

Northchapel Community Primary School for Little Oaks



Little Oaks Curriculum

At Little Oaks, we provide a high quality of care and education through planning and providing a broad curriculum. Our aim is to provide a fun environment where children learn through play. We ensure that each child:

- Is in a safe and stimulating environment;
- Is given generous care and attention, because of our ratio of staff to children
- Has the chance to join with other children and adults to live, play, work and learn together
- Has a personal key person who supports their individual needs
- Is in a setting that sees parents as partners in helping each child to learn and develop
- Is supported to take forward their learning and development by being helped to build on what they already know and can do
- Has the opportunity to access new experiences to enrich their learning and prepare them for the next stage of their lives

Our curriculum follows the UK Government *Early Years Foundation Stage* (EYFS) framework and we use guidance from the supporting document 'Development Matters'. It is our duty as early years providers to implement the framework and we strive to do so in the optimum way. Our flexible approach to planning ensures that each child has the opportunity to learn through play. Adults get to know the children well and use sustained shared thinking to extend learning, following the children's individual needs and interests. Adult initiated learning is sensitively planned to tap into children's interests, making learning fun as well as beneficial.

"Children learn by leading their own play, and by taking part in play which is guided by adults." (Department for Education).

The EYFS curriculum covers all the critically important areas of learning and development for babies (from birth) up to children aged five. At Little Oaks we use 'Development Matters' as a guideline for our curriculum for the children in our care. Whilst our curriculum covers primarily ages two to four years we adapt learning to accommodate children with differing abilities. With such a broad age range of children we understand that children can be at many different stages in their learning. Using 'Development Matters' as a guideline we are able to support children whose abilities fall outside of these perimeters. For example, a two year old with a speech and language delay may need support at a lower level in communication and language OR an able rising five year old may need to be challenged to work towards the Early Learning Goals.

Early Years Foundation Stage Areas of Learning

The EYFS consists of three prime areas of learning and four specific areas of learning, all of which are important and inter-connected. The prime areas build a foundation for children to gain curiosity and enthusiasm for learning, as well as forming positive relationships and thriving. This learning is then applied and strengthened through the four specific areas up until the end of Reception year in school. The prime and specific areas cover **WHAT** we would like the children to learn and intertwined with this are ‘The Characteristics of Effective Learning’ showing **HOW** the children learn.

The Three Prime Areas		The Four Specific Areas	
Communication and Language Physical Development Personal, Social and Emotional Development		Literacy Mathematical Development Understanding the World Expressive Arts and Design	
Characteristics of Effective Learning			
Playing and Exploring ENGAGEMENT Finding out and exploring Playing with what they know Being willing to ‘have a go’	Active Learning MOTIVATION Being involved and concentrating Keep trying Enjoying achieving what they set out to do	Creating and Thinking Critically THINKING Having their own ideas Making links Working with ideas	

Little Oaks curriculum reflects all of these areas of learning and how they will be provided at our setting, contributing to the holistic needs of our children at Northchapel. Our planning is flexible following seasonal themes such as harvest, bonfire night, Remembrance Day, Diwali, Christmas, Chinese New Year, World Book Day, life cycles, Easter, royal celebrations and summer activities such as sports day and our annual leaver’s trip. We also plan enrichment activities such as Little City role play, Zoolab, music teachers, visits from animals such as domestic pets and lambs from the farm. This learning is supported with ever changing role play, a core selection of books and nursery rhymes and regular changes to the environment to inspire curiosity and extend children’s learning. We share our outside area with our Reception Class and have a strong transition for children moving into our primary school. We realise that some children will move on to other schools so we weave lots of general transition-based activities into the curriculum so that all children will be ready for the next stage of their lives.

At Little Oaks we use the glebe area behind our school for Forest School learning and all children attending will have the opportunity to take part. The aim of Forest School is to develop the children’s skills of collaboration, cooperation, team building and awareness of the natural environment, and their knowledge and understanding of the natural world. Children will make their own choices, whilst understanding the risks and challenges of the tasks that they complete. Children will improve their understanding and appreciation of the world around them and the impact of their own actions on the environment.

Our method of planning follows the ‘In the moment planning’ (Anna Ephgrave) model which enables us to have time to build good relationships with children and follow their interests to create quality learning experiences. As we are a small rural pre-school, we are able to get to know all of our children and families very well and feel that

this is one of our strengths. 'In the Moment' planning helps us to ensure the children's learning and interests are at the heart of what we do. Our aim is to support children to become more confident, independent and engaged in their learning. We plan and teach, treating each child as an individual and allowing them to achieve their best. In the moment planning is a model that allows child-initiated learning through play, based on capturing the interests of the children through personalised learning. The teachers take into consideration the children's interests to create meaningful educational experiences through providing an enabling environment, using quality interactions and 'teachable moment's'. These methods are about recognising that young children often learn in a more informal and creative way. Within this style of teaching, we are looking for opportunities to allow learning to take place through child-initiated play alongside providing challenge and open-ended questioning when needed, as follows;

- We provide an environment and opportunities that stimulate curiosity and challenge thinking
- We observe and listen closely to the children's play.
- We work alongside parents to create environments that will spark the children's interest.
- We praise and reinforce positive learning experiences.

We record learning by completing an online Learning Journal for each child using Tapestry software. Tapestry allows parents to login so that they can view their children's observations, photographs and videos. This means that parents are always up to date with their children's progress and can add their own learning observations from home. It enables us to become even more familiar with events in children's lives and their current interests giving us a starting point for their individual learning experiences.

Every two weeks, we select 'focus children' from pre-school. These children will be observed, assessed and planned for, to meet their needs and interests. Each child will be a 'focus child' for two weeks. We will encourage parents to share some photos and observations from home on Tapestry prior to their focus weeks, e.g. current interests, exciting news, activities at home, holidays etc. We will then aim to plan activities around their interests to support them to extend their learning. At the end of the focus period parents are invited to attend an informal meeting at the pre-school to discuss their child's progress. These meetings are recorded and next steps are discussed. At some point between two and three years old, the key person will complete a two year progress review which is shared with parents in the same way. The progress check is designed to identifying any areas where the child may have a developmental delay. It will be completed at a stage during that time span when we feel the child has settled in sufficiently so that we can make an accurate judgement.

Maths and literacy are both key areas within the Early Years curriculum and we cover both of these through play-based activities during the pre-school session. The indoor and outdoor environments have maths resources readily available for all children to access. For those children who may not naturally select maths activities, adults work hard to follow their interests to introduce mathematical concepts. For example, adding numbers to sensory activities in the Tuff tray, shapes hunt in the environment, numbered parking spaces for cars and many other ever-changing creative ideas.

We follow the Super Sounds phonics scheme which is based on the government Phase 1 Letters and Sounds programme. Super Sounds features a range of activities to teach pre-phonics skills and knowledge to prepare children to learn phonics later on. Children will then progress to the Floppy's phonics program to learn their letter sounds and familiarise with the story characters in preparation for early reading. For those children who are ready, we borrow books from the Oxford reading scheme in our Reception Class.

We have a wide range of books available for the children to select in the pre-school reading area, that are swapped around each half term to keep things interesting. We do also have core books that we use throughout the year linked to areas of learning and themes that the children can learn to recite independently. We often use popular books as a theme for our wall displays, as well as featuring the characters from Floppy's phonics. Adults ensure that they are available during free flow to read to children on request and we also have group story times each day too. Children take part in many activities to learn rhythm and rhyme and we have a selection of core nursery rhymes for all children to learn throughout their time at Little Oaks. We have regular music, singing and dancing sessions and the children have many opportunities to play with, and explore the sounds of musical instruments. Mark making opportunities are provided throughout the environment with a variety of media to make writing fun. All learning opportunities are adapted depending on the age/stage of the children throughout their time at pre-school, in preparation for their transition to Reception Class.

The Impact of the Curriculum for Children at Little Oaks Pre-school

Through our ambitious curriculum we aim to give all children at Little Oaks the very best start in life, gaining the knowledge, skills and cultural capital they need to succeed in life. Every child is supported to achieve their full potential in partnerships with parents and other professionals. We aim for children to be confident, independent and creative learners as they embark on the next stage of their learning journey.

Core Books and Rhymes

Books	Rhymes
Fox's Socks-Julia Donaldson The Hungry Caterpillar – Eric Carle Oi Frog – Kes Gray We're going on a Bear Hunt – Michael Rosen The Gruffalo – Julia Donaldson Jaspers Beanstalk – Nick Butterworth Aliens Love Underpants! – Claire Freedman The Three Little Pigs	The Wheels on the Bus Twinkle Little Star Baa Baa Black Sheep 12345 Once I Caught a Fish Alive Incey Wincey Spider Row, Row, Row Your Boat Head Shoulders Knees and Toes Five Little Ducks

	Area of Learning	Intent – To support children to gain a firm foundation in early years learning in preparation for the next stage of their lives	Implementation – Learning through adult directed and child-initiated experiences
P R I M E A R E A S	Communication and Language Development Children 2 -3 years old will be learning to:	<ul style="list-style-type: none"> Listen to simple stories and understand what is happening, with the help of the pictures. Identify familiar objects and properties for practitioners when they are described: for example: ‘Katie’s coat’, ‘blue car’, ‘shiny apple’. Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’. Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’). 	Providing individual and group story sessions. Adults commenting on pictures, introducing new vocabulary, encouraging children to join in, using books reflecting individual interests, familiar stories e.g. Gruffalo Adults modelling sentences, extending language skills Story themed tuff trays and wall displays, sensory play to encourage new language. Observations from home on Tapestry to encourage conversation between adults and children.
	Communication and Language Development 3 and 4 year olds will be learning to:	<ul style="list-style-type: none"> Enjoy listening to longer stories and remember much of what happens Pay attention to more than one thing at a time Use a wider range of vocabulary Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door” Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” Sing a large repertoire of songs Know many rhymes and be able to talk about familiar books and tell stories Develop their communication (some children may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’) Develop their pronunciation but may have problems with some sounds: r, j, th, ch, and sh and multi-syllabic words such as ‘pterodactyl’ Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions Start a conversation with an adult or peer and continue it for many turns. Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” 	Use of story sacks with characters to help children to sequence events and capture their interest. Reading books brought in from home. Adults introduce new words during story time, role-play, sensory activities, everyday routines and extra-curricular activities and explore their meaning Encourage discussion about events in stories seeking children’s opinions, story sequencing and anticipate what may happen next. Encourage children to join in with stories and rhymes using familiar books such as The Gruffalo, The Gingerbread Man and rhymes such as Twinkle Twinkle. Use of instructions throughout everyday routines giving children time to process information and carry them out. Introduce and discuss meanings of words whilst investigating natural objects, life cycles etc. Group music sessions at circle time, music with Mrs James/Susie Songtime. Playing music indoors and outdoors – children’s choice. Use of instruments and outdoor stage to perform. Core nursery rhymes, Super Sounds activities. Conversation with adults and peers during lunchtime and circle time. Encourage children to share their opinions and listen to the opinions of others. Adults to model conversation and listening skills and use sustained shared thinking. Adults model sequencing events in role play and routines

P R I M E A R E A S	Personal, Social and Emotional Development Children 2 -3 years old will be learning to:	<ul style="list-style-type: none"> • Feel strong enough to express a range of emotions • Grow in independence with everyday tasks • Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front • Be increasingly able to talk about and manage their emotions • Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on. • Develop friendships with other children. • Safely explore emotions beyond their normal range through play and stories. • Talk about their feelings in more detail "I'm sad because..." • Learn to use the toilet with help, and then independently. 	<p>Key person helps children to settle and feel emotionally safe, building trusting relationships</p> <p>Use of emotions cards, puppets and images. Name tag on arrival - How do you feel today?</p> <p>Adults to support children to gain independence in putting belongings away, dressing and undressing, mealtimes. Support turn taking during activities and praise desired behaviour such as having 'kind hands'. Use of sand timers to support transitions and turn taking.</p> <p>Use mirrors/photos to look at own features, create self-portraits celebrating differences and describing self in positive terms. Books showing diverse range of people</p> <p>Communicate with parents regularly to find out children's individual needs and interests. Liase with parents about toilet training to provide a united approach.</p>
	Personal, Social and Emotional Development 3 and 4 year olds will be learning to:	<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations • Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling. • Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing. 	<p>Our environment is planned so that children can choose and access their own resources indoors and outdoors.</p> <p>Adults encourage and support children to take on responsibilities and try new experiences, providing challenge to extend learning.</p> <p>Adults support children to take part in role play and games with others, to have the opportunity to share ideas and interests and sing or act out stories with their peers.</p> <p>Use of children's individual interests to plan activities that they can feel confident about and share with peers.</p> <p>Adults support children to negotiate and resolve conflict with others encouraging more independence in this</p> <p>Lots of discussion and practise for starting school and expectations. For example, independent toileting, managing lunch, using cutlery, looking after belongings, dressing and undressing independently, washing hands, cleaning teeth.</p> <p>Adults use opportunities such as story time, daily events, images to discuss feelings in more depth encouraging children to express their feelings.</p> <p>Activities, stories and discussion to promote oral health e.g. dentist role play and play dough, books, wall displays</p> <p>Discussion during activities, role play, stories and mealtimes about healthy choices.</p>

P R I M E A R E A S	<p>Physical Development</p> <p>Children 2 -3 years old will be learning to:</p>	<ul style="list-style-type: none"> • Spin, roll and independently use ropes and swings (for example, tyre swings). • Sit on a push-along wheeled toy, use a scooter or ride a tricycle. • Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. • Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. • Start eating independently and learning how to use a knife and fork. • Develop manipulation and control. • Explore different materials and tools. 	<p>Children have free access to the climbing frame, slides, sliding pole, stilts, pogo sticks, balancing equipment, digging area, sandpit and water channels and guttering. We rotate the use of ride on cars, trikes, balance bikes, Didi cars and scooters</p> <p>Adults support children to become independent at mealtimes and in dressing and undressing with lots of praise, encouragement and patience.</p> <p>We provide a range of toys to develop fine motor skills. Adults consider children’s interests to extend these skills and encourage all children to take part with use of tweezers, pegs, paint brushes, crayons, loop and spring-loaded scissors, playdough.</p>
	<p>Physical Development</p> <p>3 and 4 year olds will be learning to:</p>	<ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. 	<p>Adults encourage all children to extend their physical gross motor skills through outdoor play by supporting them to achieve goals in small steps and gain confidence in movement by building obstacle courses and practising skills such a pedalling, balancing and jumping and climbing. Outdoor games include adult initiated games such as hide and seek, ‘What’s the time Mr Wolf?’, sports day and sponsored events.</p> <p>Lots of climbing and building resources available for balancing and climbing and promoting teamwork and exploring movement.</p> <p>Adults initiate music sessions and provide music on request indoors and outdoors and have fun with children dancing and exploring movement and making shows on the stage. Resources available in each area i.e. spades for digging the mud kitchen, scissors in the message centre and craft area, moulds, sieves spades and buckets in the sandpit, a range of mark making materials throughout the environment. Adults model correct and safe use of equipment.</p> <p>Forest school sessions give children opportunities to build their confidence with physical skills including tree climbing, using tools such as potato peelers and mallets and to explore the woodland environment.</p>

S P E C I F I C A R E A S	Literacy Children 2 -3 years old will be learning to:	<ul style="list-style-type: none"> • Enjoy songs and rhymes, tuning in and paying attention • Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Copy finger movements and other gestures. • Sing songs and say rhymes independently, for example, singing whilst playing • Enjoy sharing books with an adult. • Pay attention and respond to the pictures or the words. • Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. • Repeat words and phrases from familiar stories. • Ask questions about the book, make comments and share their own ideas. Develop play around favourite stories using props. • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. • Enjoy drawing freely. • Add some marks to their drawings, which they give meaning to. For example: "That says mummy." • Make marks on their picture to stand for their name 	<p>Children have lots of opportunities to take part in singing sessions as a group or individually. Instruments available indoors and outdoors.</p> <p>Adults often play music during free flow indoors or outdoors with children requesting favourite songs.</p> <p>Adults lead activities from Super Sounds involving songs and rhymes encouraging all children to join in with support if needed.</p> <p>We have a selection of core songs and rhymes that are sung regularly as a group and individually</p> <p>Adults are on hand to read books to children on request and during circle time, having fun with stories encouraging children to join in or fill in missing words.</p> <p>Print in the environment including the children's names on tags and trays, wall displays, signs and labels.</p> <p>Use of a range of mark making materials at our creation station, message centre and clipboards, whiteboards and note pads available for role play.</p> <p>Adults model writing names on pictures and support and praise attempts at mark making</p>
	Literacy 3 and 4 year olds will be learning to:	<ul style="list-style-type: none"> • Understand the five key concepts about print: print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing • Develop their phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound - such as money and mother • Engage in extended conversations about stories, learning new vocabulary • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. • Write some letters accurately. 	<p>We follow the Super Sounds phonics program to promote sound awareness, rhyming, alliteration, listening skills.</p> <p>Children become familiar with Floppy's phonics characters through reading the Biff and Chip books, adding images to displays and using letter flashcards.</p> <p>We have a wide range of books – factual books, core book selection, stories based on seasons, current events and children's interests, magazines, story sacks and books about families and diversity. Adults encourage conversation about stories and use of pictures for children to think about what is happening and how the characters might be feeling.</p> <p>During music sessions children learn to tap or clap out the syllables of their names and other familiar words.</p> <p>We make writing fun by practising during play and writing shopping lists, names on work etc</p> <p>Rhyming activities include books such as 'Oi Frog', rhyming bingo, silly soup</p> <p>Children learn initial sounds through play and phonics game</p>

S P E C I F I C A R E A S	Mathematics Children 2-3 years old will be learning to:	<ul style="list-style-type: none"> • Take part in finger rhymes with numbers. • React to changes of amount in a group of up to three items. • Compare amounts, saying 'lots', 'more' or 'same'. • Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. • Count in everyday contexts, sometimes skipping numbers • Climb and squeeze themselves into different types of spaces. • Build with a range of resources. • Complete inset puzzles. • Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. • Notice patterns and arrange things in patterns. 	<p>Adults teach children counting using number stories and rhymes such as 12345, 5 little ducks, 10 fat sausages, five little elves</p> <p>Lots of counting through play and everyday tasks e.g. counting steps/claps, cups.</p> <p>Games such as hide and seek for counting/spatial aware</p> <p>Lots of large and small building resources, shapes available for constructing and playing with shapes.</p> <p>Wide range of puzzles used independently or with an adult</p> <p>Adults model language of size and weight during activities such as water and sand play, use of scales</p> <p>Children use tap a shape, pegboards and craft activities to experiment with pattern</p>
	Mathematics 3 and 4 year olds will be learning to:	<ul style="list-style-type: none"> • Develop recognition of up to 3 objects, without counting -'subitising' • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Match numeral and quantity up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than'. • Talk about and explore and describe 2D and 3D shapes • Understand position through words alone – for example, "The bag is under the table," – with no pointing. • Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind' • Make comparisons between objects relating to size, length, weight and capacity. • Select shapes appropriately for tasks and combine shapes to make new ones • Talk about and identify the patterns around them e.g. stripes, spots • Use informal language like 'pointy', 'spotty', 'blobs', etc. • Extend and create repeating patterns – stick, leaf, stick, leaf. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' 	<p>Number resources readily available indoors and outdoors. Number cards, signs, magnetic numbers, displays, posters, counting bears puppies and dinosaurs. Resources to match numeral and quantity together. Adults add numbers to sensory play activities to reinforce number recognition and counting.</p> <p>We work with focus children to solve number problems and tailor learning to reflect their individual interests to encourage engagement.</p> <p>Children are encouraged to problem solve during everyday tasks such as sharing items out, building, completing puzzles</p> <p>Use of 2D and 3D shapes in blocks and building. Adults organise shapes hunts in the environment.</p> <p>Children learn about the names and properties of shapes i.e. How many sides/corners?</p> <p>Resources to explore size, length, weight and capacity include rulers, height chart, scales, various sizes of measuring pots and jugs, cooking, floating and sinking activities. Adults encourage exploration and use open ended questions and sustained shared thinking to extend children's learning.</p> <p>Adults model how to create repeated patterns and describe them – pegboards, Forest School activities, craft and colouring</p>

S P E C I F I C A R E A S	Understanding the World Children 2-3 years will be learning to:	<ul style="list-style-type: none"> • Explore natural materials, indoors and outside. • Explore and respond to different natural phenomena in their setting and on trips. • Make connections between the features of their family and other families. • Notice differences between people. 	<p>Sensory tuff trays relating to seasons, Forest school sessions, bug hunting, creating with natural materials, nature walks in our village, planting and growing</p> <p>Children share photos of their own lives/families on Tapestry.</p> <p>Books depicting a range of different people/families</p>
	Understanding the World 3 and 4 year olds will be learning to:	<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family's history. • Show interest in different occupations. • Explore how things work • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plants and animals • Begin to understand the need to respect and care for the natural environment and all living things. • Explore and talk about different forces they can feel. • Talk about the differences between materials and notice changes • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos 	<p>Sensory tuff trays including conkers, pine cones, leaves, ice play, compost etc and herb cutting trays.</p> <p>Adults join in with play to extend learning, add new vocabulary such as names and textures of objects.</p> <p>Books about life cycles such as Jaspers Beanstalk and The Hungry Caterpillar shared at circletime and individually</p> <p>Parents complete 'all about me' on Tapestry so we can support conversation about family and friends</p> <p>The role play area is regularly changed and resourced to reflect all kinds of occupations – vets, doctors, farm shop, dentist, hairdressers, offices, airports.</p> <p>Children take part in planting and caring for plants in the pre-school and take plants home – life cycles of plants</p> <p>Books, images, posters, mirrors showing different people.</p> <p>We join in with celebrations such as Chinese New Year and Diwali and have a calendar of different celebrations for the children to choose what they would like to learn</p> <p>World map poster and wall displays</p>
	Expressive Arts and Design Children 2-3 years will be learning to:	<ul style="list-style-type: none"> • Join in with songs and rhymes, making some sounds. • Make rhythmical and repetitive sounds. • Explore a range of sound makers and instruments and play them in different ways • Start to make marks intentionally. • Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. • Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. • Enjoy and take part in action songs, such as 'Twinkle, Twinkle...' • Start to develop pretend play, pretending that one object represents another e.g. pretending a wooden block is a phone • Explore different materials, using their senses to investigate them. • Manipulate and play with different materials. 	<p>Children are actively encouraged to take part in musical activities including dancing, singing, playing instruments.</p> <p>This happens spontaneously during the session or with Super Sounds activities or group activities.</p> <p>We have music teachers such as Mrs James or Susie Songtime for termly blocks of sessions.</p> <p>Painting can be accessed anytime and we have a range of media including sponges, brushes, cars, rollers, stampers and finger painting. Sometimes these are adult initiated with a more specific goal in mind.</p> <p>We provide a range of sensory play experiences such as playdough, cornflour, shaving foam, rice with different media depending on children's interests/season.</p> <p>Lots of role play resources as above</p>

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Expressive Arts and Design

3 and 4 year olds will be learning to:

- Use their imagination as they consider what they can do with different materials.
- Make simple models which express their ideas.
- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.
- Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park
- Explore different materials freely, to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures
- Create closed shapes with continuous lines and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.
- Explore colour and colour mixing.
- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person (‘pitch match’).
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs or improvise a song around one they know
- Play instruments with increasing control to express their feelings and ideas.
- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.

Junk modelling resources available and adults support children to use their own ideas
Large scale junk modelling days planned by adults

Adults set up role play based on children’s interest especially on individual focus weeks e.g. in response to trips to the dentist/hairdressers
A range of small world toys are available indoors and outdoors including animals, people, cars, dolls house, blocks. Children encouraged to add different resources such as junk modelling to make houses and extend creativity and thinking.
Adults use open ended questions to extend learning and encourage children to use their own ideas
Lots building resources available – Lego, stickle bricks, m Magnético, Popoids, Octagons, large and small wooden blocks, loose parts, crates, tyres, balance blocks.
Children have access to materials for drawing in our creation station (indoors) and message centre(outdoors). We use chalk, paint, whiteboards and rolls of large paper for drawing individually or in groups e.g. pirate maps, roads
Children can freely explore colours and colour mixing using paint or colour mix glasses. Adults provide food colouring and water to extend these skills.
Musical instruments are available indoors and outdoors for children to explore and adults engage children in activities to explore the sounds and tones of instruments and copy repeated rhythms. Children also learn the names and tones of instruments in our music sessions with Mrs James.
During play and group sessions adults experiment with songs making up new words with children. Children are encouraged to share new and old songs with the group at circletime.
Adults follow the children’s interests to create wall displays, often based on a well-loved story. Children make their own choices about what they would like to contribute and adults support them to bring their ideas to life. Displays are produced collaboratively using children’s individual skills such as writing signs and captions.

Characteristics of Effective Teaching and Learning

<p>Playing and Exploring</p> <p>Children investigate and experience things, and ‘have a go’</p>	<ul style="list-style-type: none"> • Realise that their actions have an effect on the world, so they want to keep repeating them. • Plan and think ahead about how they will explore or play with objects. • Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing. For example, a child doing a jigsaw might whisper under their breath: “Where does that one go? – I need to find the big horse next.” • Make independent choices • Bring their own interests and fascinations into early years settings. This helps them to develop their learning. • Respond to new experiences that you bring to their attention. 	<p>Our environment is set up so that children can explore independently and make their own choices and decisions. We provide resources from all areas of learning that are labelled and organised.</p> <p>The environment is regularly reviewed and changed, following the children’s interests. Adults sensitively join in with play to support children’s curiosity and encourage them to try new experiences.</p>
<p>Active learning</p> <p>Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements</p>	<ul style="list-style-type: none"> • Participate in routines, such as washing hands before snack time. • Begin to predict sequences because they know routines. For example, they may anticipate lunch when they see the table being set • Show goal-directed behaviour. For example, toddlers might turn a storage box upside down so they can stand on it and reach up for an object. • Begin to correct their mistakes themselves. For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit. • Keep on trying when things are difficult. 	<p>Daily routines are consistent and children are supported by adults and peers to follow routines until they can carry them out independently.</p> <p>The adult’s role is to support children to focus, give them time to finish a task, praise them, encourage them to keep on trying and supporting emotions when things become challenging.</p>
<p>Creating and thinking critically</p> <p>Children have and develop their own ideas, make links between ideas, and develop strategies for doing things</p>	<ul style="list-style-type: none"> • 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. • Sort materials. For example, at tidy-up time, children know how to put different construction materials in separate baskets • Review their progress as they try to achieve a goal. • Check how well they are doing. • Solve real problems: for example, sharing strawberries between 3 people and checking they are correct at the end • Use pretend play to think beyond the ‘here and now’ and to understand another perspective. For example, a child role-playing the billy goats gruff might suggest that “Maybe the troll is lonely and hungry? That’s why he is fierce.” • Know more, so feel confident about coming up with their own ideas. • Make more links between those ideas. • Concentrate on achieving something that’s important to them. They are increasingly able to control their attention and ignore distractions 	<p>Adults take part in role play with children using open ended questions and sustained shared thinking to extend learning and provide extra resources</p> <p>The environment is well organised and labelled so that children can select and tidy away their resources</p> <p>Children are encouraged by adults to solve problems, work collaboratively with peers and think about scenarios from the perspective of others.</p> <p>Adults value all children’s ideas and use focus weeks to plan creativity based on children’s interests and links from home. Children have time to develop their ideas without interruptions.</p>