud.</p> <p>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.</p> <p>Model how you read and re-read your own writing to check it makes sense.</p>
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Understanding the World



Birth- 1 year	Babies will be learning to...		Examples of how to support this	
	Repeat actions that have an effect.		Treasure Basket Play	
	Explore materials with different properties.		Toys with flaps and buttons	
	Explore natural materials, indoors and outside.		Light up toys	Encourage babies' explorations and movements, such as touching their fingers and toes. Show delight at their kicking and waving.
1 year observation checkpoint	<p>Are babies physically able to explore different materials and resources.</p> <p>Are babies interested in a range of stimulating toys?</p> <p>Are babies exploring objects in different ways: shaking, banging, throwing and dropping?</p>			
1-2 year olds	Babies will be learning to...		Examples of how to support this	
	Repeat actions that have an effect.		Provide open-ended play materials inside and outdoors.	
	Explore materials with different properties.		Suggestion: Treasure Baskets for repeated exploration of textures, sounds, smells and tastes.	
	Explore natural materials, indoors and outside.		Offer lots of different textures for exploration with fingers, feet and whole body. Suggestions: wet and dry sand, water, paint and playdough.	
2 year observation checkpoint	Explore and respond to different natural phenomena in their setting and on trips.		Encourage toddlers and young children to enjoy and explore the natural world. Suggestions:	<ul style="list-style-type: none"> standing in the rain with wellies and umbrellas walking through tall grass splashing in puddles seeing the spring daffodils and cherry blossom looking for worms and minibeasts visiting the beach and exploring the sand, pebbles and paddling in the sea
	Think about a child's physical development. Is this enabling them to explore materials and resources around them?			
	Do they show curiosity, excitement and enthusiasm about the world around them?			
	Do they recognise body parts and objects when named?			
2-3 year olds	Toddlers will be learning to...		Examples of how to support this	
	Explore and respond to different natural phenomena in their setting and on trips.		Encourage toddlers and young children to enjoy and explore the natural world. Suggestions:	<ul style="list-style-type: none"> standing in the rain with wellies and umbrellas walking through tall grass splashing in puddles seeing the spring daffodils and cherry blossom looking for worms and minibeasts visiting the beach and exploring the sand, pebbles and paddling in the sea
	Encourage children's exploration, curiosity, appreciation and respect for living things. Suggestions:			

	<p>Make connections between the features of their family and other families.</p> <p>Notice differences between people.</p>	<ul style="list-style-type: none"> • sharing the fascination of a child who finds woodlice teeming under an old log • modelling the careful handling of a worm and helping children return it to the dug-up soil • carefully planting, watering and looking after plants they have grown from seeds <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> <p>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?"</p> <p>Point out the similarities between different families, as well as discussing differences.</p> <p>Model positive attitudes about the differences between people including differences in race and religion. Support children's acceptance of difference. Have resources which include:</p> <ul style="list-style-type: none"> • 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.
3 year observation checkpoint	<p>Are children curious about the world around them?</p> <p>Do they behave differently in the outdoors environment?</p> <p>Can they work mechanical toys?</p>	
3 and 4 year olds	Young children will be learning to...	Examples of how to support this
	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about what they see, using a wide vocabulary.</p>	<p>Provide interesting natural environments for children to explore freely outdoors.</p> <p>Make collections of natural materials to investigate and talk about. Suggestions:</p> <ul style="list-style-type: none"> • contrasting pieces of bark • different types of leaves and seeds • different types of rocks • different shells and pebbles from the beach <p>Provide equipment to support these investigations. Suggestions: magnifying glasses or a tablet with a magnifying app.</p> <p>Encourage children to talk about what they see.</p> <p>Model observational and investigational skills. Ask out loud: "I wonder if...?"</p> <p>Plan and introduce new vocabulary, encouraging children to use it to discuss their findings and ideas.</p>
	<p>Begin to make sense of their own life-story and family's history.</p> <p>Show interest in different occupations.</p>	<p>Spend time with children talking about photos and memories. Encourage children to retell what their parents told them about their life-story and family.</p> <p>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.</p> <p>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.</p>
	<p>Explore how things work.</p> <p>Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Provide mechanical equipment for children to play with and investigate. Suggestions: wind-up toys, pulleys, sets of cogs with pegs and boards.</p> <p>Show and explain the concepts of growth, change and decay with natural materials. Suggestions:</p> <ul style="list-style-type: none"> • plant seeds and bulbs so children observe growth and decay over time • observe an apple core going brown and mouldy over time

	<p>Explore and talk about different forces they can feel.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Continue developing positive attitudes about the differences between people.</p>	<ul style="list-style-type: none"> • help children to care for animals and take part in first-hand scientific explorations of animal life cycles, such as caterpillars or chick eggs. <p>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.</p> <p>Draw children's attention to forces. Suggestions:</p> <ul style="list-style-type: none"> • 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 <p>Plan and introduce new vocabulary related to the exploration and encourage children to use it.</p> <p>Provide children with opportunities to change materials from one state to another. Suggestions:</p> <ul style="list-style-type: none"> • 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. <p>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.</p> <p>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.</p> <p>Help children to learn each other's names, modelling correct pronunciation.</p>
4 year observation checkpoint	<p>Have the children's language developed enough to enable them to have discussions about the world around them?</p> <p>Is their vocabulary widening to reflect the awe of the world?</p> <p>Have children developed their attention span and listening skills enough to engage in activities?</p> <p>Do children have a positive self-image and recognise differences between themselves and others?</p> <p>Are children able to identify change?</p>	
Reception Age	Children in reception will be learning to...	Examples of how to support this
	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p>	<p>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.</p> <p>Encourage children to share pictures of their family and listen to what they say about the pictures.</p> <p>Using examples from real life and from books, show children how there are many different families.</p> <p>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.</p> <p>Listen to what children say about their own experiences with people who are familiar to them.</p>

	Comment on images of familiar situations in the past.	<p>Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences.</p> <p>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.</p> <p>Show images of familiar situations in the past, such as homes, schools, and transport.</p> <p>Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past.</p> <p>Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.</p> <p>Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present.</p>
	Compare and contrast characters from stories, including figures from the past.	<p>Feature fictional and non-fictional characters from a range of cultures and times in storytelling. Listen to what children say about them.</p> <p>Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children’s experiences with these themes.</p> <p>In addition to storytelling, introduce characters, including those from the past using songs, poems, puppets, role play and other storytelling methods.</p>
	Draw information from a simple map.	<p>Draw children’s attention to the immediate environment, introducing and modelling new vocabulary where appropriate.</p> <p>Familiarise children with the name of the road, and or village/town/city the school is located in.</p> <p>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.</p> <p>Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.</p>
	Understand that some places are special to members of their community.	<p>Name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own experiences where possible.</p> <p>Take children to places of worship and places of local importance to the community.</p> <p>Invite visitors from different religious and cultural communities into the classroom to share their experiences with children.</p>
	Recognise that people have different beliefs and celebrate special times in different ways.	<p>Weave opportunities for children to engage with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year.</p> <p>Help children to begin to build a rich bank of vocabulary with which to describe their own lives and the lives of others.</p>
	Recognise some similarities and differences between life in this country and life in other countries.	<p>Teach children about places in the world that contrast with locations they know well.</p> <p>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.</p> <p>Avoid stereotyping and explain how children’s lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on.</p>
	Explore the natural world around them.	<p>Provide children with have frequent opportunities for outdoor play and exploration.</p>

	Describe what they see, hear and feel whilst outside.	<p>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.</p> <p>Create opportunities to discuss how we care for the natural world around us.</p> <p>Offer opportunities to sing songs and join in with rhymes and poems about the natural world.</p> <p>After close observation, draw pictures of the natural world, including animals and plants.</p> <p>Observe and interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water.</p> <p>Encourage focused observation of the natural world.</p> <p>Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</p> <p>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.</p> <p>Name and describe some plants and animals children are likely to see, encouraging children to recognise familiar plants and animals whilst outside.</p> <p>Teach children about a range of contrasting environments within both their local and national region.</p>
	Recognise some environments that are different from the one in which they live.	<p>Model the vocabulary needed to name specific features of the world, both natural and made by people.</p> <p>Share non-fiction texts that offer an insight into contrasting environments.</p> <p>Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</p>
	Understand the effect of changing seasons on the natural world around them.	<p>Guide children’s understanding by draw children’s attention to the weather and seasonal features.</p> <p>Provide opportunities for children to note and record the weather. Select texts to share with the children about the changing seasons.</p> <p>Throughout the year, take children outside to observe the natural world and encourage children to observe how animals behave differently as the seasons change.</p> <p>Look for children incorporating their understanding of the seasons and weather in their play.</p>



Birth- 1 year	Babies will be learning to...	Examples of how to support this
	Combine objects like stacking blocks and cups. Put objects inside others and take them out again.	Encourage babies to play freely with a wide range of objects: <ul style="list-style-type: none">interestingly shaped objects like vegetables, wooden pegs, spoons, pans, corks, cones, ballspots and pans, boxes and objects to put in them, shape sortersstacking cups: hiding one, building them into a tower, nesting them and lining them up.
1 year observation checkpoint	Are babies physically able to explore different materials and resources. Are babies interested in a range of stimulating toys? Are babies looking for objects that have been hidden? Do babies enjoy knocking down towers of blocks?	
1-2 year olds	Babies will be learning to...	Examples of how to support this
	Combine objects like stacking blocks and cups. Put objects inside others and take them out again. Take part in finger rhymes with numbers. Climb and squeeze themselves into different types of spaces. Build with a range of resources. Complete inset puzzles.	Encourage babies to play freely with a wide range of objects – toddlers engage spontaneously in mathematics during nearly half of every minute of free play. Suggestions: when appropriate, sensitively join in and comment on: <ul style="list-style-type: none">interestingly shaped objects like vegetables, wooden pegs, spoons, pans, corks, cones, ballspots and pans, boxes and objects to put in them, shape sortersstacking cups: hiding one, building them into a tower, nesting them and lining them up. Use available opportunities, including feeding and changing 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’. 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 simple inset puzzles and shape sorters.
2 year observation checkpoint	Think about a child’s physical development. Is this enabling them to explore materials and resources around them? Do they show curiosity, excitement and enthusiasm about the world around them? Around 12-18 months are babies curious and explorative. Do they poke their fingers in holes and put things in and out of containers or cupboards? Do children stack 3-4 blocks? Can they turn a container over to pour out the contents?	

	Do they find hidden objects under blankets? Do they sort objects by shape or colour?	
2-3 year olds	Toddlers will be learning to...	Examples of how to support this
	<p>Take part in finger rhymes with numbers.</p> <p>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>Count in everyday contexts, sometimes skipping numbers – '1-2-3-5'.</p> <p>Climb and squeeze themselves into different types of spaces.</p> <p>Build with a range of resources.</p> <p>Complete inset puzzles.</p> <p>Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.</p> <p>Notice patterns and arrange things in patterns.</p>	<p>Draw attention to changes in amounts, for example, by adding more bricks to a tower, or eating things up.</p> <p>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> <p>Help children to match their counting words with objects. Suggestions: move a piece of apple to one side once they have counted it. If children are saying one number word for each object, it 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.</p> <p>Build counting into your routines, such as counting plates and cups out at lunch time.</p> <p>Describe children's climbing, tunnelling and hiding using spatial words like 'on top of', 'up', 'down' and 'through'.</p> <p>Provide blocks and boxes to play freely with and build with, indoors and outside.</p> <p>Provide inset puzzles and jigsaws at different levels of difficulty.</p> <p>Use the language of size and weight in everyday contexts. Provide objects with marked differences in size to play freely with. Suggestions: dolls' and adult chairs, tiny and big bears, shoes, cups and bowls, blocks and containers.</p> <p>Provide patterned material – gingham, polka dots, stripes etc. – and small objects to arrange in patterns. Use words like 'repeated' and 'the same' over and over.</p>
3 year observation checkpoint	Do they sort objects according to shape and colour?	
	Can they match objects in a book to objects in a room?	
3 and 4 year olds	Do they use words such a 'big' or 'little'?	
	Young children will be learning to...	Examples of how to support this
	<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Show 'finger numbers' up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Experiment with their own symbols and marks as well as numerals.</p>	<p>Point to small groups of two or three objects: "Look, there are two!" Occasionally ask children how many there are in a small set of two or three.</p> <p>Regularly say the counting sequence, in a variety of playful contexts, inside and outdoors, forwards and backwards, sometimes going to high numbers. For example: hide and seek, rocket-launch countdowns.</p> <p>Count things and then repeat the last number. For example: "1, 2, 3 – 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'.</p> <p>Ask children to get you several things and emphasise the total number in your conversation with the child.</p> <p>Use small numbers to manage the learning environment. Suggestions: have a pot labelled '5 pencils' or a crate for '3 trucks'. Draw children's attention to these throughout the session and especially at tidy-up time: "How many pencils should be in this pot?" or "How many have we got?" etc.</p> <p>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.</p>

<p>Solve real world mathematical problems with numbers up to 5.</p> <p>Compare quantities using language: ‘more than’, ‘fewer than’.</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language:</p> <p>‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’.</p> <p>Understand position through words alone – for example, “The bag is under the table,” – with no pointing. Describe a familiar route.</p> <p>Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle, etc.</p> <p>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.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’</p>	<p>Discuss mathematical ideas throughout the day, inside and outdoors. Suggestions:</p> <ul style="list-style-type: none"> • “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’. <p>Encourage children to play freely with blocks, shapes, shape puzzles and shape-sorters.</p> <p>Sensitively support and discuss questions like: “What is the same and what is different?”</p> <p>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.”</p> <p>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.”</p> <p>Take children out to shops or the park: recall the route and the order of things seen on the way.</p> <p>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.</p> <p>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.</p> <p>Read stories about journeys, such as ‘Rosie’s Walk’.</p> <p>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?”</p> <p>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...?”</p> <p>Provide a variety of construction materials like blocks and interlocking bricks. Provide den-making materials. Allow children to play freely with these materials, outdoors and inside. When appropriate, talk about the shapes and how their properties suit the purpose.</p> <p>Provide shapes that combine to make other shapes, such as pattern blocks and interlocking shapes, for children to play freely with. When appropriate, discuss the different designs that children make.</p> <p>Occasionally suggest challenges, so that children build increasingly more complex constructions.</p> <p>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?”</p> <p>Provide patterns from different cultures, such as fabrics.</p> <p>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.</p> <p>Engage children in following and inventing movement and music patterns, such as clap, clap, stamp.</p> <p>Talk about patterns of events, in cooking, gardening, sewing or getting dressed. Suggestions:</p>
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		<ul style="list-style-type: none"> • 'First', 'then', 'after', 'before' • "Every day we..." • "Every evening we..." <p>Talk about the sequence of events in stories.</p> <p>Use vocabulary like 'morning', 'afternoon', 'evening' and 'night-time', 'earlier', 'later', 'too late', 'too soon', 'in a minute'.</p> <p>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'.</p>
4 year observation checkpoint	Can young children count in order from 1-10? Do they recognise numbers or importance to them such as their age or door number? Do they use words such as 'more than, fewer, less'	
Reception Age	Children in reception will be learning to...	Examples of how to support this
	<p>Count objects, actions and sounds.</p> <p>Subitise.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Count beyond ten.</p>	<p>Develop the key skills of counting objects including saying the numbers in order and matching one number name to each item.</p> <p>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.</p> <p>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?"</p> <p>Count out a smaller number from a larger group: "Give me seven..." Knowing when to stop shows that children understand the cardinal principle.</p> <p>Build counting into everyday routines such as register time, tidying up, lining up or counting out pieces of fruit at snack time.</p> <p>Sing counting songs and number rhymes and read stories that involve counting.</p> <p>Play games which involve counting.</p> <p>Identify children who have had less prior experience of counting and provide additional opportunities for counting practice.</p> <p>Show small quantities in familiar patterns (for example, dice) and random arrangements.</p> <p>Play games which involve quickly revealing and hiding numbers of objects.</p> <p>Put objects into five frames and then ten frames to begin to familiarise children with the tens structure of the number system.</p> <p>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.</p> <p>Encourage children to show a number of fingers 'all at once', without counting.</p> <p>Display numerals in order alongside dot quantities or tens frame arrangements.</p> <p>Play card games such as snap or matching pairs with cards where some have numerals, and some have dot arrangements.</p> <p>Discuss the different ways children might record quantities (for example, scores in games), such as tallies, dots and using numeral cards.</p> <p>Count verbally beyond 20, pausing at each multiple of 10 to draw out the structure, for instance when playing hide and seek, or to time children getting ready.</p>

	Compose and decompose shapes so that children recognise a shape can have other shapes <i>within</i> it, just as numbers can.	<p>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.</p> <p>Find 2D shapes within 3D shapes, including through printing or shadow play.</p>
	Continue, copy and create repeating patterns.	<p>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.</p>
	Compare length, weight and capacity.	<p>Model comparative language using 'than' and encourage children to use this vocabulary. For example: "This is heavier than that."</p> <p>Ask children to make and test predictions. "What if we pour the jugful into the teapot? Which holds more?"</p>

At Grace’s, we teach children to read and write in a holistic way and it begins when children are babies.

One of the most important ways we can support young children learning to read is for them to have the opportunity to **read for fun as much as possible**.

Adults should read books to children daily to help them grow their vocabulary and love of reading. It will also help them to form a reading habit early on. It is also important for us to help parents understand the importance of reading with their children at home. We will have lending libraries in all our Saplings rooms, where children have the opportunity to choose a book to take home each week and read together with their parents.

Singing songs will also support children’s listening and reading skills. It will help children learn about pattern and rhythm as well as exercising their lip



and tongue movement. Through a planned and spontaneous programme of activities as well as a language rich environment, children will have opportunities to hear vocabulary, see written print, sing songs, explore books, act out stories, explore sounds, instruments and music.

Older children will begin to learn the letter ‘sounds’. This should not be confused with the letter name. Some children may go on to learn some CVC words through segmenting and blending, however, most will be taught this in reception.

Children will have opportunities from a young age to explore making marks with a range of media. They will develop the fine motor skills as babies and toddlers to be able to hold pens and pencils. Older children may learn to write their name and some simple words.



A few suggested activity Ideas		
Aspect 1- Environmental sounds	1.	<ul style="list-style-type: none">• Sound lotto games• Sound walks- ‘what can we hear?!’ These could be in the garden, around the nursery, garden centre. Different environments will give different sounds.• Teddy is lost in the jungle- one child has to rescue teddy who as been hidden somewhere. As the rescuer moves around the room to find teddy, the other children sing louder when they are close to teddy and quieter when they are further away to help guide them to finding Teddy!• Have four objects which you can make sounds with – keys, squeaky toy. whistle etc. Introduce each toy and demonstrate the sound it can make. Sing, ‘what’s in the box’ and then with the objects hidden, make a sound with one and ask the children to guess the object.• Shakers for younger children with different objects in- shells, stones etc that they can make noises with.
	2.	
	3.	
Aspect 2- Instrumental sounds	1.	<ul style="list-style-type: none">• Banging pots and pans with utensils• Instruments at circle time- playing our instruments quietly, loudly, quickly, slowly. You could use visual prompts- for example a picture of a mouse means play it quietly and a picture of a megaphone means play it loudly.• Instrument lotto• Introduce a small selection of instruments and in turn hear each sound. Hide the instruments and ask the children to close their eyes. Play one instrument and ask the children to guess which one it is.
	2.	



3.
Children talk about, describe and compare the sounds of different familiar instruments e.g they may say "the rainmaker is quieter than the drum" or "the bells make a jingly sound". Children follow instruction to recreate a sound using an instrument, e.g "tap the drum loudly" or "shake the tambourine quietly".

**Aspect 3-
Body
Percussion**

**Buds
Blooms
Saplings**

1.
Children explore the sound their bodies make by stamping, patting, clapping and clicking. They join in with and copy actions in familiar songs.



2.
Children join in with body percussion patterns. They copy body percussion patterns shown to them by an adult or peer. They show an awareness of how body percussion sounds can be changed by using different parts of their bodies in different ways to make sounds.



3.
Children create their own body percussion patterns and sequences. They are able to join in with longer sequences of body percussion when shown by an adult. Children describe body percussion sounds, e.g "I make a quiet clicking noise when I do this with my fingers" or "I can make a loud stomping sound with my feet!"
Children can follow instructions to make body percussion sounds, e.g "clap your hands softly".

- Using instruments to make sounds when acting out a story. E.g making noises for trip trapping over the bridge in the three billy goats
- Have 3-4 different instruments and explain that each instrument is linked to a different movement- for example a triangle means you need to walk on tip toes, a drum means you need to hop. As you play each instrument the children need to make the correct movement.

- Different genres of music at circle times where children can move their bodies freely.
- Songs where they use their body for sounds- clap your hands, stamp your feet- if you're happy and you know it
- Action songs
- Simon says....can you clap your hands softly, simon says can you stamp your feet loudly

**Aspect 4-
Rhythm and
rhyme**

**Blooms
Saplings**

1.
Children join in with familiar songs and rhymes when led by an adult or peer. They begin to recognise some familiar rhythms and rhymes.



2.
Children recognise simple words that rhyme, e.g cat, mat, bat. They are able to copy and keep a simple beat. Children are able to join in and copy when an adult breaks down words into syllables with a beat.



3.
Children enjoy playing with rhyme and start to create their own rhyming words, e.g Children may say, "shine rhymes with bline and frine"
Children can complete a short sentence with their own rhyme, e.g the adult may say "The car sat on the" And the child completes the sentence with mat/hat/cat
Children can also break words down into syllables and create their own beat.

- Songs and rhymes at circle times
- Silly soup with rhyming words
- Odd one out- saying 4 words- three that rhyme and one that doesn't- children to guess the odd one out!
- Using a tambourine to sound out the 'syllables' in each child's name e.g- Mich-elle, Chlo-e, Donn-a, Be-cky
- Making up silly rhymes with nonsense words.
- Rhyming books and stories- "run, run as fast as you can, you can't catch me I'm the gingerbead man".
- Rhyming pairs- make cards with pictures of things that rhyme.
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**Aspect 5-
Alliteration**

**Blooms
Saplings
Reception**

1.
Children begin to explore the initial sounds of words. They join in with simple alliteration activities and games



2.
Children are able to select an object with a given initial sound when given the option of two, e.g. The child is shown a picture of a mouse and a frog and selects the frog when asked "which one starts with f?"
Children begin to hear and identify the initial sounds in words, e.g when asked "what sound can we hear at the beginning of boy?" The child would say the sound b.



3.
Children begin to match and group sets of objects with the same initial sound. They enjoy playing with alliteration, e.g thinking of their own show alliterative phrases 'big, bad, bat' or making up their own words to create an alliterative phrase 'dangry dog'.

- Jolly Phonics music
- Sound of the week- circle times
- Sound of the week box- this should be shared each week on eyLog and children encouraged to bring an item from home that begins with the corresponding 'sound' (not letter)
- I spy with my little eye something that begins with the sound.....
- Digging for treasure- bury objects where two have the same initial sound. The children have to find the objects that have the same initial sound.
- Musical corners- place an object in each corner of the room which begin with four different sounds. You call out a sound and they must move to that corner. You could call out the movement - jumping, running, crawling etc.
- Mirror play- each child has an individual small mirror and you call out a sound that they need to repeat while looking at the shape of their mouths in the mirror.
- Silly soup with objects that all have the same initial sound.

**Aspect 6-
Voice sounds**

**Buds
Blooms
Saplings**

1.
Children start to explore different mouth movements and sounds. They copy different voice sounds and mouth movements in their play.



2.
Children start to recognise different voice sounds, e.g recognising a friends voice when they can't see them. They also use their voice to make a variety of different sounds, including silly voices and animal noises.



3.
Children speak clearly. They are able to talk about, describe and compare different voice sounds, e.g the mouse has a squeaky voice.
Children enjoy creating their own ideas for voices of different characters in their activities and play. They also imitate the voices of characters

- As younger children go down a slide, say "weeee"
- Looking at pictures and making the sounds-e.g train- ch, ch, ch, ch, woo woo, cow- mooo bumble bee- bzzz clock- tick tock snake- sssss
- Pretending to be instruments and making the sound with their voice. Changing it- different tempo, volume etc.
- Story sounds- making the sounds in stories with their voices.
- Singing songs

**Aspect 7-
Oral blending
and
segmenting**

**Saplings
Reception**

1.
Children are able to identify the initial sounds of the words they hear and say. They have awareness that words can be broken down into phonemes. Children can choose the correct object when hearing a word broken down into phonemes, e.g hearing ch-i-ck and choosing a picture of a chick.



2.
Children are able to say simple CVC and VC words after hearing it broken down into phonemes, e.g an adult says h-o-t and the child say 'hot'
Children join in with segmenting CVC and VC words into phonemes but may not be able to do this independently yet.



3.
Children are able to segment CVC and VC words into phonemes, e.g by robot-talking a word back to an adult. Children start to blend the phonemes of longer words and they can identify how many phonemes are in a CVC or VC word, e.g. counting the 3 phonemes in 'mop'.

- Robot talk- make a cardboard robot with the children and introduce some simple CVC words breaking down the sounds whilst talking like a robot.
- Word boxes with CVC words in so that children can pick out a word and try to segment and blend. (only for children who can confidently identify the letter sounds for that group of CVC words)
- Clapping out the phonemes in CVC words while sounding them out- " m-a-t" "s-a-t"
- Cross the river- the children have to cross an imaginary river (you could mark this out) They each have an object such as a cat, peg, dog, cup. You segment the word and they have to 'hear' the word you have segmented and if they have that object, they need to cross the river to the other side.
- I spy- give each child an object as above. Say, "I spy with my little eye a "c-u-p" Sound out the letter, segmenting the sounds and the children hold up their object when they hear the word and blend it together.

Introducing Aspects 5 and 7

We will primarily use parts of the '**jolly phonics**' teaching programme. This teaches children to read and write using synthetic phonics, which is widely recognised as the most effective way to teach children to read and write in English.

Jolly Phonics is a comprehensive programme, based on the proven, fun and multi-sensory synthetic phonics method that gets children reading and writing from an early age. This means that we teach the 42 **letter sounds** as opposed to the alphabet. There are five key skills that children need to master phonics which include learning how to write the letter sounds, how to blend the sounds for reading, and how to identify the sounds in words for spelling and writing. Alongside this, children learn about **tricky words** as well as being introduced to the alternative spellings of vowels. These five key skills form the foundation that children build on with each year of grammar teaching.

Learning the Letter sounds	Children are taught 42 letter sounds , which is a mix of alphabet sounds (1 sound- 1 letter) and digraphs (1 sounds- 2 letters) such as sh, th, ai, and ue. Each letter is introduced with fun actions, stories and songs. The letter sounds we teach are taught in the order of the 'read write' programme and will only focus on the alphabet sounds, so that those who are more able can sound out some CVC words. It is important to initially teach children the letter 'sounds' and not the letter names. If the children try to use the letter names when blending, they will not hear the word.	m, a, s, d, t i, n, p, g o, c, k, u h, r, j, v y, w, z, x Jolly Phonics Sounds and Actions (Teaching Order) Little Learners Jolly Phonics Letter Sounds (British English) - YouTube	Saplings rooms will introduce a ' sound of the week '. This will be introduced at circle times and guided learning times. The children will be shown the action for each sound and learn the songs and stories that correspond. In the last term, any children who have been identified as falling behind, will be part of language focus groups led by our nursery SENCO.
Learning letter formation	This is taught alongside the introduction of each letter sound. This will only be	Read, write letter formation	Children are given a range of writing materials in a writing

	introduced to children to have developed the fine motors skills to hold a pencil correctly and are making marks on paper as well as showing an interest in writing.		area to encourage them to make marks. They will initially develop the physical skills required to hold a pencil. In the last term before they start reception, each child will be given their own work book for writing in. Children will form the letter for the sound of the week in the air with their finger.
Blending	Once the first few letters have been learnt, some children may be able to start blending sounds together to help them read and write new words. We do not expect all children to reach this stage before starting reception.	Blending in Jolly Phonics - YouTube Set 1 CVC words mat, at, mad, sad, dad, sat in, on, it, and, pin, pat, got, dog, sit, tip, pan, gap, dig, top bed, met, get, bin, cat, cot, can, kit, mud, up, cup, bad, fan, fun, fat, lip, log, let, had, hit, hen, red, run, rat, jog, jet, jam, vet, yes, yap, yet, yum, web, win, wet, zag, zip, fox, box, fix, six	Each room should have a small set of decodable books for any children who might reach this stage whilst at nursery.
Segmenting	When children start reading words, they also need to start identifying the phonic components that make the word sound the way it does. By teaching blending and segmenting at the same time children become more familiar with assembling and breaking down the sounds within words. We do not expect all children to reach this stage before starting reception.	Identifying Sounds in Words in Jolly Phonics - YouTube	
Tricky words	These are words which are introduced that do not follow the rules of phonics such as who, I or the. We do not expect all children to reach this stage before starting reception.	Tricky Words in Jolly Phonics - YouTube	



Grace’s Curriculum Model

