



Abbots Farm Preschool

EYFS Curriculum

Educational Programme: Communication and Language

| What children learn | Pedagogy needs to include | Notes |
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| <p>1. Development of spoken language with increasing sophistication</p> <p>Preschool:</p> <ul style="list-style-type: none"> A. Is able to follow directions (if not intently focused) B. Develop their pronunciation. C. Use longer sentences of four to six words D. Understands use of objects (e.g. <i>which one do we cut with?</i>) E. Shows understanding of prepositions such as <i>under, on top, behind</i> by carrying out an action or selecting correct picture F. Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box G. Beginning to understand <i>why</i> and <i>how</i> questions. <p>Reception:</p> <ul style="list-style-type: none"> A. Understand how to listen carefully and why listening is important. B. Understands a range of complex sentence structures including negatives, plurals and tense markers C. Beginning to understand humour, e.g. nonsense rhymes, jokes D. Able to follow a story without pictures or props E. Listens and responds to ideas expressed by others in conversation or discussion F. Understands questions such as <i>who; why; when; where</i> and <i>how</i> G. Links statements and sticks to a main theme or intention H. Articulate their ideas and thoughts in well-formed sentences. | <p>Adults who provide a language-rich environment and introduce and repeat new words in a range of contexts and encourage children to use them in their own talk</p> <p>Adults who engage in a number of high-quality conversations with children throughout the day</p> <p>Encourage conversation with others and demonstrate appropriate conventions: turn-taking, waiting until someone else has finished, listening to others and using expressions such as <i>please, thank you</i> and <i>can I...?</i></p> <p>At the same time, respond sensitively to social conventions used at home.</p> <p>Show children how to use language for negotiating, by saying <i>May I...?, Would it be all right...?, I think that... and Will you...?</i> in your interactions with them.</p> <p>Model language appropriate for different audiences, for example, a visitor.</p> <p>Adults who comment on what children are interested in or doing, and echo back what they say with new vocabulary added</p> | <p>Language and communication skills include the ability to understand others and express oneself using words, gestures, or facial expressions.</p> <p>Communication also requires the ability to listen.</p> <p>Children who develop strong language and communication skills are more likely to arrive at school ready to learn.</p> <p>Be aware that some children may watch another child in order to know what to do, rather than understanding what you've said themselves.</p> <p>For EAL: Support EAL children to develop basic language by sharing rhymes, books and stories from many cultures, sometimes using languages other than English Give children opportunities both to speak and to listen, ensuring that the needs of children learning English as an additional language are met, so that they can participate fully starting with simple actions and gestures, progressing to</p> |

2.Ability to hold back and forth interactions to support the foundations of language and cognitive development

Preschool:

- A. Listens to others in one-to-one or small groups, when conversation interests them
- B. Focusing attention – can still listen or do, but can change their own focus of attention
- C. Uses intonation, rhythm and phrasing to make the meaning clear to others
- D. 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.
- E. Start a conversation with an adult or a friend and continue it for many turns.

Reception:

- A. Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity
- B. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events
- C. Ask questions to find out more and to check they understand what has been said to them.
- D. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.

3.Ability to use a rich range of vocabulary and language structures

Preschool:

- A. Beginning to use more complex sentences to link thoughts (e.g. using *and*, *because*)
- B. Questions why things happen and gives explanations. Asks e.g. *who*, *what*, *when*, *how*
- C. Beginning to use a range of tenses (e.g. *play*, *playing*, *will play*, *played*)

Talk to children about what they have been doing and help them to reflect upon and explain events, e.g. *You told me this model was going to be a tractor. What's this lever for?*

Ask children to think in advance and predict how they will accomplish a task. Talk through and sequence the stages together.

Use of time to talk strategies – match and copy, copy gestures, follow their lead

Adults who read and tell stories frequently to children engaging them actively in stories, non-fiction, rhymes and poems conversation, story-telling and role play

Use lively intonation and animated expression when speaking with children and reading texts.

Choose stories with repeated refrains, dances and action songs involving looking and pointing, and songs that require replies and turn-taking.

Adults who make mistakes when telling stories/singing songs so the children correct you.

Adults who provide extensive opportunities to use and embed

single words and phrases, and then to using more complex sentences.

- D. Talks more extensively about things that are of particular importance to them
- E. Builds up vocabulary that reflects the breadth of their experiences

4. Ability to use language and new vocabulary in a range of contexts

Reception:

- A. Learn and use new vocabulary
- B. Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new Words

5. Ability to use language in role-play, singing and story telling

Preschool:

- A. Listens to familiar stories and rhymes with increasing attention and recall
- B. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories
- C. Uses talk in pretending that objects stand for something else in play, e.g. *This box is my castle*
- D. Sing a large repertoire of songs

Reception:

- A. Uses language to imagine and recreate roles and experiences in play situations
- B. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.

6. Ability to share ideas through conversations, storytelling and role-play

Preschool:

- A. Able to use language in recalling past experiences
- B. Can retell a simple past event in correct order (e.g. *went down slide, hurt finger*)

new words / language in a range of contexts

Adults who support and model language alongside sensitive questioning that invites children to elaborate

Adults who engage in storytelling, small world and role-play scenarios and model listening behaviours

Prompt children's thinking and discussion through involvement in their play.

Encourage children to develop narratives in their play, using words such as: *first, last next, before, after, all, most, some, each, every.*

Make playful "silly mistakes" deliberately to prompt reaction and allow children to explore being the "expert".

Encourage children to experiment with words and sounds, e.g. in nonsense rhymes.

Talk for learning strategies – bunny ears, listening and echoing, carousel, talk partners, agree/disagree, triads etc

Play games which involve listening for a signal, such as Simon Says, and use *Ready, steady...go!*

Use of Makaton

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| <p>C. Uses talk to explain what is happening and anticipate what might happen next</p> <p>D. Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”</p> <p>Reception:</p> <p>A. Introduces a storyline or narrative into their play</p> <p>B. Engage in non-fiction books.</p> <p>C. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> | <p>Vocabulary planned for and displayed</p> <p>Modelling accurate tenses in speech</p> <p>Encourage children to listen to their friends and take turns in play and activities.</p> <p>Ask parents to record and share songs and rhymes that have meaning to them, their family and community</p> <p>Plan regular short periods when individuals listen to others, such as singing a short song, sharing an experience or describing something they have seen or done.</p> <p>Use opportunities to stop and listen carefully for environmental sounds, and talk about sounds you can hear using words such as <i>long, short, high, low.</i></p> | |
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ELG 1. Listening, Attention and Understanding

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

2. Speaking ELG

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

Educational Programme: Personal, Social and Emotional Development

| What children learn | Pedagogy needs to include | Notes |
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| <p>1. Make strong, warm and supportive relationships with adults that enable children to learn how to understand their own feelings and those of others.</p> <p>Preschool</p> <ul style="list-style-type: none"> A. Seeks out companionship with adults sharing play ideas and experiences. B. Become more outgoing with adults that are familiar and unfamiliar in their preschool room. <p>Reception</p> <ul style="list-style-type: none"> A. Build constructive and respectful relationships B. Returns to familiar adult to gain emotional support and help C. Seeks out adult help and is able to articulate their needs <p>2. Children learn how to make good friendships.</p> <p>Preschool</p> <ul style="list-style-type: none"> A. Play with one or more other children, extending and elaborating play ideas. B. Seeks out companionship with children sharing play ideas and experiences <p>Reception</p> <ul style="list-style-type: none"> A. Develop particular friendships which help them understand others points of view B. Are flexible and co operative <p>3. Develop a positive sense of self, set themselves simple goals, have confidence in their own abilities</p> <p>Preschool</p> <ul style="list-style-type: none"> A. Select and use activities and resources, with help when needed, to meet own goal. B. Be confident to have a try at a range of activities, sometimes with adult support. C. Becoming aware of similarities and differences between themselves and others | <p>Adults to provide opportunities for children to play together and support their efforts at playing together</p> <p>Adults need to engage with play and activities.</p> <p>Adults model behaviour and language</p> <p>Show children that you 'Keep them in mind'</p> <p>Model empathy, negotiation, compromise and positive comments when playing with children.</p> <p>Provide positive feedback during the day and acknowledge children's thoughtfulness to each other.</p> <p>Recognise and respect children's friendships</p> <p>Build opportunities for small groups times in a familiar, cosy space to help build confidence</p> <p>Provide opportunities for children to add to their Dojo profiles/ in class/ assemblies to share things they are proud of.</p> <p>Adults need to encourage children recognising when other children have achieved something.</p> | <p>Calm box/area</p> <p>Zones of regulations</p> <p>Class rules display</p> <p>Sand timers for sharing</p> <p>Staff / children photographs</p> <p>Taking Care</p> <p>Jigsaw</p> |

- D. Enjoys belonging by becoming involved in daily tasks
- E. Take risks with some things or in new social situations. Be able to express their needs and ask for help

Reception

- A. Keep trying "I am brave, I am strong, I can do it!"
- B. Know their strengths
- C. Know that others have different thoughts, feelings and beliefs to me.
- D. Communicates freely about own home and community
- E. Have the confidence to talk to others about their own wants, needs, interests and opinions.
- F. Show confidence and perseverance in carrying out a self-chosen activity.

4. Look after their bodies, including healthy eating, and manage personal needs independently.

Preschool

- A. To begin to know how to keep themselves safe and healthy.
- B. To know how to manage personal needs independently (Take off shoes and socks and try to put them back on, try to put on my coat, change from shoes to wellingtons, know when I need the toilet and get there in time.

Reception

- A. To know how to manage personal needs independently (Put on my coat and try to fasten it, put my shoes back on the correct feet, dress appropriately for the weather, put on role play clothes and aprons, ask for help if I need
- B. Toilet themselves independently and wash their hands.

5. Children should be supported to manage emotions

Preschool

- A. Talk about their feelings using a range of words
- B. Understand gradually how others might be feeling.
- C. Express a range of emotions in play.
- D. Knows that some words and actions can hurt others feelings

Pause before offering intervention to allow children some time to try to sort things out
Celebrate children's uniqueness.
Talk about similarities and differences.

Value differences through genuine interest and valuing contributions.

Encourage children to see mistakes as important parts of learning.

Notice children's efforts not just achievements encouraging the inner motivation rather than being motivated by sticker or your approval.

Listen carefully to children.
Create a listening culture

Model caring responses

Model how to manage your own feelings "I need to calm down so I am going to ..."

Adults refer to class rules display.
Adults join in with calm time
Offer calm and considered support as children experience conflicts, use emotional coaching

Talk to children about choices

Provide clear boundaries (without being inflexible).

Discuss rules and fairness

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| <p>Reception</p> <ul style="list-style-type: none"> A. Express their own feelings, talking about them and their consequences B. Consider the feelings of others, offer empathy and comfort C. Recognising when I feel blue, green, red and what I can do to get back to green (Zones of regulation) <p>6. To persist and wait for what they want and direct attention as necessary.</p> <p>Preschool</p> <ul style="list-style-type: none"> A. Uses their experiences of adult behaviours to guide their social relationships and interactions B. Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it C. Understand expectations can vary in different situations and become more able to adapt their behaviour. <p>Reception</p> <ul style="list-style-type: none"> A. Tolerate situations where their wishes can't be met B. Seek support and help in new or challenging situations <p>7. Co-operate and resolve conflicts peaceably</p> <p>Preschool</p> <ul style="list-style-type: none"> A. Increasingly follow rules that have been created as a class, understanding why they are important. B. Refer back to rules, with an adult to prompt. C. Find different solutions to conflicts and rivalries. "Stop I don't like it!" Finding an adult to help, use sand timers sharing, developing eye contact, calm areas, <p>Reception</p> <ul style="list-style-type: none"> A. Take steps to resolve or manage conflicts, sometimes with adult support B. Try to repair a relationship or situation C. Is sensitive to the idea of justice and fairness | <p>Ask children for their ideas to help with different situations</p> <p>Create rules collaboratively</p> | |
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ELG:3. Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;

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

ELG:4. Managing Self

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

ELG:5. Building Relationships

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

Educational Programme: Physical Development

| What children learn | Pedagogy needs to include | Notes |
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| <p>1. Children pursue happy, healthy and active lives by:</p> <p>Preschool:</p> <p>A. Telling adults when hungry, full up or tired or when they want to rest, sleep or play</p> <p>B. Observes and can describe in words or actions the effects of physical activity on their bodies.</p> <p>C. Can name and identify different parts of the body</p> <p>D. Washing and drying hands effectively and understanding why this is important</p> <p>E. Understands that brushing teeth is part of a healthy lifestyle</p> <p>F. Gaining more bowel and bladder control and can attend to toileting needs most of the time themselves.</p> <p>Reception:</p> <p>A. Eating a range of healthy food and understanding the need for variety</p> <p>B. Describe physical changes to their bodies i.e. When exercising or unwell</p> <p>C. Usually dry and clean during the day</p> | <p>Allow children opportunity to explore their own emotions and adults modelling how to use zones of regulation to describe their emotions.</p> <p>Jigsaw PHSE sessions weekly</p> <p>Plan opportunities to talk about how your body feels after exercise.</p> <p>Promoting health awareness</p> <p>Maintain an open dialogue with parents/carers about a child's bowel and bladder control. Offer advice, support and reassurance. Make a referral to health and family support if needed.</p> <p>Highlight the importance of physical activity and active</p> | <p>Children need to have developed in their Communication and Understanding and Personal and Social skills to succeed in their physical development.</p> <p>In order for children to pursue a happy and healthy life they need to be physically active and be able to talk about their own emotions.</p> |

- D. Shows understanding that exercise, eating, drinking water, sleeping and hygiene contribute to good health
- E. Can explain why brushing teeth is part of a healthy lifestyle
- F. Know that limiting 'screen time' is a more healthier choice
- G. Shows an understanding of being a safe pedestrian.

2. Shows understanding of the need for safety and manages risks.

Preschool:

- A. Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely
- B. Collaborate with others to manage large items

Reception:

- A. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others
- B. Shows understanding of how to transport and store equipment safely
- C. Practises some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience

3. Children develop core strength, stability, balance, spatial awareness, co-ordination and agility by:

Preschool:

- A. Climbing stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise
- B. Walking down steps or slopes whilst carrying a small object, maintaining balance and stability
- C. Running with spatial awareness and negotiating space successfully, adjusting speed or direction to avoid obstacles
- D. Balancing on one foot or in a squat momentarily, shifting body weight to improve stability such as skipping and hopping.
- E. Grasping and releasing with two hands to throw and catch a large ball, beanbag or an object
- F. Developing their ability to ride bikes, scooters and trikes
- G. Increasingly be able to use and remember sequences and patterns of movement which are related to music and rhythm

play within the home setting, and the mutual pleasure and benefits for both adults and children from shared physical games and activities. Emphasising that fun can be more effective than warnings to parents about obesity. Explain benefits of outdoor learning to parents/ carers so that the children come dressed appropriately for weathers and seasons. Adults modelling how to use small tools correctly and safely e.g. hammers, staplers, hole punches, scissors etc and discuss with children how to safely negotiate space Giving children opportunities to choose different physical activities. Provide weekly PE sessions Use of outdoor areas to develop gross motor skills e.g. balance bikes, scooters, balancing wall, large apparatus etc. Sensory exploration activities e.g. shaving foam, water, playdough, mud kitchen. Adults model how to create games and then play these games with others including

SEN
For children with Special Educational Needs the opportunity to engage in the Pre-Moves Exercises to strengthen their core stability and co-ordination.

- Notice a child who moves repetitively in a particular way e.g. spinning around, flapping hands or using a throwing action. Talk to parents/carers about schemas and find constructive ways for the child to move safely. These kinds of movements may require investigation in the future if they continue.
- Use social stories to

Reception:

- A. Choosing to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding, climbing and hopping.
- B. Experimenting with different ways of moving, testing out ideas and adapting movements to reduce risk
- C. Jumping off an object and lands appropriately using hands, arms and body to stabilise and balance
- D. Negotiating space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles
- E. Traveling with confidence and skill around, under, over and through balancing and climbing equipment developing control and grace
- F. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it
- G. Combine different movements with ease and fluency

4. Children develop good fine motor control including using buttons and zips

Preschool:

- A. Dresses with help, e.g. puts arms into open fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom

5. Children use small tools effectively and with control and confidence by:

Preschool:

- A. Manipulating a range of tools and equipment in one hand
- B. Start to eat independently with a knife and a fork

Reception:

- A. Using simple tools to effect changes to materials
- B. Handling tools, objects, construction and malleable materials safely and with increasing control and intention such as spoons, scissors and paint brushes.

adults joining in with child led games.

Fine motor activities- finger jobs, cutting, threading, Write Dance, Dough Disco, Squiggle While you Wiggle Repeated opportunities to explore and play with small world, puzzles, arts and crafts. Adults giving children support and feedback when using different tools including pencils for writing.

Adults model use of vocabulary in context. Pose challenging questions e.g. can you get all the way around the climbing frame without your knees touching it?

Children taught to access resources independently. Help children who are struggling with self-care by leaving a last small step for them to complete, e.g. pulling up their trousers from just below the waist.

Do up zips on coats etc. From behind and over child's shoulder so they can view the process from their perspective

support a child who is struggling to understand a new routine.

- Be aware that some children may have sensory issues around food texture, taste, smell, or colour. Talk with parents and monitor. Find out what steps might be appropriate to build the child's confidence and broaden their food repertoire, supporting their sensory integration

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| <p>6.Children develop a comfortable and well controlled pencil grip by:</p> <p>Preschool:</p> <p>A. Creating circles and lines pivoting from shoulder to elbow</p> <p>B. Showing a preference for a dominant hand</p> <p>Reception:</p> <p>A. Beginning to use anticlockwise movement and retrace vertical lines</p> <p>B. Using a pencil and holding it effectively to form recognisable letters, most of which are correctly formed</p> <p>C. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p> <p>7. Children will learn to create games both indoor and outdoor.</p> <p>Preschool:</p> <p>A. Can mirror the playful actions or movements of another adult or child</p> <p>B. Take part in group activities which they make up for themselves or in teams.</p> <p>Reception:</p> <p>A. Can initiate and describe playful actions or movements for other children to mirror and follow</p> | | |
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ELG:6. Gross motor skills

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

ELG:7. Fine motor skills

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

Educational Programme: Literacy

| What children learn | Pedagogy needs to include | Notes |
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| <p>1. Learn to develop a life-long love of reading by talking about the world around them and the books (stories and non-fiction) they read with adults and enjoy rhymes, poems and songs with adults.</p> <p>Preschool:</p> <ul style="list-style-type: none"> A. Shows interest in illustrations and words in print and digital books and words in the environment B. Listens to and joins in with stories and poems, (including repeated refrains and key phrases/events, when reading one-to-one and in small groups C. Handles books and touch screen technology carefully and the correct way up with growing competence when looking at them independently <p>Reception:</p> <ul style="list-style-type: none"> A. Chooses to look at books independently, becomes engrossed in the books they have chosen B. Draws on their phonic knowledge, knowledge of language structure and illustrations to interpret the text C. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading D. Enjoys an increasing range of print and digital books, both fiction and non-fiction <p>2. Skilled word reading</p> <p>Preschool:</p> <ul style="list-style-type: none"> A. Joins in with rhymes and alliteration | <p>Help children to understand what a word is by using names and labels and by pointing out words in the environment and in print and digital books.</p> <p>Read dual language books (English and another language) with all children, to raise awareness of different scripts. Try to match dual language books to languages spoken by families in the setting. Draw attention to script running left-right.</p> <p>Ensure children can see written text and model the language of print, such as letter, word, page, beginning, end, first, last, middle, author.</p> <p>Choose books which reflect diversity.</p> <p>Help children develop their early enjoyment and understanding of books using picture books with no text as ways of learning new vocabulary.</p> <p>Discuss with children the characters and events in books being read to them.</p> <p>Encourage children to predict outcomes, to think of alternative endings and to compare story plots and the feelings of characters with their own experiences</p> <p>Discuss and model ways of finding out information from non-fiction texts in print books, digital resources and online.</p> <p>Share stories in a range of comfortable indoor and outdoor settings.</p> <p>Provide some simple poetry, song, fiction and nonfiction books, both paper copies and digital.</p> <p>Deliberately miss out a word in a rhyme for children to fill.</p> <p>Notice and encourage and celebrate children's drawing, painting and early writing and the meanings that they give to them, such as when a child covers a whole piece of paper and says, "I'm writing".</p> | <p>Story sacks and story boxes</p> <p>Story boards</p> <p>Story props</p> <p>Songs and rhyme times</p> <p>Link activities to favourite books. E.g. visit the park for 'Going on a Bear Hunt.'</p> <p>Reflection Questions:</p> <p>Are the texts and stories we share representative of our children's lives?</p> <p>Do we have a wide range of poetry, rhymes and songs that the children can access independently?</p> <p>Is key vocabulary displayed and used?</p> <p>How often is handwriting taught? Cursive or not?</p> <p>Resources:</p> <p>A range of books with reading area, displays (phonics/ author/ children's work/ topic), talk tins,</p> |

- B. Recognises rhythm in spoken words, songs, poems and rhymes by clapping along, swaying body, moving etc
- C. Hears and says some sounds in words
- D. Knows that print carries meaning and, in English, is read from left to right and top to bottom
- E. Recognises familiar words and signs such as own name, advertising logos and screen icons
- F. Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print)

Reception:

- A. Continues a rhyming string and identifies alliteration
- B. Begins to recognise some written names of peers, siblings or "Mummy"/ "Daddy" for example
- C. Hears and says sounds in words
- D. Blends sounds together to read a word
- E. Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee
- F. Begins to read some high frequency words
- G. reads a simple phonetically decodable sentence

3. Spelling and handwriting

Preschool:

- A. Imitates adults writing by making continuous lines of shapes and symbols from left to write (Autumn)
- B. Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes (Spring)
- C. Begins to make letter-type shapes to represent the initial sound of their name and other familiar words (Summer)
- D. Hears sounds in words and makes marks to represent that sound (Summer PS and Autumn Rec)

Reception:

- A. Hears and writes sounds in word in the order they occur (Spring)

Encourage children to apply their own grapheme/phoneme knowledge to what they write in meaningful contexts.

Provide a wide range of stimulating mark-making equipment (sensory play, sticks, brushes, chalk, feathers, clipboards, notepads)

Model and include children in using signs and writing to expand playful experiences such as making signs for a shop or car wash, instructions for a ball game, a list of names for a taking turns.

Make paper and digital books with children of activities they have been doing, using photographs of them as illustrations.

Talk to children about things they might write to support their play

inside and outside, e.g. they might make a map for a journey, a job list for a builder, or spells for potion making. Write stories, poems, jokes, lists, plans, maps etc. together with children on paper and using digital technology so that children they can see authorship and spelling in action.

Model how to segment the sounds (phonemes) in simple words and how the sounds are represented by letters (graphemes)

Support and scaffold individual children's writing as opportunities arise.

Teach formation as they learn sounds for each letter using a memorable phrase.

Support children to form a complete sentence before writing. (say aloud)

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

Provide a range of resources in play areas, such as empty cereal packets, labels and signs that children become familiar with and include in their play

Encourage children to tell their own stories in their own way, for example through their play, to take the lead in

whiteboards, pens/pencils etc, alphabet mats, role play, small world.

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| <p>B. Uses their developing phonic knowledge to write lists, labels and captions (throughout with different levels of phonics applied)</p> <p>C. Uses their developing phonic knowledge to write a simple sentence (Late spring and Summer)</p> <p>4. Articulating ideas and structuring them in speech, before writing</p> <p>Preschool:</p> <p>A. Begins to be aware of the way stories are structured, and to tell own stories</p> <p>B. Talks about events and principal characters in stories and suggests how the story might end</p> <p>C. Sometimes gives meaning to their drawings and paintings</p> <p>D. Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves</p> <p>E. Makes up stories, play scenarios, and drawings in response to experiences, such as outings.</p> <p>Reception:</p> <p>A. Re-enacts and reinvents stories they have heard in their play</p> <p>B. Describes main story settings, events and principal characters in increasing detail</p> <p>C. Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats</p> | <p>storytelling so you can listen and learn from children about what they know and are interested in.</p> <p>Demonstrate using phonics as a strategy to decode words while children can see the text, e.g. using big books or an interactive whiteboard.</p> <p>Encourage children to use all their skills including their phonic knowledge to practise reading with the skills and knowledge they have, so they experience success.</p> <p>Begin to introduce playful systematic phonics sessions in fun ways that capture children's interest, sustain motivation and reinforce learning and success. Talk to children about the letters that represent the sounds they hear at the beginning of their own names and other familiar words. (</p> <p>Help children tune into different sounds in English by making changes to rhymes and songs. E.g. 'twinkle, twinkle, yellow car.'</p> <p>Use magnetic letters to spell a word ending. E.g. 'at.'</p> <p>Encourage children to create rhyming words like 'hat' and 'cat.'</p> <p>Help children to read sounds (early phases) speedily to make sound blending easier.</p> <p>Note correspondences between letters and sounds that are unusual and that they have not yet been taught (tricky words).</p> <p>Listen to children read books aloud which are consistent with their phonic knowledge.</p> <p>Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as Making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats</p> | |
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ELG:8. Comprehension

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;

Anticipate – where appropriate – key events in stories;

Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG:9. Word Reading

Say a sound for each letter in the alphabet and at least 10 digraphs;

Read words consistent with their phonic knowledge by sound-blending;

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: 10. Writing

Write recognisable letters, most of which are correctly formed;

Spell words by identifying sounds in them and representing the sounds with a letter or letters;

Write simple phrases and sentences that can be read by others

Educational Programme: Mathematics

| What children learn | Pedagogy needs to include | Notes |
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| <p>1. To be able to count confidently</p> <p>Preschool:</p> <ul style="list-style-type: none">A. To point or touch (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5.B. Begin to recognise numerals 0 to 10C. Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle) including showing 'finger numbers' up to 5. <p>Reception:</p> <ul style="list-style-type: none">A. Count objects, actions and soundsB. Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0 <p>2. To develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.</p> <p>Preschool:</p> <ul style="list-style-type: none">A. Compares two small groups of up to five objects, saying when there are the same number of objects in each group, more than or fewer | <p>Opportunities to count verbally as far as they can go</p> <p>Opportunities to use some number names and number language within play, and allow fascination with large numbers</p> <p>Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers</p> <p>Opportunity to count out up to 10 objects from a larger group</p> <p>Opportunities to find answers by exploration, enquiry, and by following their own interests.</p> <p>Sustained shared thinking, facilitating their ideas to move one by asking a question or offering an idea to promote discussion.</p> <p>Use stories to develop context.</p> | <p>Children need to have multiple opportunities to play and explore with Maths, following their own interests and being able to make mistakes</p> <p>Children will develop secure knowledge and vocabulary from which mastery of mathematics is built</p> <p>Preteach vocabulary for at home and at school.</p> <p>Share strategies with home</p> <p>Use family maths sessions to model strategies taught</p> |

- B. Beginning to recognise that each counting number is one more than the one before
- C. Subitises one, two and three objects (without counting)
- D. Links numerals with amounts up to 5 and maybe beyond
- E. Explores using a range of their own marks and signs to which they ascribe mathematical meanings
- F. Beginning to use understanding of number to solve practical problems in play and meaningful activities **(up to 5)**

Reception:

- A. Uses number names and symbols when comparing numbers, showing interest in large numbers
- B. Estimates numbers of things, showing understanding of relative size
- C. Increasingly confident at putting numerals in order 0 to 10
- D. Engages in subitising numbers and begins to subitise larger numbers by subitising smaller groups within the number
- E. Matches the numeral with a group of items to show how many there are (up to 10)
- F. To add one and subtracts one with numbers to 10 (one more than/one less than)
- G. Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and “+” or “-“
- H. Automatically recalls number bonds for numbers 0–10

3.To develop their spatial reasoning skills across all areas of mathematics including shape, space and measures.

Use role play to promote different mathematical concepts and value children’s own mathematical representations within their pretend play
 Model different visualisations, pictorial and abstract.
 Sing counting songs/rhymes and count together forwards and backwards, sometimes starting from different numbers
 Provide ways for children to organise counting such as ten frames, number lines, bowls
 Adults to model different ways to use resources provided and to provide questioning to invite children to elaborate or extend their learning
 Adults to provide extensive opportunities to use and embed new mathematical vocabulary/concepts both inside and out
 Provide resources for shape play including unit blocks, pattern blocks, mosaic tiles and jigsaw puzzles with different levels of challenge.
 Have areas where children can explore the properties of objects, compare lengths, weigh and measure
 When counting objects with children emphasise the cardinal principle: 1, 2, 3, there are three cups.
 Value and support children to use their own graphics when problem solving

Reflection Questions:

Do all of our team understand the key concepts needed so that all children develop the necessary building blocks to excel mathematically?
 Does our curriculum reflect the children’s interests and allow them to have a go and make mistakes?

Resources:

- Ten Town
- Calculation policy with images to support understanding of key concepts
- Natural objects
- Loose parts
- Outdoor provision, construction, water/sand play, sports equipment
- Role play
- Family Maths sessions
- Class Dojo

Preschool:

- A. Responds to and uses language of position and direction (in front of/behind) including describing a familiar route
- B. Predicts, moves and rotates objects to fit the space or create the shape they would like
- C. Chooses items based on their shape which are appropriate for the child's purpose
- D. Responds to both informal language and common shape names
- E. Shows awareness of shape similarities and differences between objects
- F. Partition and combine shapes to make new shapes with 2D and 3D shapes
- G. Find the longer or shorter, heavier or lighter and more/less full of two items

Reception:

- A. Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints
- B. Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning)
- C. Uses informal language and analogies, as well as mathematical terms to describe shapes
- D. Compose and decompose shapes, learning which shapes combine to make other shapes
- E. Solve problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy
- F. Becomes familiar with measuring tools in everyday experiences and play

Set up obstacle courses, interesting pathways and hiding places for children to play with freely. When appropriate, ask children to describe their route and give directions to each other. Provide complex train tracks, with loops and bridges, or water-flowing challenges with guttering that direct the flow to a water tray, for children to play freely with. Give opportunities for "real" maths e.g. money, weighing, baking Encourage children to notice and appreciate a range of patterns involving repetition and symmetry in the environment, including traditional patterns from a range of cultures Engage children in following and inventing movement and music patterns, such as clap, clap, stamp Talk about sequence of events in stories/rhymes/stories Talk to children about the marks and signs they use to represent and communicate their thinking. As appropriate, model and discuss informal and standard ways (e.g. using arrows, plus and minus signs) Begin to model calculations in mathematical stories and number rhymes and in real contexts, using a range of ways of representing (e.g. five-frames). Use both informal and standard ways to record these, including tallies and symbols. Discuss children's own

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| <p>4.To explore patterns and relationships</p> <p>Preschool:</p> <ul style="list-style-type: none"> A. Talk about and identify patterns round them e.g. stripes on clothes, designs on rugs etc. using informal language B. Explore and add to simple linear patterns of two or three repeating items, and correct errors in patterns C. Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next D. Creates their own spatial patterns showing some organisation or regularity <p>Reception:</p> <ul style="list-style-type: none"> A. Identify patterns in the environment, B. Chooses familiar objects to create and recreate repeating patterns beyond three repeating items and begins to identify the unit of repeat. C. To order and sequence events using everyday language related to time | <p>graphical strategies to solve problems, using some vocabulary of addition and subtraction</p> <p>Take opportunities to discuss the shapes that children paint, draw and collage and shapes noticed in their local environment using regular shapes and shapes with no name.</p> <p>Model using symbols to represent a pattern in other ways (e.g. using a spot/cross/dash pattern of symbols and doing a twirl/jump/glide in response, routines in PE).</p> <p>Estimate and talk through ideas.</p> <p>Make simple maps of familiar and imaginative environments, with landmarks</p> <p>Opportunity to use their own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build</p> <p>Experience measuring time with timers and calendars</p> | |
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ELG:11 Number:

Have a deep understanding of number to 10, including the composition of each number;

Subitise (recognise quantities without counting) up to 5;

Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG: 12 Numerical Patterns:

Verbally count beyond 20, recognising the pattern of the counting system;

Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;

Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Educational Programme: Understanding the World

| What children learn | Pedagogy needs to include | Notes |
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| <p>1.Making sense of their physical world</p> <p>Preschool:</p> <ul style="list-style-type: none"> A. Use senses to explore collections of materials with similar and / or different properties. B. Plant seeds and care for growing plants. C. Understand the key features of the life cycle of a plant and an animal understanding growth, decay and changes over time. D. Begin to understand the need to respect and care for the natural environment and all the living things. <p>Reception:</p> <ul style="list-style-type: none"> A. Explore their outside area, the school, the local area. B. Understand the effect of changing seasons on the natural world around them. C. Look closely at similarities, differences, patterns and change in nature. D. Knows about similarities in relations to materials and living things. E. Makes observations of animals and plants at different times of the year and as they change. | <p>Ensure children have daily free access to outdoor areas with an adult who supports their play and exploration. Use practical hands-on experiences and artefacts where possible.</p> <p>Talk for learning, investigations, open ended play and small world.</p> <p>Provide interesting natural environments and collections of materials for children to explore freely.</p> <p>Use correct terms so that, e.g. children will enjoy naming a chrysalis if the practitioner uses its correct name.</p> <p>Provide opportunities to observe things closely through a variety of means, e.g. magnifiers and photographs, phone apps to listen to and recognise birds.</p> <p>Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment.</p> | <p>Know which children are EAL, which language their families speak and display some of this around the room.</p> <p>Visit different places: Preschool Own room, reception rooms, reception garden, big outside, juniors field for picnic</p> <p>Reception Whole school site, local estate, local park, Mandir in Coventry, local church.</p> |
| <p>2.Making sense of their community</p> <p>Preschool:</p> <ul style="list-style-type: none"> A. Knows some of the things that make them unique and can talk about some of the similarities and talk about the differences in relation to friends or family. B. Continue developing positive attitudes about the differences between people. <p>Reception:</p> <ul style="list-style-type: none"> A. Know about similarities and difference between themselves and others and among families, communities, cultures and traditions. B. Comment on images of familiar situations in the past. | | <p>Find out about the cultural backgrounds of the different families. Invite members of families to talk to the children about their home life. Set up role play areas that reflect the home lives of the</p> |

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| <p>3. Use a range of personal experiences to increase their knowledge and sense of the world around them.</p> <p>Preschool</p> <ul style="list-style-type: none"> A. Begin to make sense of their own life story and family's history. B. Recognise and describes special times or events for family or friends. C. Remembers and talks about significant events in their own experience. D. Enjoys joining in with family customs and routines. E. Shows interest in the lives of people who are familiar to them. <p>Reception</p> <ul style="list-style-type: none"> A. Enjoys joining in with family customs and routines. B. Talk about members of their immediate family and their community. C. Name and describe people who are familiar to them. <p>4. Foster an understanding of our culturally, socially, technologically and ecologically diverse world.</p> <p>Preschool</p> <ul style="list-style-type: none"> A. Continue developing positive attitudes about the differences between people. B. Knows some of the things that make them unique and can talk about some of the similarities and talk about the differences in relation to friends or family. <p>Reception</p> <ul style="list-style-type: none"> A. Recognise that different people have different beliefs and celebrate special times in different ways. B. Know about similarities and difference between themselves and others and among families, communities, cultures and traditions. C. Compare and contrast characters from stories including figures from the past. <p>5. Enrich and widen children's vocabulary</p> <p>Preschool:</p> <ul style="list-style-type: none"> A. Talk about what they see using a wide vocabulary. B. Talk about the differences between the materials and changes they notice. C. Explore and talk about different forces they can feel. | <p>Help children and parents to see the ways in which their cultures and beliefs are similar, sharing and discussing practices, resources, celebrations and experiences.</p> <p>Strengthen the positive impressions children have of their own cultures and faiths, and those of others in their community, by sharing and celebrating a range of practices and special events.</p> <p>Use parents' knowledge to extend children's experiences of the world.</p> <p>Share stories about people from the past who have an influence on the present.</p> <p>Listening to and reading a wide range of stories, non-fiction and poems to foster their understanding of different cultures, technology and environment.</p> <p>Be positive about differences between people and support children's acceptance of difference. Be aware that negative attitudes towards difference are learned from examples the children witness.</p> | <p>children in our setting.</p> |
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| <p>D. Talk about why things happen and why things work.</p> <p>Reception</p> <p>A. Describe what they see, hear, feel whilst outside.</p> <p>B. Explains why some things occur and talks about changes with plants and animals.</p> <p>6. Develop a range of skills to support computing (based on needs for KS1 curriculum)</p> <p>Preschool</p> <p>A. Follow verbal or image-based instructions</p> <p>B. Press buttons or turn knobs to make something work. (roleplay toys, remote control cars, cd players etc)</p> <p>C. Suggest what might happen from pressing a button or turning a knob</p> <p>D. Use technology to create something (artwork, text)</p> <p>E. Take a photo</p> <p>F. Identify things that they can make work in the setting</p> <p>G. Know to ask a grown up for help</p> <p>Reception</p> <p>A. Give verbal instructions or order images</p> <p>B. Instruct a programmable toy (Beebot) to a set destination</p> <p>C. Predict where a programmable toy might end up</p> <p>D. Suggest what a specific tool might do on a program</p> <p>E. Click and drag with a mouse or trackpad</p> <p>F. Launch an application by double clicking it</p> <p>G. Use different tools in an app/program</p> <p>H. Identify things that work in the setting and at home</p> <p>I. Know to ask a grown up for help</p> <p>J. Begin to understand why they need to be safe when online and using technology</p> | <p>Celebrate and value cultural, religious and community events and experiences.</p> <p>Encourage children to talk about their own home and community life, and to find out about other children's experiences.</p> <p>Encourage the use of words that help children to express opinions, e.g. busy, quiet and pollution.</p> <p>Pose carefully framed open-ended questions and prompts, such as How can we...? What would happen if...? I wonder....</p> | |
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ELG 15. The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;

- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

ELG 13. Past and Present

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

ELG 14. People, Culture and Communities

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

Educational Programme: Expressive Art and Design

| What children learn | Pedagogy needs to include | Notes |
|--|---|--|
| <p>1. Develop imagination and creativity aided by cultural awareness.</p> <p>Preschool</p> <p>A. Joins in with dancing and ring games</p> <p>B. Sings familiar songs. Match their pitch to others and sing melodic shape or familiar songs.</p> <p>C. Uses lines to enclose a space. Beginning to use drawings to represent actions and objects based on their imagination, experience and observation.</p> <p>D. Engage in imaginative play based on their own experiences and experiences of their peers.</p> <p>Reception</p> <p>A. Build a collection of songs matching the pitch and melody</p> <p>B. Build a collection of dances.</p> <p>C. Create collaboratively sharing ideas, resources and skills</p> <p>2. Explore and play with a wide range of media and materials.</p> <p>Preschool</p> <p>A. Taps out their own simple repeated rhythms</p> <p>B. Play instruments with increasing control</p> <p>C. Explore colours and how they can be changed</p> | <p>Adults who provide a range of artistic experiences and opportunities.</p> <p>Adults who share their own imaginative ideas.</p> <p>Adults who support the development of children's imaginary worlds by encouraging inventiveness, empathy and new possibilities.</p> <p>Adults who support children to gain confidence by commenting on children's imaginative and expressive ideas and creative work.</p> <p>Access to adults who model how to use artistic media correctly and safely.</p> | <p>A range of accessible artistic experiences and opportunities to include drawing, painting, sculpting, printing, mark making, joining, drama, singing, dancing, playing instruments both inside and outside.</p> <p>A range of artistic media to explore.</p> <p>A range of musical instruments.</p> <p>A range of imaginative play opportunities.</p> <p>Children to develop their listening, interpreting,</p> |

- D. Uses lines to enclose a space. Beginning to use drawings to represent actions and objects based on their imagination, experience and observation.
- E. Joins construction pieces, stacks vertically and horizontally, balances, makes enclosures and creating spaces.
- F. Uses tools for a purpose.
- G. Join different materials

Reception

- A. Uses their knowledge of tools and materials to explore their own interests.
- B. Develop their own ideas by experimenting with diverse materials e.g. light, images, loose parts, watercolours.
- C. Use combinations of art forms e.g. singing and dancing, drawing and talking, constructing and mapping

3. Develop their own ability of understanding, self-expression, vocabulary and have an ability to communicate this through the arts.

Preschool

- A. Explore and learn how sounds and movements can be changed
- B. Explore moving in a range of ways
- C. Uses sounds intentionally
- D. Develop their own ideas and decide which materials to use to express them

Reception

- A. Make music in a range of ways.
- B. Express and communicate feelings and understanding using a range of different art forms. (music, drama, dance, visual arts).
- C. Create own representations of imaginary and real-life ideas, events, people and objects.
- D. Choose own movements, instruments, sounds, colours and materials for their own imaginative purposes.

4. Interpret and appreciate what they hear, respond to and observe.

Preschool

- A. Notice what other children and adults do and copy this, add to it, change it slightly, repeat it spontaneously.
- B. Use resources to create props to support their imaginary play.

Adults who support children in communicating and responding through expressive movements, imaginative ideas and music.

Access to adults who model how to play instruments and use their voices expressively.

Adults who listen and appraise, sharing and discussing own opinions whether they are negative or positive.

Access to adults who appreciate the child's expressive performance and artwork and celebrates by sharing them.

Access to adults who use the correct vocabulary and terminology.

Adults who comment on what children are interested in or doing, and echo back what they say with new vocabulary added.

Adults who share a diverse range of texts, images and oral stories.

Adults who co-create stories with children based on their ideas and experiences

Adults make links between the child's imaginative play and

appreciating and sharing skills.

Children who engage in a range of expressive arts and design experiences become more confident and develop their artistic awareness, cultural awareness and imagination.

Have opportunities to experience

the artistic world outside the setting e.g. walks, visits, visitors

Introduce children to the work of diverse artists, musicians and creative craftsmen.

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| <p>C. Play alongside other children who are engaged in the same theme.</p> <p>D. Respond to what they have heard (music, performances, songs)</p> <p>Reception</p> <p>A. Introduce a storyline into their play.</p> <p>B. Play cooperatively as part of a group to act out an imaginative idea or a known narrative.</p> <p>C. Respond imaginatively to art works and objects e.g. this music sounds like a ..., this peg looks like a mouth</p> <p>D. Watch and talk about performance art.</p> | <p>how they develop a narrative structure.</p> <p>Adults who encourage regular discussion to engage children in explaining their work in progress.</p> <p>Adults who model ways to use their voice and body movements expressively.</p> <p>Adults who encourage discussion about problems and conflicts and how they might be solved as they arise.</p> | |
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ELG:14 Creating with Materials

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

ELG:15 Being Imaginative and Expressive

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