**Little Crickets Curriculum Maps – Education Programmes – Supporting Curious Minds**

We hope that through our well-planned education programmes we ensure that all children in our pre-school reach my full potential whilst they are on my learning journey with us.

Remembering that every child develops at my own rates and in my own ways. These ages/stages overlap because these are not fixed age boundaries but suggest a typical range of development.

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| **Intention**  **The goals and objectives of the early years curriculum or learning environment. This includes what adults want children to learn and experience, focusing on both knowledge and skills.**  **Key Elements: Curriculum planning, identifying learning outcomes, and setting clear objectives for children's development across various areas.** | **Implementation**  **The methods and practices used to deliver the curriculum and engage children in learning. This involves how educators facilitate experiences and opportunities for exploration and discovery.**    **Key Elements: Teaching strategies, learning environments, interactions, and resources used to bring the curriculum to life** | **Impact**  **The outcomes of children as a result of the curriculum and your teaching practices. This looks at how effectively the intent has been recognised and the difference it has made to the children's learning and development.**  **Key Elements: Assessing children's progress, reflection on learning achievements, and evaluating the effectiveness of the curriculum and your teaching methods.** |

**Seven Areas of Learning**

There are seven areas of learning and development that set out that we as providers must teach our children in Little Crickets Pre-school. All areas of learning and development are important and inter-connected.

Three prime areas are particularly important for learning and forming relationships. They build a foundation for children to thrive and provide the basis for learning in all areas. These are the prime areas:

• Communication and language

• Physical development

• Personal, social and emotional development

We must also support children in four specific areas, which help strengthen and develop the three prime areas, and ignite children’s curiosity and enthusiasm. The specific areas are:

• Literacy

• Mathematics

• Understanding the world

• Expressive arts and design

**Planning Cycle**

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|  | **Planning**  Decide how best to support, extend and teach children. Based on your observations and assessments, consider the following questions:  Have you engaged with me/us to co-construct our next steps together?  • Have you considered my/our interests in the planning? (child-led)  • Have you planned a specific experience or activity to teach a skill or knowledge? (adult-led)?  • How does the enabling environment and continuous provision support my/our next steps?  • What have you planned to support meaningful interactions and back-and-forth conversations?  • How will you support, extend and deepen play, interactions and learning in partnership with me/us? (Planning-in-action) | **Observation**  Observe children as they act and interact in my play, everyday activities and planned activities, and learn from parents about what the child does at home.  • How do you see me?  • Are you observing carefully when I am on my own and when I am with others? • Am I involved in continuous provision? • Have you observed while engaging with me/us? (Observation-in-action) | **Assessment**  Reflect on what you have noticed to help you understand the child/children. Consider the following questions:  • How do you understand me?  • Do you understand how I feel? What am I interested in? What question may be in my mind?  • How am I approaching my learning? (Characteristics of Effective Learning)  • What have I learned and understood? (Areas of Learning and Development)  • What do you think is happening as you listen and engage with me/us? (Assessment-in-action) |

**Educational Programmes**

*The educational programmes* are high level curriculum summaries which set out what should be taught in settings for each area. They must involve activities and experiences that enable children to learn and develop, as set out under each of the areas of learning.

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| **Communication and Language**  **The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share my ideas with support and modelling from my teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. (EYFS 2024)** |

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| **Communication and Language**  **Listening & Attention** | | | | |
| **Intent**  **16mths-26mths** | **Intent**  **22mths-36mths** | **Intent**  **30mths-50mths** | **Intent**  **40mths-60mths+** | **Impact** |
| 1. I can listen to and enjoy rhythmic patterns in rhymes and stories, trying to join in with actions or vocalisations 2. I can enjoy rhymes and demonstrate listening by trying to join in with actions or vocalisations 3. I can pay attention to own choice of activity, may move quickly from activity to activity | * I can listen with interest to the noises adults make when they read stories * I can recognise and responds to many familiar sounds, e.g., turning to a knock on the door, looking at or going to the door * I can show interest in play with sounds, songs and rhymes * I can shift to a different task if attention fully obtained – using my name helps me focus | 1. I can listen to others in one-to-one or small groups, when conversation interests me 2. I can listen to familiar stories with increasing attention and recall 3. I can join in with repeated refrains and anticipates key events and phrases in rhymes and stories 4. I can still listen or do, but can change my own focus of attention 5. I can follow directions (if not intently focused) | * I can show variability in listening behaviour; I may move around and fiddle but still be listening or sit still but not absorbed by activity * I can indicate two-channelled attention, e.g., paying attention to something of interest for short or long periods; I can both listen and do for short span | * I have a strong sense of identity * I am connected to the world * I have a strong sense of wellbeing * I am a confident and involved learner * I am an effective communicator |
| **Communication and Language**  **Understanding** | | | | |
| **Intent**  **16mths-26mths** | **Intent**  **22mths-36mths** | **Intent**  **30mths-50mths** | **Intent**  **40mths-60mths+** | **Impact** |
| 1. I can follow routine events and activities using nonverbal cues 2. I can select familiar objects by name and will go and find objects when asked, or identify objects from a group 3. I can understand simple sentences (e.g., Throw the ball) | 1. I can identify action words by following simple instructions, e.g., Show me jumping 2. I can begin to understand more complex sentences, e.g., Put your toys away and them sit on the carpet. 3. I can understand who, what, where in simple questions (e.g., Who’s that? Who can? What’s that? Where is?) 4. I can develop an understanding of simple concepts (e.g., fast/slow, good/bad) | 1. I can understand the use of objects (e.g., Which one do we cut with?) 2. I can shows understanding of prepositions such as *under, on top, behind* by carrying out an action or selecting the correct picture 3. I can respond to instructions with more elements, e.g., Give the big ball to me; collect up all the blocks and put them in the box 4. I can begin to understand why and how questions | 1. I can understand a range of complex sentence structures including negatives, plurals and tense markers 2. I can begin to understand humour, e.g., nonsense rhymes, jokes 3. I can follow a story without pictures or props 4. I can listen and responds to ideas expressed by others in conversation or discussion 5. I can understand questions such as who; why; when; where and how | * I have a strong sense of identity * I am connected to the world * I have a strong sense of wellbeing * I am a confident and involved learner * I am an effective communicator |
| **Communication and Language**  **Speaking** | | | | |
| **Intent**  **16mths-26mths** | **Intent**  **22mths-36mths** | **Intent**  **30mths-50mths** | **Intent**  **40mths-60mths+** | **Impact** |
| 1. I can copy familiar expressions, e.g., *Oh dear, All gone.* 2. I can use different types of everyday words (nouns, verbs and adjectives, e.g., *banana, go, sleep, hot*) 3. I can begin to put two words together (e.g., *Want ball, More juice*) 4. I can begin to ask simple questions 5. I can begin to talk about people and things that are not present 6. I can use gestures, sometimes with limited talk, e.g., reaches toward toy, saying ‘*Want it’* | 1. I can use language to share feelings, experiences and thoughts 2. I can hold a conversation, jumping from topic to topic 3. I can learn new words very rapidly and is able to use them in communicating 4. I can use a variety of questions (e.g., *what, where, who*) 5. I can use longer sentences (e.g., *Mummy gonna work*) 6. I can begin to use word endings (e.g., *going, cats*) | 1. I can begin to use more complex sentences to link thoughts (e.g., using *and, because*) 2. I can use language in recalling past experiences 3. I can retell a simple past event in correct order (e.g., *went down slide, hurt finger*) 4. I can use talk to explain what is happening and anticipate what might happen next 5. I can question why things happen and give explanations. E.g. asking, *who, what, when, how* 6. I can begin to use a range of tenses (e.g., *play, playing, will play, played*) 7. I can continue to make some errors in language (e.g., *runned*) and will absorb and use language they hear around them in my community and culture 8. I can use intonation, rhythm and phrasing to make the meaning clear to others 9. I can talk more extensively about things that are of particular importance to me 10. I can build up vocabulary that reflects the breadth of my experiences 11. I can use talk in pretending that objects stand for something else in play, e.g. *This box is my castle* | 1. I can extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words 2. I can use language to imagine and recreate roles and experiences in play situations 3. I can link statements and stick to a main theme or intention 4. I can use talk to organise, sequence and clarify thinking, ideas, feelings and events 5. I can introduce a storyline or narrative into my play | * I have a strong sense of identity * I am connected to the world * I have a strong sense of wellbeing * I am a confident and involved learner * I am an effective communicator |

**Communication and Language checkpoints**

When daily interactions involve observing, reflecting and deciding how best to support a child, practitioners hold in my mind many details of each child’s development and learning. At certain times it is important to step back, to pause and reflect, and create a summative assessment which takes a holistic overview of the child’s development, learning and progress. Summative assessments are made to provide a summary of a child’s development and learning across all areas. There are two statutory summative assessment points in the EYFS – the 2-year-old progress check, and the EYFS Profile at the end of the EYFS. At Little Crickets we hold parent consultations three times per year where summative assessments are used to support a summary of the child’s development from my starting points.

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| Check every term to ensure your key child is meeting these milestones, if not then speak to Jane, SENCO to implement some plans to support the child. | | |
| Towards my second birthday: | By around 3 years old/ towards my third birthday | Around the age of 3/Around the Age 4 |
| • Can I use up to 50 words?  • Can I put two or three words together such as “More milk.”?  • Do I often ask questions, such as the names of people and objects?  • Am I starting to use pronouns (she/her), plurals and words to describe space? These are tricky and I may not use them correctly to begin with.  • Can I understand lots more words than I can say – between 200 –500 words?  • Can I understand simple questions and instructions like: “Where’s your hat?” or “What’s the boy in the picture doing? | * Can the child shift from one task to another if you get my attention? Using the child’s name can help: “Jason, please can you stop now? We’re tidying up” * Can the child use around 300 words? These words include descriptive language. They include words for time (for example, ‘now’ and ‘later’), space (for example, ‘over there’) and function (for example, they can tell you a sponge is for washing). * Is the child linking up to 5 words together? Is the child using pronouns (‘me’, ‘him’, ‘she’), and using plurals and prepositions (‘in’, ‘on’, ‘under’) – these may not always be used correctly to start with. * Can the child follow instructions with three key words like: “Can you wash dolly’s face?” * Can the child show that they understand action words by pointing to the right picture in a book? For example: “Who’s jumping?” Note: watch out for children whose speech is not easily understood by unfamiliar adults. Monitor my progress and consider whether a hearing test might be needed | * Around the age of 3 Can the child shift from one task to another if you fully obtain my attention, for example, by using my name? * Around the age of 4 Is the child using sentences of four to six words – “I want to play with cars” or “What’s that thing called?”? |

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| **Mini/Little Explorers Room**  **Communication & Language Implementation** | |
| **Positive Relationships – What can you do to support your key child in communication and language?** | **Enabling Environment – What can you do to the environment to support your key child in communication and language?** |
| •Encourage repetition, rhythm and rhyme by using tone and intonation as you tell, recite or sing stories, poems and rhymes from books.  •Be aware of the needs of children learning English as an additional language from a variety of cultures and ask parents to share my favourites from my home languages.  •Use talk to describe what children are doing by providing a running commentary, e.g. ‘Oh, I can see what you are doing. You have to put the milk in the cup first.’  •Provide opportunities for children to talk with other children and adults about what they see, hear, think and feel.  •Build vocabulary by giving choices, e.g. ‘apple or satsuma?’  •Model building sentences by repeating what the child says and adding another word, e.g. child says ‘car’, say ‘mummy’s car’ or ‘blue car’.  •Show children how to pronounce or use words by responding and repeating what they say in the correct way, rather than saying they are wrong.  •Accept and praise words and phrases in home languages, saying English alternatives and encouraging my use.  •Encourage parents whose children are learning English as an additional language to continue to encourage use of the first language at home.  •Support children in using a variety of communication strategies, including signing, where appropriate. | •Keep background noise to a minimum, e.g. use music or radio briefly only for particular purposes.  •Use puppets and other props to encourage listening and responding when singing a familiar song or reading from a story book.  •Encourage children to learn one another’s names and to pronounce them correctly.  •Ensure all staff can pronounce the names of children, parents and other staff members.  Include things which excite young children’s curiosity, such as hats, bubbles, shells, story books, seeds and snails.  •Provide activities, such as cooking, where talk is used to anticipate or initiate what children will be doing, e.g. “We need some eggs. Let’s see if we can find some in here.”  Allow time to follow young children’s lead and have fun together while developing vocabulary, e.g. saying ‘We’re jumping up’, ‘going down’.  •Plan to talk through and comment on some activities to highlight specific vocabulary or language structures, e.g. “You’ve caught the ball. I’ve caught the ball. Nasima’s caught the ball”.  •Provide stories with repetitive phrases and structures to read aloud to children to support specific vocabulary or language structures |

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| **Little Detectives room**  **Communication & Language Implementation** | |
| **Positive Relationships – What can you do to support your key child in communication and language?** | **Enabling Environment – What can you do to the environment to support your key child in communication and language?** |
| • Model being a listener by listening to children and taking account of what they say in your responses to them.  •Cue children, particularly those with communication difficulties, into a change of conversation, e.g. ‘Now we are going to talk about…’  •For those children who find it difficult to ‘listen and do’, say my name before giving an instruction or asking a question.  •Share rhymes, books and stories from many cultures, sometimes using languages other than English, particularly where children are learning English as an additional language. Children then all hear a range of languages and recognise the skill needed to speak more than one.  • Introduce ‘rhyme time’ bags containing books to take home and involve parents in rhymes and singing games.  •Ask parents to record regional variations of songs and rhymes.  •Play games which involve listening for a signal, such as ‘Simon Says’, and use ‘ready, steady…go!’  •Use opportunities to stop and listen carefully for environmental sounds and talk about sounds you can hear such as long, short, high, low.  •Explain why it is important to pay attention when others are speaking.  •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  •Prompt children’s thinking and discussion through involvement in my play. •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?”  •Give children clear directions and help them to deal with those involving more than one action, e.g. “Put the cars away, please, then come and wash your hands and get ready for lunch”.  •When introducing a new activity, use mime and gesture to support language development.  •Showing children a photograph of an activity such as hand washing helps to reinforce understanding.  •Be aware that some children may watch another child in order to know what to do, rather than understanding it themselves. | When making up alliterative jingles, draw attention to the similarities in sounds at the beginning of words and emphasise the initial sound, e.g. “mmmmummy”, “shshshshadow”, “K-K-K-KKaty”.  •Plan activities listening carefully to different speech sounds, e.g. a sound chain copying the voice sound around the circle or identifying other children’s voices on tape.  •Help children be aware of different voice sounds by using a mirror to see what my mouth and tongue do as they make different sounds.  •When singing or saying rhymes, talk about the similarities in the rhyming words. Make up alternative endings and encourage children to supply the last word of the second line, e.g. ‘Hickory Dickory boot, The mouse ran down the... •Set up a listening area where children can enjoy rhymes and stories.  •Choose stories with repeated refrains, dances and action songs involving looking and pointing, and songs that require replies and turn-taking such as ‘Tommy Thumb’.  •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.  •Use sand timers to help extend concentration for children who find it difficult to focus my attention on a task.  Set up shared experiences that children can reflect upon, e.g. visits, cooking, or stories that can be reenacted.  •Help children to predict and order events coherently, by providing props and materials that encourage children to re-enact, using talk and action.  •Find out from parents how children make themselves understood at home; confirm which my preferred language is.  •Provide practical experiences that encourage children to ask and respond to questions, e.g. explaining pulleys or wet and dry sand.  • Introduce, alongside books, story props, such as pictures, puppets and objects, to encourage children to retell stories and to think about how the characters feel. |

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| **Personal, Social and Emotional Development**  **Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to my cognitive development. Underpinning my personal development are the important attachments that shape my social world. Strong, warm and supportive relationships with adults enable children to learn how to understand my own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in my own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after my bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. (EYFS 2024)** |

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| **Personal, Social and Emotional Development**  **Making Relationships** | | | | |
| **Intent**  **16mths-26mths** | **Intent**  **22mths-36mths** | **Intent**  **30mths-50mths** | **Intent**  **40mths-60mths+** | **Impact** |
| * I can explore the environment, interact with others and plays confidently while my parent/carer or key person is close by; using them as a secure base to return to for reassurance if anxious or in unfamiliar situations. * I can show empathy by offering comfort to my peers that I would find soothing, i.e., my dummy. * I can play alone and alongside others and I am also interested in being with others and playing with other children. * I can often watch, follow and imitate each other in my play and will experiment with influencing others, co-operating together and resisting pressure in my interactions. * I can assert my own ideas and preferences and take notice of other people’s responses. * I can sometimes experience long periods of social engagement as overwhelming and may withdraw or collapse with frustration. | * I can build relationships with special people but may show anxiety in the presence of strangers. * I can become more able to separate from my close carers and explore new situations with support and encouragement from another familiar adult. * I can show some understanding that other people have perspectives, ideas and needs that are different to mine, e.g., may turn a book to face you so you can see it. * I can show empathy and concern for people who are special to me by partially matching other feelings with my own, e.g., may offer a child a toy they know they like. * I can begin to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety. * I can seek out others to share experiences with and may choose to play with a familiar friend or a child who has similar interests. | * I can seek out companionship with adults and other children, sharing experiences and play ideas. * I can use my experiences of adult behaviours to guide my social relationships and interactions. * I can show 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. * I can Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers. * Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others’ play. | 1. I can represent and recreate what I have learnt about social interactions from my relationships with close adults, in my play and relationships with others 2. I can develop friendships with other children, which help me to understand different points of view and to challenge my own and others’ thinking 3. I can show increasing flexibility and be cooperative as I am more able to understand other people’s needs, wants and behaviours 4. I can show increasingly social skills and will take  steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by myself, sometimes with support 5. I can return to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations 6. I can recognise and respect other children’s particular friendships. 7. I can be proactive in seeking adult support and able to articulate my wants and needs. 8. I can make many different relationships in my life. This may have impacted on my understanding of what makes a consistent and stable relationship. | * I have a strong sense of identity * I am connected to the world * I have a strong sense of wellbeing * I am a confident and involved learner * I am an effective communicator |
| **Personal, Social and Emotional Development**  **Sense of Self** | | | | |
| **Intent**  **16mths-26mths** | **Intent**  **22mths-36mths** | **Intent**  **30mths-50mths** | **Intent**  **40mths-60mths+** | **Impact** |
| * I can be aware of and interested in my own and others’ physical characteristics, pointing to and naming features such as noses, hair and eyes * I can experiment with what my body can do through setting myself physical challenges, e.g., pulling a large truck upstairs * I can begin to use *me, you* and *I* in my talk and to show awareness of my social identity of gender, ethnicity and ability * I can show my growing sense of self through asserting my likes and dislikes, choices, decisions, and ideas. These may be different to those of the adult or my peers; often saying *no, me do it* or *mine* | * I can recognise my own name, my preferences and interests and is becoming aware of my unique abilities * I can start to develop an understanding of and interest in differences of gender, ethnicity and ability * I can show a sense of autonomy through asserting my ideas and preferences and making choices and decisions * I can experiment with my own and other people’s views of who they are through my play, through trying out different behaviours, and the way they talk about themselves * I can gradually learn that actions have consequences but not always the consequences I hope for | * I can be more aware of the similarities and differences between myself and others in more detailed ways and identifies themselves in relation to social groups and to my peers * I can be sensitive to others’ messages of appreciation or criticism * I can enjoy a sense of belonging through being involved in daily tasks * I can be aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others * I can show my confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express my needs and ask adults for help | 1. I can recognise that I belong to different communities and social groups and communicate freely about my home and community 2. I can be more aware of my relationships to particular social groups and sensitive to prejudice and discrimination 3. I can show confidence in speaking to others about my own needs, wants, interests and opinions in familiar group 4. I can describe my competencies, what I can do well and are getting better at, describing myself in positive but realistic terms 5. I can have a clear idea about what I want to do in my play and how I want to go about it 6. I can show confidence in choosing resources and perseverance in carrying out a chosen activity | * I have a strong sense of identity * I am connected to the world * I have a strong sense of wellbeing * I am a confident and involved learner * I am an effective communicator |
| **Personal, Social and Emotional Development**  **Understanding Emotions** | | | | |
| **Intent**  **16mths-26mths** | **Intent**  **22mths-36mths** | **Intent**  **30mths-50mths** | **Intent**  **40mths-60mths+** | **Impact** |
| 1. I can express positive feelings such as joy and affection and negative feelings such as anger, frustration and distress, through actions, behaviours and a few words 2. I can experience a wide range of feelings with great intensity, such as anger and frustration, which can be overwhelming and result in losing control of feelings, body and thinking 3. I can be aware of others’ feelings, and I am beginning to show empathy by offering a comfort object to another child or sharing in another child’s excitement 4. I can assert my own agenda strongly and may display frustration with having to comply with others’ agendas and with change and boundaries | 1. I can express my self-aware emotions of pride and embarrassment as well as a wide range of other feelings 2. I can feel overwhelmed by intense emotions, resulting in an emotional collapse when frightened, frustrated, angry, anxious or over- stimulated 3. I can think about my feelings as my brain starts to develop the connections that help them manage my emotions 4. I can seek comfort from familiar adults when needed and distracts themselves with a comfort object when upset 5. I can respond to the feelings of others, showing concern and offering comfort 6. I can recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions 7. I can participate more in collective cooperation as my experience of routines and understanding of some boundaries grows | 1. I can express a wide range of feelings in my interactions with others and through my behaviour and play, including excitement and anxiety, guilt and self-doubt 2. I can exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares 3. I can talk about how others might be feeling and responds according to my understanding of the other person’s needs and wants 4. I can recognise the impact of my choices and behaviours/actions on others and knows that some actions and words can hurt others’ feelings 5. I can understand that expectations vary depending on different events, social situations and changes in routine, and become more able to adapt my behaviour in favourable conditions | 1. I can understand my own and other people’s feelings, offering empathy and comfort 2. I can talk about my own and others’ feelings, behaviour and its consequences 3. I can attempt to repair a relationship or situation where they have caused upset and understands how my actions impact other people 4. I can manage my feelings and tolerate situations in which my wishes cannot be met 5. I can seek support, “emotional refuelling” and practical help in new or challenging situations. 6. I can be aware of behavioural expectations and sensitive to ideas of justice and fairness 7. I can seek ways to manage conflict, for example through holding back, sharing, negotiation and compromise | * I have a strong sense of identity * I am connected to the world * I have a strong sense of wellbeing * I am a confident and involved learner * I am an effective communicator |

**Personal, Social and Emotional Development checkpoints**

When daily interactions involve observing, reflecting and deciding how best to support a child, practitioners hold in my mind many details of each child’s development and learning. At certain times it is important to step back, to pause and reflect, and create a summative assessment which takes a holistic overview of the child’s development, learning and progress. Summative assessments are made to provide a summary of a child’s development and learning across all areas. There are two statutory summative assessment points in the EYFS – the 2-year-old progress check, and the EYFS Profile at the end of the EYFS. At Little Crickets we hold parent consultations three times per year where summative assessments are used to support a summary of the child’s development from my starting points.

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| Check every term to ensure your key child is meeting these milestones, if not then speak to Jane, SENCO to implement some plans to support the child. | | |
| Towards my second birthday: | **By around 3 years old/ towards my third birthday** | **Around the age of 3/Around the Age 4** |
| •Around the age of 2 Does the child start to see themselves as a separate person? For example, do they decide what to play with, what to eat, what to wear? | •Between the ages of 2 and 3 - Does the child start to enjoy the company of other children and want to play with them? Note: watch out for children who get extremely upset by certain sounds, smells or tastes, and cannot be calmed. Or children who seem worried, sad or angry for much of the time. You will need to work closely with parents and other agencies to find out more about these developmental difficulties  •Around the age of 3 Can the child sometimes manage to share or take turns with others, with adult guidance and understanding ‘yours’ and ‘mine’? Can the child settle to some activities for a while? | •Around the age of 4 Does the child play alongside others or do they always want to play alone?  •Does the child take part in pretend play (for example, being ‘mummy’ or ‘daddy’?)  •Does the child take part in other pretend play with different roles – being the Gruffalo, for example?  •Can the child generally negotiate solutions to conflicts in my play? Note: watch out for children who seem worried, sad or angry for much of the time, children who seem to flit from one thing to the next or children who seem to stay for over-long periods doing the same thing and become distressed if they are encouraged to do something different You will need to work closely with parents and other agencies to find out more about these developmental difficulties.  •Look out for children who appear to be overweight or to have poor dental health, where this has not been picked up and acted on at an earlier health check. Discuss this sensitively with parents and involve the child’s health visitor.  • Adapt activities to suit my particular needs, so all children feel confident to move and take part in physical play  •Most, but not all, children are reliably dry during the day by the age of 4. Support children who are struggling with toilet training, in partnership with my parents. Seek medical advice, if necessary, from a health visitor or GP |

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| **Mini/Little Explorers Room**  **Personal, Social and Emotional Development Implementation** | |
| **Positive Relationships – What can you do to support your key child in personal, social and emotional development?** | **Enabling Environment – What can you do to the environment to support your key child in personal, social and emotional development?** |
| •Ensure that children have opportunities to join in.  •Help them to recognise and understand the rules for being together with others, such as waiting for a turn.  •Continue to talk about feelings such as sadness, happiness, or feeling cross.  •Model ways of noticing how others are feeling and comforting/helping them.  •Recognise that children’s interest may last for short or long periods, and that my interest and preferences vary.  •Value and support the decisions that children make  •Talk to children about choices they have made and help them understand that this may mean that they cannot do something else.  •Be aware of cultural differences in attitudes and expectations. Continue to share and explain practice with parents, ensuring a two-way communication using interpreter support where necessary.  Support children’s symbolic play, recognising that pretending to do something can help a child to express my feelings.  •Help children to understand my rights to be kept safe by others and encourage them to talk about ways to avoid harming or hurting others.  •Help children to recognise when my actions hurt others. Be wary of expecting children to say ‘sorry’ before they have a real understanding of what this means. | •Make time for children to be with my key person, individually and in my key group.  •Create areas in which children can sit and chat with friends, such as a snug den and cosy spaces.  •Provide resources that promote cooperation between two children such as a big ball to roll or throw to each other.  Discuss with staff and parents how each child responds to activities, adults and my peers.  •Build on this to plan future activities and experiences for each child.  •As children differ in my degree of self-assurance, plan to convey to each child that you appreciate them and my efforts.  •Consult with parents about children’s varying levels of confidence in different situations.  •Record individual achievements which reflect significant progress for every child.  •Seek and exchange information with parents about young children’s concerns, so that they can be reassured if they feel uncertain.  •Vary activities so that children are introduced to different materials.  •Make materials easily accessible at child height, to ensure everybody can make choices  Have agreed procedures outlining how to respond to changes in children’s behaviour.  •Share policies and practice with parents, ensuring an accurate two-way exchange of information through an interpreter or through translated materials, where necessary.  •Provide areas to mirror different moods and feelings- quiet restful areas as well as areas for active exploration.  •Provide books, stories, puppets that can be used to model responding to others’ feelings and being helpful and supportive to them. |

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| **Little Detectives Room**  **Personal, Social and Emotional Development Implementation** | |
| **Positive Relationships – What can you do to support your key child in personal, social and emotional development?** | **Enabling Environment – What can you do to the environment to support your key child in personal, social and emotional development?** |
| •Support children in linking openly and confidently with others, e.g. to seek help or check information.  •Model being a considerate and responsive partner in interactions.  •Ensure that children and adults make opportunities to listen to each other and explain my actions.  •Be aware of and respond to particular needs of children who are learning English as an additional language  Encourage children to explore and talk about what they are learning, valuing my ideas and ways of doing things.  •Offer help with activities when asked but not before.  • Intervene when children need help with difficult situations, e.g. is experiencing prejudice or unkindness.  •Recognising and enjoying children’s success with them helps them to feel confident.  •Support children to feel good about my own success, rather than relying on a judgement from you such as wanting a sticker  •Name and talk about a wide range of feelings and make it clear that all feelings are understandable and acceptable, including feeling angry, but that not all behaviours are.  •Model how you label and manage your own feelings, e.g. ‘I’m feeling a bit angry, and I need to calm down, so I’m going to…’  •Ask children for my ideas on what might make people feel better when they are sad or cross.  •Show your own concern and respect for others, living things and the environment.  •Establish routines with predictable sequences and events.  •Prepare children for changes that may occur in the routine.  •Share with parents the rationale of boundaries and expectations to maintain a joint approach.  •Model and involve children in finding solutions to problems and conflicts.  •Collaborate with children in creating explicit rules for the care of the environment. | • Ensure that children have opportunities over time to get to know everyone in the group, not just my special friends.  •Ensure children have opportunities to relate to my key person, individually and in small groups.  •Provide activities that involve turn-taking and sharing in small groups.  Give time for children to pursue my learning without interruption, to complete activities to my satisfaction, and to return to activities.  •Provide experiences and activities that are challenging but achievable.  •Provide opportunities for children to reflect on successes, achievements and my own gifts and talents.  •Provide regular opportunities for children to talk to my small group about something they are interested in or have done.  • Involve children in drawing or taking photographs of favourite activities or places, to help them describe my individual preferences and opinions.  Provide photographs and pictures of emotions for children to look at and talk about. •Use Persona Dolls to help children consider feelings, ways to help others feel better about themselves, and dealing with conflicting opinions.  •Make available a range of music that captures different moods.  •Put in place ways in which children can let others know how they are feeling, such as pegging my own photo onto a feelings tree, or feelings faces washing line.  •Provide familiar, predictable routines, including opportunities to help in appropriate tasks, e.g. dusting, setting table or putting away toys.  •To support children with SEN, use a sequence of photographs to show the routines in the setting.  •Set, explain and maintain clear, reasonable and consistent limits so that children can feel safe and secure in my play and other activities.  •Use pictures or consistent gestures to show children with SEN the expected behaviours.  •Provide a safe space for children to calm down or when they need to be quiet.  •Provide activities that help children to develop safe ways of dealing with anger and other strong feelings |

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| **Physical Development**  **Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop my core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence. (EYFS 2024)** |

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| **Physical Development**  **Moving and Handling** | | | | |
| **Intent**  **16mths-26mths** | **Intent**  **22mths-36mths** | **Intent**  **30mths-50mths** | **Intent**  **40mths-60mths+** | **Impact** |
| * I can sit up from lying down, stand up form sitting and squats with steadiness to rest or play with object on the ground, and rises to feet without using hands * I can sit comfortably on a chair with both feet on the ground * I can run safely on whole foot * I can move in response to music, or rhythms played on instruments such as drums or shakers * I can jumps up into the air with both feet leaving the floor and can jump forward a small distance * I can begin to walk, run and climb on different levels and surfaces * I can begin to understand and choose different ways of moving * I can kick a stationary ball with either foot, throw a ball with increasing force and accuracy and starts to catch a large ball by using two hands and my chest to trap it * I can climb up and down stairs by placing both feet on each step while holding a handrail for support * I can use wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride | * I can show preference for dominant hand and leg/foot * I can turn pages in a book, sometimes several at once * I can show increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers and mark making tools * I can hold mark making tools with thumb and all fingers | 1. I can climb stairs, steps, and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise 2. I can walk down steps or slopes whilst carrying a small object, maintaining balance and stability 3. I can run with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles 4. I can balance on one foot or in a squat momentarily, shifting body weight to improve stability 5. I can grasp and release with two hands to throw and catch a large ball, beanbag, or an object 6. I can create lines and circles pivoting from the shoulder and elbow 7. I can manipulate a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons 8. I can begin to form recognisable letters independently | * I can choose 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 and hopping * I can experiment with different ways of moving, testing out ideas and adapting movements to reduce risk * I can jump off an object and lands appropriately using hands, arms and body to stabilise and balance * I can negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles * I can travel with confidence and skill around, under, over and through balancing and climbing equipment * I can show increasing control over an object in pushing, patting, throwing, catching or kicking it * I can use simple tools to effect changes to materials * I can handle tools, objects, construction and malleable materials safely and with increasing control and intention * I can show a preference for a dominant hand * I can begin to use anticlockwise movement and retrace vertical lines * I can use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed | * I have a strong sense of identity * I am connected to the world * I have a strong sense of wellbeing * I am a confident and involved learner * I am an effective communicator |
| **Physical Development**  **Health & Self Care** | | | | |
| **Intent**  **16mths-26mths** | **Intent**  **22mths-36mths** | **Intent**  **30mths-50mths** | **Intent**  **40mths-60mths+** | **Impact** |
| 1. I can sleep for 12-14 hours a day with one/two naps. Daytime sleeping continues to be important for healthy development 2. I can be highly active in short bursts, with frequent and sudden need for rest or withdrawal 3. I can enjoy hugs and cuddles and seeks comfort from attachment figure when they feel the need 4. I can use physical expression of feelings to release stress 5. I can generally brush my teeth with adult support 6. I can intentionally make sounds with objects and actively responds to music and singing with whole-body dancing 7. I can develop my own likes and dislikes in food and drink, willing to try new food textures and tastes 8. I can show interest in indoor and outdoor clothing and shoes/wellingtons 9. I can clearly communicate wet or soiled nappy or pants, showing increasing awareness of bladder and bowel urges 10. I can help with dressing/undressing and care routines, enjoying the rituals established for handwashing and teeth cleaning 11. I can feed myself with increasing need to be in control and holds cup with both hands, drinking without much spilling | 1. I can be very energetic in short bursts and need time for rest and calm with at least three hours of a day of exercise including moderate to vigorous intensity physical activity, spread throughout the day 2. I can sleep for 10-13 hours in a 24-hour period which may include a nap, with regular sleep and wake-up times 3. I can feed myself competently 4. I can hold a cup with two hands and drink well without spilling 5. I can develop some independence in self-care and shows and awareness of routines such as handwashing or teeth cleaning but still often need an adult to support me 6. I can develop an increasing understanding of, and control of the bowel and bladder urges, and I start to communicate my need for the preferred choice of potty or toilet 7. I can show increasing independent skills, putting on and taking off simple clothing items such as hats, unzipped jackets, wellington boots 8. I can begin to recognise danger and seeks the support and comfort of significant adults 9. I can increasingly express my thoughts and emotions through words as well as continuing to use facial expressions | 1. I can tell adults when hungry, full up or tired or when they want to rest, sleep or play 2. I can observe and can describe in words or actions the effects of physical activity on my bodies 3. I can name and identify different parts of the body 4. I can take practical action to reduce risk, showing my understanding that equipment and tools can be used safely 5. I can wash and dry hands effectively and understand why this is important 6. I can try a range of different textures and tastes and expresses a preference. 7. I can name and identify different parts of the body 8. I can observe and control breath, able to take deep breaths, scrunching and releasing the breath 9. I can mirror the playful actions or movements of another adult or child 10. I can work towards a consistent, daily patter in relation to eating, toileting and sleeping routines and understands why this is important 11. I can gain more bowel and bladder control and can attend to toileting needs most of the time themselves 12. I can dress 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 | 1. I can eat a healthy range of foodstuffs and understands need for variety in food 2. I can describe a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures 3. I can describe physical changes to the body that can occur when feeling unwell, anxious, tired, angry, or sad 4. I can initiate and describe playful actions or movements for other children to mirror or follow 5. I can establish a consistent, daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important 6. I can be usually dry and clean during the day 7. I can show some understanding that good practices regarding exercise, eating, drinking water, sleeping and hygiene can contribute to good health 8. 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 9. I can show understanding of how to transport and store equipment safely 10. I can practice some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience | * I have a strong sense of identity * I am connected to the world * I have a strong sense of wellbeing * I am a confident and involved learner * I am an effective communicator |

**Physical Development checkpoints**

When daily interactions involve observing, reflecting and deciding how best to support a child, practitioners hold in my mind many details of each child’s development and learning. At certain times it is important to step back, to pause and reflect, and create a summative assessment which takes a holistic overview of the child’s development, learning and progress. Summative assessments are made to provide a summary of a child’s development and learning across all areas. There are two statutory summative assessment points in the EYFS – the 2-year-old progress check, and the EYFS Profile at the end of the EYFS. At Little Crickets we hold parent consultations three times per year where summative assessments are used to support a summary of the child’s development from my starting points.

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| Check every term to ensure your key child is meeting these milestones, if not then speak to Jane, SENCO to implement some plans to support the child. | | |
| Towards my second birthday: | **By around 3 years old/ towards my third birthday** | **Around the age of 3/Around the Age 4** |
| Around my second birthday Can the toddler run well, kick a ball, and jump with both feet off the ground at the same time? | Around my third birthday Can the child climb confidently, catch a large ball and pedal a tricycle? Look out for children who find it difficult to sit comfortably on chairs. They may need help to develop my core muscles. You can help them by encouraging them to scoot on sit-down trikes without pedals and jump on soft-play equipment |  |

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| **Mini/Little Explorers Room**  **Physical Development Implementation** | |
| **Positive Relationships – What can you do to support your key child in physical development?** | **Enabling Environment – What can you do to the environment to support your key child in physical development?** |
| •Be aware that children can be very energetic for short bursts and need periods of rest and relaxation.  •Value the ways children choose to move.  •Give as much opportunity as possible for children to move freely between indoors and outdoors.  •Talk to children about my movements and help them to explore new ways of moving, such as squirming, slithering and twisting along the ground like a snake, and moving quickly, slowly or on tiptoe.  •Encourage body tension activities such as stretching, reaching, curling, twisting and turning.  •Be alert to the safety of children, particularly those who might overstretch themselves.  •Encourage children in my efforts to do up buttons, pour a drink, and manipulate objects in my play, e.g. ‘Can you put the dolly’s arm in the coat?’  Respond to how child communicates need for food, drinks, toileting and when uncomfortable.  •Support parents’ routines with young children’s toileting by having flexible routines and by encouraging children’s efforts at independence.  •Support children’s growing independence as they do things for themselves, such as pulling up my pants after toileting, recognising differing parental expectations. • Involve young children in preparing food.  •Give children the chance to talk about what they like to eat, while reinforcing messages about healthier choices.  •Remember that children who have limited opportunity to play outdoors may lack a sense of danger | •Plan opportunities for children to tackle a range of levels and surfaces including flat and hilly ground, grass, pebbles, asphalt, smooth floors and carpets.  •Provide a range of large play equipment that can be used in different ways, such as boxes, ladders, A-frames and barrels.  •Plan time for children to experiment with equipment and to practise movements they choose.  •Provide safe spaces and explain safety to children and parents.  •Provide real and role-play opportunities for children to create pathways, e.g. road layouts, or going on a picnic.  •Provide CD and tape players, scarves, streamers and musical instruments so that children can respond spontaneously to music.  •Plan activities that involve moving and stopping, such as musical bumps.  •Provide ‘toolboxes’ containing things that make marks, so that children can explore my use both indoors and outdoors.  •Allow children to pour my own drinks, serve my own food, choose a story, hold a puppet or water a plant.  •Offer choices for children in terms of potties, trainer seats or steps.  •Create opportunities for moving towards independence, e.g. have hand-washing facilities safely within reach.  •Provide pictures or objects representing options to support children in making and expressing choices.  •Choose some stories that highlight the consequences of choices.  •Ensure children’s safety, while not unduly inhibiting my risk-taking.  •Display a colourful daily menu showing healthy meals and snacks and discuss choices with the children, reminding them, e.g. that they tried something previously and might like to try it again or encouraging them to try something new.  •Be aware of eating habits at home and of the different ways people eat my food, e.g. that eating with clean fingers is as skilled and equally valued as using cutlery. |

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| **Little Detectives Room**  **Physical Development Implementation** | |
| **Positive Relationships – What can you do to support your key child in physical development?** | **Enabling Environment – What can you do to the environment to support your key child in physical development?** |
| •Encourage children to move with controlled effort, and use associated vocabulary such as ‘strong’, ‘firm’, ‘gentle’, ‘heavy’, ‘stretch’, ‘reach’, ‘tense’ and ‘floppy’.  •Use music of different styles and cultures to create moods and talk about how people move when they are sad, happy or cross.  •Motivate children to be active through games such as follow the leader.  •Talk about why children should take care when moving freely.  •Teach children the skills they need to use equipment safely, e.g. cutting with scissors or using tools.  •Encourage children to use the vocabulary of movement, e.g. ‘gallop’, ‘slither’; of instruction e.g. ‘follow’, ‘lead’ and ‘copy’. w  •Pose challenging questions such as ‘Can you get all the way round the climbing frame without your knees touching it?’  •Talk with children about the need to match my actions to the space they are in. •Show children how to collaborate in throwing, rolling, fetching and receiving games, encouraging children to play with one another once my skills are sufficient.  • Introduce and encourage children to use the vocabulary of manipulation, e.g. ‘squeeze’ and ‘prod.’  •Explain why safety is an important factor in handling tools, equipment and materials, and have sensible rules for everybody to follow  Talk with children about why you encourage them to rest when they are tired or why they need to wear wellingtons when it is muddy outdoors.  •Encourage children to notice the changes in my bodies after exercise, such as my heart beating faster.  •Talk with children about the importance of handwashing.  •Help children who are struggling with self-care by leaving a last small step for them to complete, e.g. pulling up my trousers from just below the waist | •Provide time and space to enjoy energetic play daily.  •Provide large portable equipment that children can move about safely and cooperatively to create my own structures, such as milk crates, tyres, large cardboard tubes.  •Practise movement skills through games with beanbags, cones, balls and hoops. •Plan activities where children can practise moving in different ways and at different speeds, balancing, target throwing, rolling, kicking and catching  •Provide sufficient equipment for children to share, so that waiting to take turns does not spoil enjoyment.  •Mark out boundaries for some activities, such as games involving wheeled toys or balls, so that children can more easily regulate my own activities.  •Provide activities that give children the opportunity and motivation to practise manipulative skills, e.g. cooking, painting, clay and playing instruments.  •Provide play resources including small world toys, construction sets, threading and posting toys, dolls’ clothes and material for collage.  •Teach children skills of how to use tools and materials effectively and safely and give them opportunities to practise them.  •Provide a range of left-handed tools, especially left-handed scissors, as needed. •Support children with physical difficulties with nonslip mats, small trays for equipment, and triangular or thicker writing tools.  •Provide a range of construction toys of different sizes, made of wood, rubber or plastic, that fix together in a variety of ways, e.g. by twisting, pushing, slotting or magnetism.  Provide a cosy place with a cushion and a soft light where a child can rest quietly if they need to.  •Plan so that children can be active in a range of ways, including while using a wheelchair.  •Encourage children to be active and energetic by organising lively games, since physical activity is important in maintaining good health and in guarding against children becoming overweight or obese in later life |

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

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| **Literacy Development**  **Reading** | | | | | |
| **Intent**  **16mths-26mths** | **Intent**  **22mths-36mths** | **Intent**  **30mths-50mths** | | **Intent**  **40mths-60mths+** | **Impact** |
| 1. I can show interest in and anticipates books and rhymes and may have favourites 2. I can begin to join in with actions and sounds in familiar song and book sharing experience | * I can enjoy some favourite stories, rhymes, songs, poems or jingles * I can repeat and uses actions, words or phrases from familiar stories * I can fill in the missing word or phrase in a known rhyme, story or game, e.g., Humpty Dumpty sat on a… * I can begin to recognise familiar logos from children’s popular culture, commercial print, or icons for apps * I can enjoy rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes | 1. I can listen to and joins in with stories and poems, when reading one-to-one and in small groups 2. I can join in with repeated refrains and anticipates key events and phrases in rhymes and stories 3. I can begin to be aware of the way stories are structured, and to tell my own stories 4. I can talk about events and principal characters in stories and suggests how the story might end 5. I can show interest in illustrations and words in print and digital books and words in the environment 6. I can recognise familiar words and signs such as own name, advertising logos and screen icons 7. I can look at and enjoy print and digital books independently 8. I can show that print carries meaning and, in English, is read from left to right and top to bottom 9. I can show that information can be relayed through signs and symbols and in various forms (e.g., printed materials, digital screens and environmental print) 10. I can handle books and touch screen technology carefully and the correct way up with growing competence 11. I can begin to navigate apps and websites on digital media 12. I can begin to develop phonological and phonemic awareness     * Shows awareness of rhyme and alliteration     * Recognises rhythms in spoken words, songs, poems and rhymes     * Claps or taps the syllables in words during sound play     * Hears and says the initial sound in words | | * I can enjoy an increasing range of print and digital books, both fiction and non-fiction * I can use vocabulary and forms of speech that are increasingly influenced by my experiences of reading * I can describe main story settings, events and principal characters in increasing detail * I can re-enact and reinvent stories that I have heard in my play * I can show that information can be retrieved from books, computers and mobile digital devices * I can recall and discuss stories or information that has been read to them or they have read themselves * I can begin to recognise some written names of peers, siblings or “Mummy”/” Daddy” for example * I can begin to develop phonological and phonemic awareness   + Continues a rhyming string and identifies alliteration   + Hears and says the initial sounds in words   + Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them   + Starts to link sounds to letters, naming and sounding the letters of the alphabet   + Begins to link sounds to some frequently uses digraphs, e.g., sh, th, ee * I can engage with books and other reading materials at an increasingly deeper level, sometimes drawing on my phonic knowledge to decode words, and my knowledge of language structure, subject knowledge, and illustrations to interpret the text * I can include everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc. | * I have a strong sense of identity * I am connected to the world * I have a strong sense of wellbeing * I am a confident and involved learner * I am an effective communicator |
| **Literacy Development**  **Writing** | | | | | |
| **Intent**  **16mths-26mths** | **Intent**  **22mths-36mths** | **Intent**  **30mths-50mths** | | **Intent**  **40mths-60mths+** | **Impact** |
| *As toddlers develop, they increase their understanding of how their marks are symbolic and convey meaning. Their marks may not yet resemble letters and words but nonetheless may carry meaning for the child.*   * I can begin to understand the cause and effect of my actions in mark making * I can show that the marks they make are of value * I can enjoy the sensory experience of making marks | * I can distinguish between the different marks I make * I can enjoy drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology | 1. I can make up stories, play scenarios, and drawings in response to experiences, such as outings 2. I can sometimes give meaning to my drawings and paintings 3. I can ascribe meaning to signs, symbols and words that they see in different places, including those they make themselves 4. I can include mark making and early writing in my play 5. I can imitate adults’ writing by making continuous lines of shapes and symbols (early writing) from left to right 6. I can attempt to write my own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes 7. I can show interest in letters on a keyboard, identifying the initial letter of my own name and other familiar words 8. I can begin to make letter-type shapes to represent the initial sound of my name and other familiar words | | * I can enjoy creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating my own stories and books with images and sometimes with words, in print and digital formats * I can give meaning to the marks I make as I draw, write, paint and type using a keyboard or touch-screen technology * I can begin to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together * I can start to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in my own name * I can use my developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences | * I have a strong sense of identity * I am connected to the world * I have a strong sense of wellbeing * I am a confident and involved learner * I am an effective communicator |

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| **Mini/Little Explorers Room**  **Literacy Development Implementation** | |
| **Positive Relationships – What can you do to support your key child in literacy development?** | **Enabling Environment – What can you do to the environment to support your key child in literacy development?** |
| •Encourage and support children’s responses to picture books and stories you read with them.  •Use different voices to tell stories and encourage young children to join in wherever possible  •Encourage children to use the stories they hear in my play.  •Read stories that children already know, pausing at intervals to encourage them to ‘read’ the next word | •Provide CDs of rhymes, stories, sounds and spoken words.  •Provide picture books, books with flaps or hidden words, books with accompanying CDs and story sacks.  •Provide story sacks for parents to take them home to encourage use of books and talk about stories.  •Create an attractive book area where children and adults can enjoy books together. •Find opportunities to tell and read stories to children, using puppets, soft toys, or real objects as props.  •Provide stories, pictures and puppets which allow children to experience and talk about how characters feel. |

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| **Little Detectives Room**  **Literacy Development Implementation** | |
| **Positive Relationships – What can you do to support your key child in literacy development?** | **Enabling Environment – What can you do to the environment to support your key child in literacy development?** |
| • Focus on meaningful print such as a child’s name, words on a cereal packet or a book title, in order to discuss similarities and differences between symbols.  • Help children to understand what a word is by using names and labels and by pointing out words in the environment and in books.  •Provide dual language books and read them with all children, to raise awareness of different scripts. Try to match dual language books to languages spoken by families in the setting.  •Remember not all languages have written forms and not all families are literate either in English, or in a different home language.  •Discuss with children the characters in books being read.  • Encourage them to predict outcomes, to think of alternative endings and to compare plots and the feelings of characters with my own experiences.  •Plan to include home language and bilingual story sessions by involving qualified bilingual adults, as well as enlisting the help of parents | • Provide some simple poetry, song, fiction and non-fiction books.  •Provide fact and fiction books in all areas, e.g. construction area as well as the book area.  •Provide books containing photographs of the children that can be read by adults and that children can begin to ‘read’ by themselves.  •Add child-made books and adult-scribed stories to the book area and use these for sharing stories with others.  • Create an environment rich in print where children can learn about words, e.g. using names, signs, posters.  • When children can see the text, e.g. using big books. model the language of print, such as letter, word, page, beginning, end, first, last, middle.  • Introduce children to books and other materials that provide information or instructions. Carry out activities using instructions, such as reading a recipe to make a cake.  • Ensure access to stories for all children by using a range of visual cues and story props |

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

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| **Mathematics Development**  **Numbers** | | | | |
| **Intent**  **16mths-26mths** | **Intent**  **22mths-36mths** | **Intent**  **30mths-50mths** | **Intent**  **40mths-60mths+** | **Impact** |
| **Comparison**   * I can respond to words like lots or more   **Counting**   * I can say some counting words * I can engage in counting-like behaviour, making sounds and pointing or saying some numbers in sequence   **Cardinality (how many?)**   * I can use number words, like one or two and sometimes responds accurately when asked to give one or two things   **Spatial Awareness**   * I can enjoy filling and emptying containers * I can investigate fitting myself inside and moving through spaces | **Comparison**   * I can begin to compare and recognise changes in numbers of things, using words like more, lots or ‘same’   **Counting**   * I can begin to say numbers in order, some of which are in the right order (ordinality)   **Cardinality (how many?)**   * I can take or give two or three objects from a group in everyday situations * I can notice numerals (number symbols) * I can begin to count on my fingers   **Spatial awareness**   * I can move my bodies and toys around objects and explores fitting into spaces * I can begin to remember my way around familiar environments * I can respond to some spatial and positional language * I can explore how things look from different viewpoints including things that are near or far away | **Comparison**   * I can compare two small groups of up to five objects, saying when there are the same number of objects in each group, e.g., You’ve got two, I’ve got two. Same!   **Counting**   * I can enjoy counting verbally as far as I can go * I can point or touch each item, saying one number for each item, using the stable order of 1,2,3,4,5 * I can use some number names and number language within play, and may show fascination with large numbers * I can begin to recognise numerals 0-10   **Cardinality**   * I can subitise one, two and three objects (without counting) * I can count up to five items, recognise that the last number said represents the total counted so far (cardinal principle) * I can link numerals with amounts up to 5 and maybe beyond * I can explore using a range of my own marks and signs to which they ascribe mathematical meanings   **Composition**   * I can begin to learn that numbers are made up (composed) of smaller numbers through my play experiences * I can begin to use understanding of number to solve practical problems in play and meaningful activities * I can begin to recognise that each counting number is one more than the one before * I can separate a group of three or four objects in different ways, beginning to recognise that the total is still the same | **Comparison**   * I can use number names and symbols when comparing numbers, showing interest in large numbers * I can estimate numbers of things, showing understanding of relative size   **Counting**   * I can recite numbers from 0-10 (and beyond) and counting back from 10-0 * I can put numerals 0-10 in order   **Cardinality**   * I can engage in subitising numbers to four and maybe five * I can count out up to ten objects from a larger group * I can match the numeral with a group of items to show how many there are (up to ten)   **Composition**   * I can show awareness that numbers are made up of smaller numbers, exploring partitioning in different ways with a wide range of objects * I can begin to conceptually subitise larger numbers by subitising smaller groups within the number, e.g., sees six raisins on a plate as three and three * I can in practical activities, adds one and subtracts one with numbers to ten * I can begin to explore and work out mathematical problems, using signs and strategies of my own choice, including (when appropriate) standard numerals, tallies and “+” or “-“ | * I have a strong sense of identity * I am connected to the world * I have a strong sense of wellbeing * I am a confident and involved learner * I am an effective communicator |
| **Mathematics Development**  **Shape, Space & Measure** | | | | |
| **Intent**  **16mths-26mths** | **Intent**  **22mths-36mths** | **Intent**  **30mths-50mths** | **Intent**  **40mths-60mths+** | **Impact** |
| **Shape**   * I can push objects through different shaped holes, and attempts to fit shapes into spaces on inset boards or puzzles * I can begin to select a shape for a specific space * I can enjoy using blocks to create my own simple structures and arrangements   **Pattern**   * I can become familiar with patterns in daily routines * I can join in with and predict what comes next in a story or rhyme * I can begin to arrange items in my own patterns, e.g., lining up toys   **Measures**   * I can shows an interest in size and weight * I can explore capacity by selecting, filling and emptying containers, e.g., fitting toys in a pram * I can begin to understand that things might happen now or at another time, in routines | **Shape**   * I can choose puzzle pieces and tries to fit them in * I can recognise that two objects have the same shape * I can make simple constructions   **Pattern**   * I can join in and anticipate repeated sound and action patterns * I can say what happens next using the pattern of everyday routines   **Measures**   * I can explore differences in size, length, weight, and capacity * I can begin to understand some talk about immediate past and future * I can begin to anticipate times of the day such as mealtimes or home time | **Spatial Awareness**   * I can respond to and use language of position and direction * I can predict, move, and rotate objects to fit the space or create the shape they would like   **Shape**   * I can choose items based on my shape which are appropriate for my intended purpose * I can respond to both informal language and common shape names * I can show awareness of shape similarities and differences between objects * I can partition and combine shapes to make new shapes with 2D and 3D shapes * I can attempt to create arches and enclosures when building, using trial and improvement to select blocks   **Pattern**   * I can create my own spatial patterns showing some organisation or regularity * I can explore and add to simple linear patterns of two or three repeating items, e.g., stick, leaf (A, B) or stick, leaf, stone (ABC) * I can join in with simple patterns in sounds, objects, games, stories, dance and movement, predicting what comes next   **Measures**   * I can find the longer or shorter, heavier or lighter and more/less full of two items * I can recall a sequence of events in everyday life and stories | **Spatial Awareness**   * I can use spatial language, including following and giving directions, using relative terms and describing what I see from different viewpoints * I can investigate turning and flipping objects in order to make shapes fit and create models: predicting and visualising how they will look (spatial reasoning) * I can make simple maps of familiar and imaginative environments, with landmarks   **Shape**   * I can use informal language and analogies, (e.g., heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes * I can compose and decompose shapes, learning which shapes combine to make other shapes * I can use my own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build   **Pattern**   * I can spot patterns in the environment, beginning to identify the pattern “rule” * I can choose familiar objects to create and recreate repeating patters beyond AB patterns and begin to identify the unit of repeat   **Measures**   * I can tackle problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy * I can become familiar with measuring tools in everyday experiences and play * I can order and sequence events using everyday language related to time | * I have a strong sense of identity * I am connected to the world * I have a strong sense of wellbeing * I am a confident and involved learner * I am an effective communicator |

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| **Mini/Little Explorers Room**  **Mathematics Development Implementation** | |
| **Positive Relationships – What can you do to support your key child’s mathematical development?** | **Enabling Environment – What can you do to the environment to support your key child’s mathematical development?** |
| • Encourage parents of children learning English as an additional language to talk in my home language about quantities and numbers.  •Sing counting songs and rhymes which help to develop children’s understanding of number, such as ‘Two Little Dickie Birds’.  •Play games which relate to number order, addition and subtraction, such as hopscotch and skittles and target games.  •Use number language, e.g. ‘one’, ‘two’, ‘three’, ‘lots’, ‘fewer’, ‘hundreds’, ‘how many?’ and ‘count’ in a variety of situations.  •Support children’s developing understanding of abstraction by counting things that are not objects, such as hops, jumps, clicks or claps.  •Model counting of objects in a random layout, showing the result is always the same as long as each object is only counted once.  •Model and encourage use of mathematical language e.g. asking questions such as ‘How many saucepans will fit on the shelf?’  •Help children to understand that one thing can be shared by number of pieces, e.g. a pizza.  •As you read number stories or rhymes, ask e.g. ‘When one more frog jumps in, how many will there be in the pool altogether?’  Talk about and help children to recognise patterns.  •Draw children’s attention to the patterns e.g. square/ oblong/square which emerges as you fold or unfold a tablecloth or napkin.  •Use descriptive words like ‘big’ and ‘little’ in everyday play situations and through books and stories.  •Be consistent in your use of vocabulary for weight and mass | •Provide varied opportunities to explore ‘lots’ and ‘few’ in play.  •Equip the role-play area with things that can be sorted in different ways.  •Provide collections of objects that can be sorted and matched in various ways. •Provide resources that support children in making one-to-one correspondences, e.g. giving each dolly a cup  •Talk about and help children to recognise patterns.  •Draw children’s attention to the patterns e.g. square/ oblong/square which emerges as you fold or unfold a tablecloth or napkin.  •Use descriptive words like ‘big’ and ‘little’ in everyday play situations and through books and stories.  •Be consistent in your use of vocabulary for weight and mass.  •Collect pictures that illustrate the use of shapes and patterns from a variety of cultures, e.g. Arabic designs.  •Provide opportunities for children to measure time (sand timer), weight (balances) and length (standard and non-standard units).  •Vary the volume and capacity equipment in the sand, water and other play areas to maintain interest.  •Use coins for sorting on play trays and into bags, purses and containers |

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| **Little Detectives Room**  **Mathematics Development Implementation** | |
| **Positive Relationships – What can you do to support your key child in my mathematical development?** | **Enabling Environment – What can you do to the environment to support your key child in my mathematical development?** |
| •As you read number stories or rhymes, ask e.g. ‘When one more frog jumps in, how many will there be in the pool altogether?’  •Use pictures and objects to illustrate counting songs, rhymes and number stories. •Encourage children to use mark-making to support my thinking about numbers and simple problems.  •Talk with children about the strategies they are using, e.g. to work out a solution to a simple problem by using fingers or counting aloud  •Demonstrate the language for shape, position and measures in discussions, e.g. ‘sphere’, ‘shape’, ‘box’, ‘in’, ‘on’, ‘inside’, ‘under’, long, longer’, ‘longest’, ‘short’, shorter’, ’shortest’, ‘heavy’, ‘light’, ‘full’ and ‘empty’.  •Find out and use equivalent terms for these in home languages.  •Encourage children to talk about the shapes they see and use and how they are arranged and used in constructions.  •Value children’s constructions, e.g. helping to display them or taking photographs of them. | •Give children a reason to count, e.g. by asking them to select enough wrist bands for three friends to play with the puppets.  •Enable children to note the ‘missing set’, e.g. ‘There are none left’ when sharing things out.  •Provide number labels for children to use, e.g. by putting a number label on each bike and a corresponding number on each parking space.  • Include counting money and change in role-play games.  •Create opportunities for children to separate objects into unequal groups as well as equal groups.  •Provide story props that children can use in my play, e.g. varieties of fruit and several baskets like Handa’s in the story Handa’s Surprise by Eileen Browne.  •Organise the environment to foster shape matching, e.g. pictures of different bricks on containers to show where they are kept.  •Have large and small blocks and boxes available for construction both indoors and outdoors.  •Play games involving children positioning themselves inside, behind, on top and so on.  •Provide rich and varied opportunities for comparing length, weight, capacity and time.  •Use stories such as Rosie’s Walk by Pat Hutchins to talk about distance and stimulate discussion about non-standard units and the need for standard units. •Show pictures that have symmetry or pattern and talk to children about them. |

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

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| **Understanding the World**  **People and Communities** | | | | |
| **Intent**  **16mths-26mths** | **Intent**  **22mths-36mths** | **Intent**  **30mths-50mths** | **Intent**  **40mths-60mths+** | **Impact** |
| * I can be curious about people and shows interest in stories about people, animals or objects that they are familiar with, or which fascinate them * I can be interested in photographs of myself and other familiar people and objects * I can enjoy stories about people and nature (birds, bees, snails, cats, dogs, etc) and is interested in photographs of myself with these | * I can have a sense of my immediate family and relations and pets * I can start to show in pretend play, imitating everyday actions and events from own family and cultural background, e.g., making and drinking tea, going to the barbers, being a cat, dog or bird * I can begin to have my own friends * I can learn that I have similarities and differences that connect me to, and distinguish me from others | * I can show an interest in the lives of people who are familiar to me * I can join in with family customs and routines * I can remember and talk about significant events in my own experience * I can recognise and describes special times or events for family or friends * I can show an interest in different occupations and ways of life indoors and outdoors * I can know some of the things that make me unique, and can talk about some of the similarities and differences in relation to my friends or family | 1. I can join in with family customs and routines 2. I can talk about past and present events in my own life and in the lives of family members 3. I can know that other children do not always enjoy the same things, and is sensitive to this 4. I can talk about similarities and differences between themselves and others, and among families, communities, cultures and traditions | * I have a strong sense of identity * I am connected to the world * I have a strong sense of wellbeing * I am a confident and involved learner * I am an effective communicator |

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| **Understanding the World**  **The World** | | | | |
| **Intent**  **16mths-26mths** | **Intent**  **22mths-36mths** | **Intent**  **30mths-50mths** | **Intent**  **40mths-60mths+** | **Impact** |
| * I can be curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life * I can explore objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking * I can remember where objects belong * I can match parts of objects that fit together, e.g., puts lid on teapot | * I can notice detailed features of objects in my environment * I can talk about some of the things I have observed such as plants, animals, natural and found objects * I can play with small world reconstructions, building on first-hand experiences, e.g., visiting farms, garages, train tracks, walking by river or lake | * I can comment and ask questions about aspects of my familiar world such as the place where I live or the natural world * I can talk about why things happen and how things work * I can develop an understanding of growth, decay and changes over time * I can show care and concern for living things and the environment * I can begin to understand the effect my behaviour can have on the environment | 1. I can look closely at similarities, differences, patterns and change in nature 2. I can talk about similarities and differences in relation to places, objects, materials and living things 3. I can talk about the features of my own immediate environment and how environments might vary from one another 4. I can make observations of animals and plants and explains why some things occur, and talks about changes | * I have a strong sense of identity * I am connected to the world * I have a strong sense of wellbeing * I am a confident and involved learner * I am an effective communicator |
| **Understanding the World**  **Technology** | | | | |
| **Intent**  **16mths-26mths** | **Intent**  **22mths-36mths** | **Intent**  **30mths-50mths** | **Intent**  **40mths-60mths+** | **Impact** |
| * I can anticipate repeated sounds, sights and actions, e.g., when an adult demonstrates an action toy several times * I can show interest in toys with buttons, flaps and simple mechanisms and begins to learn to operate them | * I can seek to acquire basic skills in turning on and operating some digital equipment * I can operate mechanical toys, e.g., turns the knob on a wind-up toy or pulls back on friction car * I can play with water to investigate “low technology” such as washing and cleaning * I can use pipes, funnels, and other tools to carry/transport water from one place to another | 1. I can operate simple equipment, e.g., turns on CD player, uses a remote control, can navigate touch-capable technology with support 2. I can show an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets 3. I can show skills in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images 4. I can know that information can be retrieved from digital devices and the internet 5. I can play with a range of materials to learn cause and effect, for example makes a string puppet using dowels and string to suspend the puppet | 1. I can complete a simple program on electronic devices 2. I can use ICT hardware to interact with age-appropriate computer software 3. I can create content such as video recording, stories, and/or draw a picture on a screen 4. I can develop digital literacy skills by being able to access, understand and interact with a range of technologies 5. I can use the internet with adult supervision to find and retrieve information of interest to them | * I have a strong sense of identity * I am connected to the world * I have a strong sense of wellbeing * I am a confident and involved learner * I am an effective communicator |

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| **Mini/Little Explorers Room**  **Understanding the World Implementation** | |
| **Positive Relationships – What can you do to support your key child in my understanding of the world development?** | **Enabling Environment – What can you do to the environment to key child in my understanding of the world development?** |
| • Help children to learn each other’s names, e.g. through songs and rhymes.  •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.  •Ensure that each child is recognised as a valuable contributor to the group. •Celebrate and value cultural, religious and community events and experiences  • Talk to children about my friends, my families, and why they are important  •Support children in exploring the control technology of toys, e.g. toy electronic keyboard.  •Talk about ICT apparatus, what it does, what they can do with it and how to use it safely | •Provide opportunities for babies to see people and things beyond the baby room, including the activities of older children.  •Collect stories for, and make books about, children in the group, showing things they like to do.  •Provide books and resources which represent children’s diverse backgrounds, and which avoid negative stereotypes.  •Make photographic books about the children in the setting and encourage parents to contribute to these.  •Provide positive images of all children including those with diverse physical characteristics, including disabilities.  •Make use of outdoor areas to give opportunities for investigations of the natural world, for example, provide chimes, streamers, windmills and bubbles to investigate the effects of wind.  •Provide story and information books about places, such as a zoo or the beach, to remind children of visits to real places. |

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| **Little Detectives Room**  **Understanding the World Implementation** | |
| **Positive Relationships – What can you do to support your key child in my understanding of the world development?** | **Enabling Environment – What can you do to the environment to key child in my understanding of the world development?** |
| •Encourage children to talk about my own home and community life, and to find out about other children’s experiences.  •Ensure that children learning English as an additional language have opportunities to express themselves in my home language some of the time.  •Encourage children to develop positive relationships with community members, such as fire fighters who visit the setting  •Support and extend the skills children develop as they become familiar with simple equipment, such as twisting or turning a knob.  •Draw young children’s attention to pieces of ICT apparatus they see or that they use with adult supervision. | •Plan extra time for helping children in transition, such as when they move from one setting to another or between different groups in the same setting.  •Provide activities and opportunities for children to share experiences and knowledge from different parts of my lives with each other.  •Provide ways of preserving memories of special events, e.g. making a book, collecting photographs, tape recording, drawing and writing.  • Invite children and families with experiences of living in other countries to bring in photographs and objects from my home cultures including those from family members living in different areas of the UK and abroad.  •Ensure the use of modern photographs of parts of the world that are commonly stereotyped and misrepresented,  •Help children to learn positive attitudes and challenge negative attitudes and stereotypes, e.g. using puppets, Persona Dolls, stories and books showing black heroes or disabled kings or queens or families with same sex parents, having a visit from a male midwife or female fire fighter.  •Visit different parts of the local community, including areas where some children may be very knowledgeable, e.g. Chinese supermarket, local church, elders lunch club, Greek café. |

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

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| **Expressive Arts and Design**  **Creating with Materials** | | | | |
| **Intent**  **16mths-26mths** | **Intent**  **22mths-36mths** | **Intent**  **30mths-50mths** | **Intent**  **40mths-60mths+** | **Impact** |
| 1. I can explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression 2. I can move while singing/vocalising, whilst listening to sounds and music, while playing with sound makers/instruments 3. I can mirror and improvise actions I have observed, e.g., clapping or waving 4. I can sing/vocalise whilst listening to music or playing with instruments/sound makers 5. I can notice and become interested in the transformative effect of my action on materials and resources | * I can join in with singing songs * I can create sounds by rubbing, shaking, tapping, striking or blowing * I can show an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g., loud/quiet, fast/slow * I can experiment with ways to enclose a space, create shapes and represent actions, sounds and objects * I can enjoy and respond to playing with colour in a variety of ways, for example combining colours * I can use 3D and 2D structures to explore materials and/or to express ideas | 1. I can explore and learn how sounds and movements can be changed 2. I can continue to explore moving in a range of ways, e.g., mirroring, creating own moving patterns 3. I can enjoy joining in with moving, dancing and ring games 4. I can sing familiar songs, e.g., pop songs, songs from TV programmes, rhymes, songs from home 5. I can tap out simple repeated rhythms 6. I can develop an understanding of how to create and use sounds intentionally 7. I can continue to explore colour and how colours can be changed 8. I can develop an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience 9. I can use various construction materials, e.g., joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces 10. I can use tools for a purpose | * I can begin to build a collection of songs and dances * I can make music in a range of ways, e.g., plays with sounds creatively, plays along to the beat of a song they are singing or music they are listening to * I can use my increasing knowledge and understanding of tools and materials to explore my interests and enquiries and develop my thinking * I can develop my own ideas through experimentation with diverse materials, e.g., light, projected image, loose parts, watercolours, powder paint, to express and communicate my discoveries and understanding * I can express and communicate working theories, feelings and understandings using a range of art forms, e.g., movement, dance, drama, music and the visual arts | * I have a strong sense of identity * I am connected to the world * I have a strong sense of wellbeing * I am a confident and involved learner * I am an effective communicator |
| **Expressive Arts & Design**  **Being imaginative and expressive** | | | | |
| **Intent**  **16mths-26mths** | **Intent**  **22mths-36mths** | **Intent**  **30mths-50mths** | **Intent**  **40mths-60mths+** | **Impact** |
| 1. I can express self through physical actions and sound 2. I can pretend that one object represents another, especially when objects have characteristics in common 3. I can create sound effects and movements, e.g., creates the sound of a car, animals | 1. I can use everyday materials to explore, understand and represent my world – my ideas, interests and fascinations 2. I can begin to make believe by pretending using sounds, movements, words and objects 3. I can begin to describe sounds and music imaginatively (e.g., scary music) 4. I can create rhythmic sounds and movements | 1. I can use movement and sounds to express experiences, expertise, ideas and feelings 2. I can experiment and create movement in response to music, stories and ideas 3. I can sing to myself and make up simple songs 4. I can create sounds, movements, drawings to accompany stories 5. I can notice what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously 6. I can engage in imaginative play based on my own ideas or first-hand or peer experiences 7. I can use available resources to create props or creates imaginary ones to support play 8. I can play alongside other children who are engaged in the same theme | 1. I can create representations of both imaginary and real-life ideas, events, people and objects 2. I can initiate new combinations of movements and gestures in order to express and respond to my feelings, ideas and experiences 3. I can choose particular movements, instruments/sounds, colours and materials for my own imaginative purposes 4. I can use combinations of art forms, e.g., moving and singing, making and dramatic play, drawing and talking, constructing and mapping 5. I can respond imaginatively to art works and objects, e.g., *this music sounds like dinosaurs, that sculpture is squishy like this, that peg looks like a mouth* 6. I can introduces a storyline or narrative into my play 7. I can play cooperatively as part of a group to create, develop and act out an imaginary idea or narrative | * I have a strong sense of identity * I am connected to the world * I have a strong sense of wellbeing * I am a confident and involved learner * I am an effective communicator |

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| **Mini/Little Explorers Room**  **Expressive arts & design Implementation** | |
| **Positive Relationships – What can you do to support your key child in my expressive arts & design development?** | **Enabling Environment – What can you do to the environment to support your key child in my expressive arts & design development?** |
| •Help children to listen to music and watch dance when opportunities arise, encouraging them to focus on how sound and movement develop from feelings and ideas.  • Encourage and support the inventive ways in which children add, or mix media, or wallow in a particular experience  •Observe and encourage children’s make-believe play in order to gain an understanding of my interests.  •Sometimes speak quietly, slowly or gruffly for fun in pretend scenarios with children.  •Be interested in the children’s creative processes and talk to them about what they mean to them. | • Invite dancers and musicians from theatre groups, the locality or a nearby school so that children begin to experience live performances.  •Draw on a wide range of musicians and story-tellers from a variety of cultural backgrounds to extend children’s experiences and to reflect my cultural heritages. •Choose unusual or interesting materials and resources that inspire exploration such as textured wall coverings, raffia, string, translucent paper or water-based glues with colour added.  •Provide story boxes filled with interesting items to spark children’s storytelling ideas.  •Offer additional resources reflecting interests such as tunics, cloaks and bags |

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| **Little Detectives Room**  **Expressive arts & design Implementation** | |
| **Positive Relationships – What can you do to support your key child in my expressive arts & design development?** | **Enabling Environment – What can you do to the environment to support your key child in my expressive arts & design development?** |
| •Support children’s responses to different textures, e.g. touching sections of a texture display with my fingers or feeling it with my cheeks to get a sense of different properties.  • Introduce vocabulary to enable children to talk about my observations and experiences, e.g. ’smooth’ ‘shiny’ ‘rough’ ‘prickly’ ‘flat’ ‘patterned’ ‘jagged’, ‘bumpy’ ‘soft’ and ‘hard’.  •Talk about children’s growing interest in and use of colour as they begin to find differences between colours.  •Make suggestions and ask questions to extend children’s ideas of what is possible, for example, “I wonder what would happen if…”.  •Support children in thinking about what they want to make, the processes that may be involved and the materials and resources they might need, such as a photograph to remind them what the climbing frame is like.  •Support children’s excursions into imaginary worlds by encouraging inventiveness, offering support and advice on occasions and ensuring that they have experiences that stimulate my interest. | •Lead imaginative movement sessions based on children’s current interests such as space travel, zoo animals or shadows.  •Provide a place where work in progress can be kept safely.  •Talk with children about where they can see models and plans in the environment, such as at the local planning office, in the town square, or at the new apartments down the road.  •Demonstrate and teach skills and techniques associated with the things children are doing, for example, show them how to stop the paint from dripping or how to balance bricks so that they will not fall.  • Introduce children to a wide range of music, painting and sculpture.  •Encourage children to take time to think about painting or sculpture that is unfamiliar to them before they talk about it or express an opinion  Tell stories based on children’s experiences and the people and places they know well.  •Offer a story stimulus by suggesting an imaginary event or set of circumstances, e.g., “This bear has arrived in the post. He has a letter pinned to his jacket. It says, ‘Please look after this bear.’ We should look after him in our room. How can we do that?” |