

# Viridis Early Years Foundation Stage Curriculum 2020-2021



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# Introduction

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up. (DfE, 2017)

## According to the 2017 EYFS Framework, four guiding principles should shape practice in Early Years:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through **positive relationships**
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- **Children develop and learn in different ways** (the characteristics of effective teaching and learning) **and at different rates**. Our continuous provision should meet the needs of all children in early years setting, including children with special educational needs and disabilities.

## The Viridis EYFS curriculum supports practitioners in providing:

- **Quality and consistency** across the setting, so that every child makes good progress and no child gets left behind
- **A secure foundation** through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly
- **Partnership working** between practitioners and with parents and/or carers
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported

Characteristics of Effective Learning		
Playing and Exploring <i>'engagement'</i>	Active Learning <i>'motivation'</i>	Creating and Thinking Critically <i>'thinking'</i>
<b>Finding out and exploring</b> <ul style="list-style-type: none"> <li>Showing curiosity about objects, events and people</li> <li>Using senses to explore the world around them</li> <li>Engaging in open-ended activity</li> <li>Showing particular interests</li> </ul>	<b>Being involved and concentrating</b> <ul style="list-style-type: none"> <li>Maintaining focus on their activity for a period of time</li> <li>Showing high levels of energy, fascination</li> <li>Not easily distracted</li> <li>Paying attention to details</li> </ul>	<b>Having their own ideas</b> <ul style="list-style-type: none"> <li>Thinking of ideas</li> <li>Finding ways to solve problems</li> <li>Finding new ways to do things</li> </ul>
<b>Playing with what they know</b> <ul style="list-style-type: none"> <li>Pretending objects are things from their experience</li> <li>Representing their experiences in play</li> <li>Taking on a role in their play</li> <li>Acting out experiences with other people</li> </ul>	<b>Keeping on trying</b> <ul style="list-style-type: none"> <li>Persisting with activity when challenges occur</li> <li>Showing a belief that more effort or a different approach will pay off</li> <li>Bouncing back after difficulties</li> </ul>	<b>Making links</b> <ul style="list-style-type: none"> <li>Making links and noticing patterns in their experience</li> <li>Making predictions</li> <li>Testing their ideas</li> <li>Developing ideas of grouping, sequences, cause and effect</li> </ul>
<b>Being willing to 'have a go'</b> <ul style="list-style-type: none"> <li>Initiating activities</li> <li>Seeking challenge</li> <li>Showing a 'can do' attitude</li> <li>Taking a risk, engaging in new experiences, and learning by trial and error</li> </ul>	<b>Enjoying achieving what they set out to do</b> <ul style="list-style-type: none"> <li>Showing satisfaction in meeting their own goals</li> <li>Being proud of how they accomplished something – not just the end result</li> <li>Enjoying meeting challenges for their own sake rather than external rewards or praise</li> </ul>	<b>Choosing ways to do things</b> <ul style="list-style-type: none"> <li>Planning, making decisions about how to approach a task, solve a problem and reach a goal</li> <li>Checking how well their activities are going</li> <li>Changing strategy as needed</li> <li>Reviewing how well the approach worked</li> </ul>

EYFS Topic Themes						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year A</b>	<i>'Me &amp; My World'</i> Ourselves	<i>'My Home, Your Home'</i> Homes Around the World	<i>'Let's Work'</i> People Who Help Us	<i>'Out of this World'</i> Space	<i>'On the Farm'</i> Animals	<i>'Capes and Crowns'</i> Superheroes
<b>Year B</b>	<i>'Wonderful Me'</i> All About Me	<i>'Deserts &amp; Icebergs'</i> Hot and Cold Environments	<i>'Planes, Trains &amp; Automobiles'</i> Transport	<i>'Once Upon A Time'</i> Traditional Tales	<i>'From Seeds &amp; Eggs'</i> New Life	<i>'Splash'</i> Water

# Autumn Term

Autumn 1			
Year A		Year B	
'Me & My World' Ourselves		'Wonderful Me' All About Me	
Nursery	Reception	Nursery	Reception
<b>Suggested Core Texts:</b> Biscuit bear by Mini Grey So Much by Trish Cooke Everywhere Bear by Julia Donaldson I Want My Hat Back by Jon Klassen The Jolly Postman by Allan Ahlberg	<b>Suggested Core Texts:</b> It's Ok to be Different by Todd Parr Things I Like by Anthony Browne Mungo Money goes to School by Lydia Monks The Boy Who Hated Toothbrushes by Zehra Hicks Happy Birthday Maisy by Lucy Cousins	<b>Suggested Core Texts:</b> I Will Not Ever Eat a Tomato by Lauren Child Oh No George! By Chris Haughton Our Very Own Dog by Amanda McCardie Daisy Eat Your Peas! By Kes Gray Kippers Birthday by Mick Inkpen	<b>Suggested Core Texts:</b> Ruby's Worry by Tom Percival Stanley's Stick by John Helgley The Girl with the Parrot by Daisy Hurst My Friend Bear by Jez Alborough It's My Birthday by Helen Oxenbury
<b>Festivals/Special Occasions:</b> Eid ul-Adha (Islam) Rosh Hashanah & Yom Kippur (Judaism) Harvest (multi-faith)		<b>Festivals/Special Occasions:</b> Eid ul-Adha (Islam) Rosh Hashanah & Yom Kippur (Judaism) Harvest (multi-faith)	
<b>Trips/Experiences:</b> The Science Museum Local Walk Jewish Synagogue		<b>Trips/Experiences:</b> The Science Museum Local Walk Jewish Synagogue	

Autumn 2			
Year A		Year B	
'My Home, Your Home' Homes Around the World		'Deserts & Icebergs' Hot and Cold Environments	
Nursery	Reception	Nursery	Reception
<b>Suggested Core Texts:</b> On the Construction Site – by Carron Brown All Kinds of Homes: a Lift-the-Flap Book by Thando Maclaren and Emma Damon A New Home for a Pirate by Ronda Armitage Moving Molly by Shirley Hughes Home (Around the World) by Kate Petty	<b>Suggested Core Texts:</b> Let's Build A House by Mick Manning The Colour of Home by Mary Hoffman How Does my Home Work? by Chris Butterworth Come Home with Us by Annie Kubler This is Our House by Michael Rosen Home by Alex T Smith	<b>Suggested Core Texts:</b> Laila and the Secret of the Rain by David Conway One Day on Our Blue Planet by Ella Bailey The Emperor's Egg by Martin Jenkins Masai and I by Virginia Kroll Letters to Africa by UCLan Poles Apart by Jeanne Willis	<b>Suggested Core Texts:</b> Handa's Surprise by Eileen Browne Blue penguin by Petr Horacek Anna Hibiscus Song by Atinuke Augustus and his Smile by Catherine Rayner Meerkat Mail by Emily Gravett Lost and Found by Oliver Jeffers
<b>Festivals/Special Occasions:</b> Bonfire Night/Guy Fawkes Diwali (Hinduism) Hanukkah (Judaism) Advent & Christmas (Christianity)		<b>Festivals/Special Occasions:</b> Bonfire Night/Guy Fawkes Diwali (Hinduism) Hanukkah (Judaism) Advent & Christmas (Christianity)	
<b>Trips/Experiences:</b> The Museum of the Home (formerly known as the Geffrye Museum) Hindu Temple & Christian Church		<b>Trips/Experiences:</b> London Aquarium Hindu Temple & Christian Church	

## Autumn Term – Nursery (30-50 months)

Personal, Social and Emotional Development			Physical Development		Communication & Language		
Making Relationships	Self-Confidence & Self-Awareness	Managing Feelings & behaviour	Moving & Handling	Health & Self-Care	Listening and Attention	Understanding	Speaking
<ul style="list-style-type: none"> <li>Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</li> </ul>	<ul style="list-style-type: none"> <li>Can select and use activities and resources with help.</li> <li>Welcomes and values praise for what they have done.</li> </ul>	<ul style="list-style-type: none"> <li>Aware of own feelings, and knows that some actions and words can hurt others' feelings.</li> </ul>	<ul style="list-style-type: none"> <li>Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</li> <li>Mounts stairs, steps or climbing equipment using alternate feet.</li> <li>Walks downstairs, two feet to each step while carrying a small object.</li> <li>Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</li> </ul>	<ul style="list-style-type: none"> <li>Can tell adults when hungry or tired or when they want to rest or play.</li> <li>Observes the effects of activity on their bodies.</li> </ul>	<ul style="list-style-type: none"> <li>Listens to others one to one or in small groups, when conversation interests them.</li> </ul>	<ul style="list-style-type: none"> <li>Understands use of objects (e.g. "What do we use to cut things?")</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to use more complex sentences to link thoughts (e.g. using and, because).</li> <li>Can retell a simple past event in correct order (e.g. went down slide, hurt finger).</li> <li>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</li> </ul>

Literacy		Mathematics		Understanding the World			Expressive Arts and Design	
Reading	Writing	Numbers	Shape, Space & Measure	People and Communities	The World	Technology	Exploring and using media and materials	Being Imaginative
<ul style="list-style-type: none"> <li>Enjoys rhyming and rhythmic activities.</li> <li>Shows awareness of rhyme and alliteration.</li> <li>Recognises rhythm in spoken words.</li> <li>Listens to and joins in with stories and poems, one-to-one and also in small groups.</li> <li>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes gives meaning to marks as they draw and paint.</li> <li>Ascribes meanings to marks that they see in different places.</li> </ul>	<ul style="list-style-type: none"> <li>Uses some number names and number language spontaneously.</li> <li>Uses some number names accurately in play.</li> <li>Recites numbers in order to 10.</li> <li>Knows that numbers identify how many objects are in a set.</li> </ul>	<ul style="list-style-type: none"> <li>Shows an interest in shape and space by playing with shapes or making arrangements with objects.</li> <li>Shows awareness of similarities of shapes in the environment.</li> </ul>	<ul style="list-style-type: none"> <li>Shows interest in the lives of people who are familiar to them.</li> </ul>	<ul style="list-style-type: none"> <li>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</li> </ul>	<ul style="list-style-type: none"> <li>Knows how to operate simple equipment e.g. turns on CD player and uses remote control.</li> </ul>	<ul style="list-style-type: none"> <li>Enjoys joining in with dancing and ring games.</li> <li>Sings a few familiar songs.</li> <li>Beginning to move rhythmically.</li> <li>Imitates movement in response to music.</li> </ul>	<ul style="list-style-type: none"> <li>Developing preferences for forms of expression.</li> <li>Uses movement to express feelings.</li> <li>Creates movement in response to music.</li> </ul>

## Autumn Term – Reception (40-60 months)

Personal, Social and Emotional Development			Physical Development		Communication & Language		
Making Relationships	Self-Confidence & Self-Awareness	Managing Feelings & behaviour	Moving & Handling	Health & Self-Care	Listening and Attention	Understanding	Speaking
<ul style="list-style-type: none"> <li>Initiates conversations, attends to and takes account of what others say.</li> </ul>	<ul style="list-style-type: none"> <li>Confident to speak to others about own needs, wants, interests and opinions.</li> </ul>	<ul style="list-style-type: none"> <li>Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li> </ul>	<ul style="list-style-type: none"> <li>Experiments with different ways of moving.</li> <li>Jumps off an object and lands appropriately.</li> <li>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</li> </ul>	<ul style="list-style-type: none"> <li>Eats a healthy range of foodstuffs and understands need for variety in food.</li> <li>Usually dry and clean during the day.</li> </ul>	<ul style="list-style-type: none"> <li>Maintains attention, concentrates and sits quietly during appropriate activity.</li> </ul>	<ul style="list-style-type: none"> <li>Responds to instructions involving a two-part sequence.</li> <li>Understands humour, e.g. nonsense rhymes, jokes.</li> </ul>	<ul style="list-style-type: none"> <li>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> </ul>

Literacy		Mathematics		Understanding the World			Expressive Arts and Design	
Reading	Writing	Numbers	Shape, Space & Measure	People and Communities	The World	Technology	Exploring and using media and materials	Being Imaginative
<ul style="list-style-type: none"> <li>Continues a rhyming string.</li> <li>Hears and says the initial sound in words.</li> <li>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</li> </ul>	<ul style="list-style-type: none"> <li>Gives meaning to marks they make as they draw, write and paint.</li> <li>Begins to break the flow of speech into words.</li> <li>Continues a rhyming string.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise some numerals of personal significance.</li> <li>Recognises numerals 1 to 5.</li> <li>Counts up to three or four objects by saying one number name for each item.</li> <li>Counts actions or objects which cannot be moved.</li> <li>Counts objects to 10, and beginning to count beyond 10.</li> <li>Counts out up to six objects from a larger group.</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</li> <li>Selects a particular named shape.</li> <li>Can describe their relative position such as 'behind' or 'next to'.</li> </ul>	<ul style="list-style-type: none"> <li>Enjoys joining in with family customs and routines.</li> </ul>	<ul style="list-style-type: none"> <li>Looks closely at similarities, differences, patterns and change.</li> </ul>	<ul style="list-style-type: none"> <li>Completes a simple program on a computer.</li> <li>Uses ICT hardware to interact with age-appropriate computer software.</li> </ul>	<ul style="list-style-type: none"> <li>Begins to build a repertoire of songs and dances.</li> <li>Explores the different sounds of instruments.</li> <li>Explores what happens when they mix colours.</li> </ul>	<ul style="list-style-type: none"> <li>Create simple representations of events, people and objects.</li> <li>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</li> </ul>

# Spring Term

Spring 1			
Year A		Year B	
<b>'Let's Work'</b> People Who Help Us		<b>'Planes, Trains &amp; Automobiles'</b> Transport	
Nursery	Reception	Nursery	Reception
<b>Suggested Core Texts:</b> People Who Help Us by John Wood Farmer Duck by Martin Waddell Emergency! By Margaret Mayo A selection of information texts Postman Bear by Julia Donaldson	<b>Suggested Core Texts:</b> Dear Teacher by Amy Husband The Little Red Hen Dinosaur Police by Sarah McIntyre Six Dinner Sid by Inga Moore Cops and Robbers by Alan Ahlberg	<b>Suggested Core Texts:</b> The Train Ride by June Crebbin Duck in a Truck by Jez Alborough Mr Gumpy's Outing by John Burningham The Magic Train Ride by Sally Crabtree Rosie's Walk by pat Hutchins	<b>Suggested Core Texts:</b> The Naughty Bus by Jan and Jerry Oke On Sudden Hill by Linda Sarah Oi Get Off Our Train by John Burningham On My way Home by Jill Murphy We All Going Traveling by Sheena Roberts The Hundred Decker Bus by Mike Smith
<b>Festivals/Special Occasions:</b> Chinese New Year Bodhi Day (Buddhism)		<b>Festivals/Special Occasions:</b> Chinese New Year Bodhi Day (Buddhism)	
<b>Trips/Experiences:</b> Shoreditch Fire Station Visiting GP Practice, Vets etc. Buddhist Temple		<b>Trips/Experiences:</b> London Transport Museum The Science Museum Buddhist Temple	

Spring 2			
Year A		Year B	
<b>'Out of this World'</b> Space		<b>'Once Upon A Time'</b> Traditional Times	
Nursery	Reception	Nursery	Reception
<b>Suggested Core Texts:</b> Emily Brown and the Thing by Cressida Cowel Toys in Space by Mini Grey Dr Xargle's Book of Earthlets by Jeanne Willis Aliens Love Underpants by Claire Freedman Here Come the Aliens! By Colin McNaughton	<b>Suggested Core Texts:</b> Whatever Next by Jill Murphy How to Catch a Star by Oliver Jeffers The Way Back Home by Oliver Jeffers The Man on the Moon by Simon Bartram Beegu by Alexis Deacon	<b>Suggested Core Texts:</b> The Pea and the Princess by Mini Grey The Gingerbread Man etc. How Anansi Got His Stories by Trish Cooke LadyBird Favourite Stories	<b>Suggested Core Texts:</b> No Dinner by Jessica Souhami The Gigantic Turnip by Aleksei Tolstoy The leopard's Drum by Jessica Souhami The Old Woman and The Red Pumpkin by Betsy Bang
<b>Festivals/Special Occasions:</b> Shrove Tuesday/Pancake Day (Christianity) Lent & Easter (Christianity) Holi "Festival of Colours" (Hinduism)		<b>Festivals/Special Occasions:</b> Shrove Tuesday/Pancake Day (Christianity) Lent & Easter (Christianity) Holi "Festival of Colours" (Hinduism)	
<b>Trips/Experiences:</b> London Planetarium, Greenwich The Science Museum Hindu Temple & Christian Church		<b>Trips/Experiences:</b> Discovery in Stratford Castle Trip e.g. Tower of London Hindu Temple & Christian Church	



## Spring Term – Nursery (30-50 months)

Personal, Social and Emotional Development			Physical Development		Communication & Language		
Making Relationships	Self-Confidence & Self-Awareness	Managing Feelings & behaviour	Moving & Handling	Health & Self-Care	Listening and Attention	Understanding	Speaking
<ul style="list-style-type: none"> <li>Initiates play, offering cues to peers to join them.</li> <li>Keeps play going by responding to what others are saying or doing.</li> </ul>	<ul style="list-style-type: none"> <li>Enjoys responsibility of carrying out small tasks.</li> <li>Is more outgoing towards unfamiliar people and more confident in new social situations.</li> </ul>	<ul style="list-style-type: none"> <li>Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</li> </ul>	<ul style="list-style-type: none"> <li>Can stand momentarily on one foot when shown.</li> <li>Can catch a large ball.</li> <li>Draws lines and circles using gross motor movements.</li> <li>Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</li> </ul>	<ul style="list-style-type: none"> <li>Understands that equipment and tools have to be used safely. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</li> </ul>	<ul style="list-style-type: none"> <li>Listens to stories with increasing attention and recall.</li> <li>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> </ul>	<ul style="list-style-type: none"> <li>Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</li> </ul>	<ul style="list-style-type: none"> <li>Questions why things happen and gives explanations. Asks e.g. who, what, when, how.</li> <li>Uses a range of tenses (e.g. play, playing, will play, played).</li> <li>Uses intonation, rhythm and phrasing to make the meaning clear to others.</li> </ul>

Literacy		Mathematics		Understanding the World			Expressive Arts and Design	
Reading	Writing	Numbers	Shape, Space & Measure	People and Communities	The World	Technology	Exploring and using media and materials	Being Imaginative
<ul style="list-style-type: none"> <li>Beginning to be aware of the way stories are structured.</li> <li>Suggests how the story might end.</li> <li>Listens to stories with increasing attention and recall.</li> <li>Describes main story settings, events and principal characters.</li> <li>Shows interest in illustrations and print in books and print in the environment.</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes gives meaning to marks as they draw and paint.</li> <li>Ascribes meanings to marks that they see in different places.</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to represent numbers using fingers, marks on paper or pictures.</li> <li>Sometimes matches numeral and quantity correctly.</li> <li>Shows curiosity about numbers by offering comments or asking questions.</li> <li>Compares two groups of objects, saying when they have the same number.</li> </ul>	<ul style="list-style-type: none"> <li>Uses positional language.</li> <li>Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</li> </ul>	<ul style="list-style-type: none"> <li>Remembers and talks about significant events in their own experience.</li> <li>Recognises and describes special times or events for family or friends.</li> </ul>	<ul style="list-style-type: none"> <li>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>Talks about why things happen and how things work.</li> </ul>	<ul style="list-style-type: none"> <li>Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</li> </ul>	<ul style="list-style-type: none"> <li>Taps out simple repeated rhythms.</li> <li>Explores and learns how sounds can be changed.</li> <li>Explores colour and how colours can be changed.</li> <li>Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</li> </ul>	<ul style="list-style-type: none"> <li>Sings to self and makes up simple songs.</li> <li>Makes up rhythms.</li> <li>Notifies what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</li> </ul>

## Spring Term – Reception (40-60 months)

Personal, Social and Emotional Development			Physical Development		Communication & Language		
Making Relationships	Self-Confidence & Self-Awareness	Managing Feelings & behaviour	Moving & Handling	Health & Self-Care	Listening and Attention	Understanding	Speaking
<ul style="list-style-type: none"> <li>Initiates conversations, attends to and takes account of what others say.</li> <li>Explains own knowledge and understanding, and asks appropriate questions of others.</li> </ul>	<ul style="list-style-type: none"> <li>Confident to speak to others about own needs, wants, interests and opinions.</li> <li>Can describe self in positive terms and talk about abilities.</li> </ul>	<ul style="list-style-type: none"> <li>Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li> <li>Aware of the boundaries set, and of behavioural expectations in the setting.</li> </ul>	<ul style="list-style-type: none"> <li>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> <li>Uses simple tools to effect changes to materials.</li> <li>Handles tools, objects, construction and malleable materials safely and with increasing control.</li> <li>Shows a preference for a dominant hand.</li> </ul>	<ul style="list-style-type: none"> <li>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</li> <li>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</li> </ul>	<ul style="list-style-type: none"> <li>Maintains attention, concentrates and sits quietly during appropriate activity.</li> </ul>	<ul style="list-style-type: none"> <li>Able to follow a story without pictures or props.</li> </ul>	<ul style="list-style-type: none"> <li>Uses language to imagine and recreate roles and experiences in play situations.</li> <li>Links statements and sticks to a main theme or intention.</li> </ul>

Literacy		Mathematics		Understanding the World			Expressive Arts and Design	
Reading	Writing	Numbers	Shape, Space & Measure	People and Communities	The World	Technology	Exploring and using media and materials	Being Imaginative
<ul style="list-style-type: none"> <li>Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> </ul>	<ul style="list-style-type: none"> <li>Hears and says the initial sound in words.</li> <li>Can segment the sounds in simple words and blend them together.</li> <li>Links sounds to letters, naming and sounding the letters of the alphabet.</li> </ul>	<ul style="list-style-type: none"> <li>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</li> <li>Counts an irregular arrangement of up to ten objects.</li> <li>Estimates how many objects they can see and checks by counting them.</li> <li>Uses the language of 'more' and 'fewer' to compare two sets of objects.</li> <li>Finds the total number of items in two groups by counting all of them.</li> </ul>	<ul style="list-style-type: none"> <li>Orders two or three items by length or height.</li> <li>Orders two items by weight or capacity.</li> <li>Uses familiar objects and common shapes to create and recreate patterns and build models.</li> </ul>	<ul style="list-style-type: none"> <li>Enjoys joining in with family customs and routines.</li> </ul>	<ul style="list-style-type: none"> <li>Looks closely at similarities, differences, patterns and change.</li> </ul>	<ul style="list-style-type: none"> <li>Completes a simple program on a computer.</li> <li>Uses ICT hardware to interact with age-appropriate computer software.</li> </ul>	<ul style="list-style-type: none"> <li>Experiments to create different textures.</li> <li>Understands that different media can be combined to create new effects.</li> <li>Manipulates materials to achieve a planned effect.</li> </ul>	<ul style="list-style-type: none"> <li>Chooses particular colours to use for a purpose.</li> <li>Introduces a storyline or narrative into their play.</li> </ul>

# Summer Term

Summer 1			
Year A		Year B	
'On the Farm' Animals		'From Seeds & Eggs' New Life	
Nursery	Reception	Nursery	Reception
<b>Suggested Core Texts:</b> A Brave Bear by Sean Taylor A New House for Mouse by Petr Horacek Hickory Dickory Dog by Alison Murray Owl Babies by Martin waddell What the Ladybird Heard by Julia Donaldson	<b>Suggested Core Texts:</b> Noah's Ark text Farm Animals information texts Noris the Bear who Shared by Catherine Rayner We're Going on a Bear Hunt by Michael Rosen Farmer Duck by Jez Alborough	<b>Suggested Core Texts:</b> Jaspers' Beanstalk by Nick Butterworth Aaah Spider by Lydia Monks Lucky Worms by Vivian French The Big Baby by Jeanne Willis Ten Seeds by Ruth Brown	<b>Suggested Core Texts:</b> Jack and The Beanstalk text Oliver's' Vegetables by Vivian French The Tadpole's Promise by Jeanne Willis The Very Hungry Caterpillar by Eric Carle Mad About Minibeasts by Giles Andrae
<b>Festivals/Special Occasions:</b> Ramadan (Islam) Vesak 'Buddha Day' (Buddhism)		<b>Festivals/Special Occasions:</b> Ramadan (Islam) Vesak 'Buddha Day' (Buddhism)	
<b>Trips/Experiences:</b> Hackney City Farm/Brookes Farm The Animal Man Mosque & Buddhist Temple		<b>Trips/Experiences:</b> Hackney City Farm/Brookes Farm The Animal Man Chicks/Caterpillars-Butterflies Mosque & Buddhist Temple	

Summer 2			
Year A		Year B	
'Capes and Crowns' Superheroes		'Splash' Water	
Nursery	Reception	Nursery	Reception
<b>Suggested Core Texts:</b> Super Daisy by Kes Gray Gorilla by Anthony Brown Super Duck by Jez Alborough Max by Bob Graham	<b>Suggested Core Texts:</b> Traction Man by Mini Grey SuperTato by Sue Hendra Captain Blownaparts by Helga Hopkins SuperWorm by Julia Donaldson	<b>Suggested Core Texts:</b> Billy's Bucket by Key Gray Hooray Fish by Lucy Cousins How to Find a Fruit Bat by Michelle Robinson The Storm Whale by Benji Davies Captain Duck by Jez Alborough Mr Seahorse by Eric Carle	<b>Suggested Core Texts:</b> Shark in the Park by Nick Sharratt Splash Anna Hibiscus! By Antinuke Puffin Peter by Petr Horacek Surprising Sharks by Nicola Davies The Snail and the Whale by Julia Donaldson The Rainbow Fish by Marcus Pfister
<b>Festivals/Special Occasions:</b> Eid al-Fitr (Islam) Fathers' Day Summer Solstice/Midsummers Day		<b>Festivals/Special Occasions:</b> Eid al-Fitr (Islam) Fathers' Day Summer Solstice/Midsummers Day	
<b>Trips/Experiences:</b> Discovery in Stratford Mosque		<b>Trips/Experiences:</b> Seaside Trip London Aquarium Thames/Canal Walk	

## Summer Term – Nursery (30-50 months)

Personal, Social and Emotional Development			Physical Development		Communication & Language		
Making Relationships	Self-Confidence & Self-Awareness	Managing Feelings & behaviour	Moving & Handling	Health & Self-Care	Listening and Attention	Understanding	Speaking
<ul style="list-style-type: none"> <li>Keeps play going by responding to what others are saying or doing.</li> <li>Demonstrates friendly behaviour, initiating conversations and</li> </ul>	<ul style="list-style-type: none"> <li>Confident to talk to other children when playing, and will communicate freely about own home and community.</li> <li>Shows confidence in asking adults for help.</li> </ul>	<ul style="list-style-type: none"> <li>Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</li> <li>Can usually adapt behaviour to different events, social situations and changes in routine.</li> </ul>	<ul style="list-style-type: none"> <li>Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</li> <li>Holds pencil near point between first two fingers and thumb and uses it with good control.</li> <li>Can copy some letters, e.g. letters from their name.</li> </ul>	<ul style="list-style-type: none"> <li>Can usually manage washing and drying hands.</li> <li>Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</li> </ul>	<ul style="list-style-type: none"> <li>Focusing attention – still listen or do, but can shift own attention.</li> <li>Is able to follow directions (if not intently focused on own choice of activity).</li> </ul>	<ul style="list-style-type: none"> <li>Responds to simple instructions, e.g. to get or put away an object.</li> <li>Beginning to understand 'why' and 'how' questions.</li> </ul>	<ul style="list-style-type: none"> <li>Uses vocabulary focused on objects and people that are of particular importance to them.</li> <li>Builds up vocabulary that reflects the breadth of their experiences.</li> <li>Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'</li> </ul>

Literacy		Mathematics		Understanding the World			Expressive Arts and Design	
Reading	Writing	Numbers	Shape, Space & Measure	People and Communities	The World	Technology	Exploring and using media and materials	Being Imaginative
<ul style="list-style-type: none"> <li>Recognises familiar words and signs such as own name and advertising logos.</li> <li>Looks at books independently.</li> <li>Handles books carefully.</li> <li>Knows information can be relayed in the form of print.</li> <li>Holds books the correct way up and turns pages.</li> <li>Knows that print carries meaning and, in English, is read from left to right and top to bottom.</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes gives meaning to marks as they draw and paint.</li> <li>Ascribes meanings to marks that they see in different places.</li> </ul>	<ul style="list-style-type: none"> <li>Shows an interest in number problems.</li> <li>Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</li> <li>Shows an interest in numerals in the environment.</li> <li>Shows an interest in representing numbers.</li> <li>Realises not only objects, but anything can be counted, including steps, claps or jumps.</li> </ul>	<ul style="list-style-type: none"> <li>Shows interest in shapes in the environment.</li> <li>Uses shapes appropriately for tasks.</li> <li>Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</li> </ul>	<ul style="list-style-type: none"> <li>Shows interest in different occupations and ways of life.</li> <li>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</li> </ul>	<ul style="list-style-type: none"> <li>Developing an understanding of growth, decay and changes over time.</li> <li>Shows care and concern for living things and the environment.</li> </ul>	<ul style="list-style-type: none"> <li>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</li> <li>Knows that information can be retrieved from computers</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to be interested in and describe the texture of things.</li> <li>Uses various construction materials.</li> <li>Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</li> <li>Joins construction pieces together to build and balance.</li> <li>Realises tools can be used for a purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Engages in imaginative role-play based on own first-hand experiences.</li> <li>Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</li> <li>Uses available resources to create props to support role-play.</li> <li>Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</li> </ul>

## Summer Term – Reception (40-60 months)

Personal, Social and Emotional Development			Physical Development		Communication & Language		
Making Relationships	Self-Confidence & Self-Awareness	Managing Feelings & behaviour	Moving & Handling	Health & Self-Care	Listening and Attention	Understanding	Speaking
<ul style="list-style-type: none"> <li>Initiates conversations, attends to and takes account of what others say.</li> <li>Explains own knowledge and understanding, and asks appropriate questions of others.</li> <li>Takes steps to resolve conflicts with other children, e.g. finding a compromise.</li> </ul>	<ul style="list-style-type: none"> <li>Confident to speak to others about own needs, wants, interests and opinions.</li> <li>Can describe self in positive terms and talk about abilities.</li> </ul>	<ul style="list-style-type: none"> <li>Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li> <li>Aware of the boundaries set, and of behavioural expectations in the setting.</li> <li>Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</li> </ul>	<ul style="list-style-type: none"> <li>Begins to use anticlockwise movement and retrace vertical lines.</li> <li>Begins to form recognisable letters.</li> <li>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</li> </ul>	<ul style="list-style-type: none"> <li>Shows understanding of how to transport and store equipment safely.</li> <li>Practices some appropriate safety measures without direct supervision.</li> </ul>	<ul style="list-style-type: none"> <li>Maintains attention, concentrates and sits quietly during appropriate activity.</li> <li>Two-channelled attention – can listen and do for short span.</li> </ul>	<ul style="list-style-type: none"> <li>Listens and responds to ideas expressed by others in conversation or discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> <li>Introduces a storyline or narrative into their play.</li> </ul>

Literacy		Mathematics		Understanding the World			Expressive Arts and Design	
Reading	Writing	Numbers	Shape, Space & Measure	People and Communities	The World	Technology	Exploring and using media and materials	Being Imaginative
<ul style="list-style-type: none"> <li>Begins to read words and simple sentences.</li> <li>Enjoys an increasing range of books.</li> <li>Knows that information can be retrieved from books and computers.</li> </ul>	<ul style="list-style-type: none"> <li>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>Writes own name and other things such as labels and captions.</li> <li>Attempts to write short sentences in meaningful contexts.</li> </ul>	<ul style="list-style-type: none"> <li>Says the number that is one more than a given number.</li> <li>Finds one more or one less from a group of up to five objects, then ten objects.</li> <li>In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</li> <li>Records, using marks that they can interpret and explain.</li> <li>Begins to identify own mathematical problems based on own interests and fascinations.</li> </ul>	<ul style="list-style-type: none"> <li>Uses everyday language related to time.</li> <li>Beginning to use everyday language related to money.</li> <li>Orders and sequences familiar events.</li> <li>Measures short periods of time in simple ways.</li> </ul>	<ul style="list-style-type: none"> <li>Enjoys joining in with family customs and routines.</li> </ul>	<ul style="list-style-type: none"> <li>Looks closely at similarities, differences, patterns and change.</li> </ul>	<ul style="list-style-type: none"> <li>Completes a simple program on a computer.</li> <li>Uses ICT hardware to interact with age-appropriate computer software.</li> </ul>	<ul style="list-style-type: none"> <li>Constructs with a purpose in mind, using a variety of resources.</li> <li>Uses simple tools and techniques competently and appropriately.</li> <li>Selects appropriate resources and adapts work where necessary.</li> <li>Selects tools and techniques needed to shape, assemble and join materials they are using.</li> </ul>	<ul style="list-style-type: none"> <li>Plays alongside other children who are engaged in the same theme.</li> <li>Plays cooperatively as part of a group to develop and act out a narrative.</li> </ul>

## End of Reception - Early Learning Goals

Personal, Social and Emotional Development			Physical Development		Communication & Language		
Making Relationships	Self-Confidence & Self-Awareness	Managing Feelings & behaviour	Moving & Handling	Health & Self-Care	Listening and Attention	Understanding	Speaking
Early Learning Goal	Early Learning Goal	Early Learning Goal	Early Learning Goal	Early Learning Goal	Early Learning Goal	Early Learning Goal	Early Learning Goal
Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.	Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.	Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.	Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.	Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.	Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.	Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.	Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Literacy		Mathematics		Understanding the World			Expressive Arts and Design	
Reading	Writing	Numbers	Shape, Space & Measure	People and Communities	The World	Technology	Exploring and using media and materials	Being Imaginative
Early Learning Goal	Early Learning Goal	Early Learning Goal	Early Learning Goal	Early Learning Goal	Early Learning Goal	Early Learning Goal	Early Learning Goal	Early Learning Goal
Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.	Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.	Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.	Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.	Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.	Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Viridis EYFS Medium term Plan			Year Group:		Term:		Topic:	
	Core text	PSED	CLL	PD	Lit	Maths	UW	EAD
Week 1 w/b		LI:	LI:	LI:	LI:	LI:	LI:	LI:
Week 2 w/b		LI:	LI:	LI:	LI:	LI:	LI:	LI:
Week 3 w/b		LI:	LI:	LI:	LI:	LI:	LI:	LI:
Week 4 w/b		LI:	LI:	LI:	LI:	LI:	LI:	LI:
Week 5 w/b		LI:	LI:	LI:	LI:	LI:	LI:	LI:
Week 6 w/b		LI:	LI:	LI:	LI:	LI:	LI:	LI:

Class Weekly Planning

Topic:

Teacher:

w/c:

Book:

**PLG targets**

**Key questions/** **Assessment opportunities/** **Teacher modelling/** **TP talk/** **EXT** / Adult Deployment **NEO** Teacher

LI: (should be in simple child speak)

	Maths	Literacy	Adult focus Maths	Adult focus Literacy	Guided Reading group and 1:1/Home Readers	PSED,PD,CL,UW or EAD (PM)
Monday	Mathematics OMS: <u>LI: I can</u>	Literacy/CLL <u>LI: I can</u>	<u>LI: To</u> <b>Steps to Success:</b> Activity:	<u>LI: To</u> <b>Success Criteria:</b> Activity:	Guided Reading Group: Home Readers:	<b>PSED</b> <u>LI: To</u>
Tuesday	Mathematics OMS: <u>LI: I can</u>	Literacy/CLL <u>LI: I can</u>	<u>LI: To</u> <b>Steps to Success:</b> Activity:	<u>LI: To</u> <b>Success Criteria:</b> Activity:	Guided Reading Group: Home Readers	<b>Understanding of the World</b> <u>LI: To</u>
Wednesday	Mathematics OMS: <u>LI: I can</u>	Literacy/CLL <u>LI: I can</u>	<u>LI: To</u> <b>Steps to Success:</b> Activity:	<u>LI: To</u> <b>Success Criteria:</b> Activity:	Guided Reading Group: Home Readers	<b>Physical Development</b> <u>LI: To</u>
Thursday	Mathematics OMS: <u>LI: I can</u>	Literacy/CLL <u>LI: I can</u>	<u>LI: To</u> <b>Steps to Success:</b> Activity:	<u>LI: To</u> <b>Success Criteria:</b> Activity:	Guided Reading Group: Home Readers	<b>EAD</b> <u>LI: To</u>
Friday	Mathematics OMS: <u>LI: I can</u>	Literacy/CLL <u>LI: I can</u>	<u>LI: To</u> <b>Steps to Success:</b> Activity:	<u>LI: To</u> <b>Success Criteria:</b> Activity:	Guided Reading Group: Home Readers	<b>CL</b> <u>LI: To</u>



Class Weekly Planning


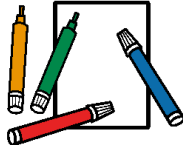

Topic:

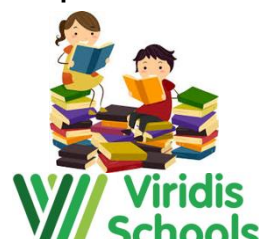

Teacher:


w/c:

Book:



Learning Areas	Areas for Learning	Monday/Tuesday		Wednesday/Thursday		Friday	
		Indoor	Outdoor	Indoor	Outdoor	Indoor	Outdoor
Personal, Social and Emotional Development	Role-play	LI: Activity: Key Questions:	LI: Activity: Key Questions:	LI: Activity: Key Questions:	LI: Activity: Key Questions:	LI: Activity: Key Questions:	LI: Activity: Key Questions:
	Small World Play	LI: Activity: Key Questions:	LI: Activity: Key Questions:	LI: Activity: Key Questions:	LI: Activity: Key Questions:	LI: Activity: Key Questions:	LI: Activity: Key Questions:
Physical Development	Malleable/manipulative	LI: Activity: Key Questions:	LI: Activity: Key Questions:	LI: Activity: Key Questions:	LI: Activity: Key Questions:	LI: Activity: Key Questions:	LI: Activity: Key Questions:
Literacy	Graphic/Writing Area	LI: Activity: Key Questions:	LI: Activity: Key Questions:	LI: Activity: Key Questions:	LI: Activity: Key Questions:	LI: Activity: Key Questions:	LI: Activity: Key Questions:
Mathematics	Maths Area	LI: Activity: Key Questions:	LI: Activity: Key Questions:	LI: Activity: Key Questions:	LI: Activity: Key Questions:	LI: Activity: Key Questions:	LI: Activity: Key Questions:
	Construction	LI: Activity: Key Questions:	LI: Activity: Key Questions:	LI: Activity: Key Questions:	LI: Activity: Key Questions:	LI: Activity: Key Questions:	LI: Activity: Key Questions:
Understanding the world	Sand/Water	LI: Activity: Key Questions:	LI: Activity: Key Questions:	LI: Activity: Key Questions:	LI: Activity: Key Questions:	LI: Activity: Key Questions:	LI: Activity: Key Questions:
	Discovery Area	LI: Activity: Key Questions:	LI: Activity: Key Questions:	LI: Activity: Key Questions:	LI: Activity: Key Questions:	LI: Activity: Key Questions:	LI: Activity: Key Questions:
Expressive Arts & Design	Creative Workshop	LI: Activity: Key Questions:	LI: Activity: Key Questions:	LI: Activity: Key Questions:	LI: Activity: Key Questions:	LI: Activity: Key Questions:	LI: Activity: Key Questions:


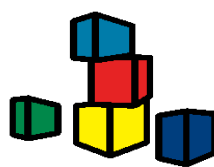

Development Matters		Look, Listen & Note	
<ul style="list-style-type: none"><li>• Holds pencil near point between first two fingers and thumb and uses it with good control. (PD 30-50)</li><li>• Draws lines and circles using gross motor movements. (PD 30-50)</li><li>• Sometimes gives meaning to marks as they draw and paint. (30-50)</li><li>• Ascribes meanings to marks that they see in different places. (30-50)</li><li>• Can copy some letters, e.g. letters from their name. (PD 30-50)</li><li>• Gives meaning to marks they make as they draw, write and paint. (L 40-60+)</li><li>• Hears and says the initial sound in words. (L 40-60+)</li><li>• Can segment the sounds in simple words and blend them together. (L 40-60+)</li><li>• Links sounds to letters, naming and sounding the letters of the alphabet. (L 40-60+)</li><li>• Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. (L 40-60+)</li><li>• Writes own name and other things such as labels, captions. (L 40-60+)</li><li>• Attempts to write short sentences in meaningful contexts. (L 40-60+)</li><li>• Maintains attention, concentrates and sits quietly during appropriate activity. (CL 40-60+)</li><li>• Shows a preference for a dominant hand. (PD 40-60+)</li><li>• Begins to form recognisable letters. (PD 40-60+)</li><li>• Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. (PD 40-60+)</li></ul>	<div>Writing and Fine Motor Area</div> <div>Adults support and challenge children’s learning and thinking through observation, participation, hand over hand help and role modelling.</div> <div></div>	<ul style="list-style-type: none"><li>• Which materials/tools do the children use to make marks?</li><li>• Which hand do they use?</li><li>• Can they colour in a picture? Thread beads?</li><li>• Do they look at what they are doing? Do they enjoy making marks outside?</li><li>• Can they access resources independently and put them away?</li><li>• Are they more successful on a flat surface e.g. table or on a vertical surface e.g. easel/wall?</li><li>• Do they imitate adults/peers in their mark making?</li><li>• Can they write their name independently?</li><li>• Do they recognise any sounds and link them to marks made?</li><li>• Can they read their own mark making to you?</li><li>• Can they trace over a picture/word?</li><li>• Can they form the O shape in an anti-clockwise direction?</li></ul>	
Permanent Resources		Effective Practice	
<ul style="list-style-type: none"><li>• Word board of theme words/name cards</li><li>• Pencils, pens, wax crayons, chalk, highlighters, (assorted colours/types/thickness), sharpeners, clipboards</li><li>• Hole puncher, staplers, scissors , glue, sellotape, stencils, rulers, paper clips</li><li>• Assorted paper, card, envelopes, postcards, gift tags, parcel labels, writing books/pads – lists, gummed labels/post-it-pads</li><li>• Phonic resources to help with linking letters to sounds and recalling tricky words etc.</li><li>• Class lists/message board/books depicting mark making ideas about the theme/story books</li><li>• Letters/numbers</li><li>• Telephone/newspapers/comics/magazines</li><li>• Post box</li></ul>		<div>Adults to introduce vocabulary (use of words, symbols and signs):</div> <ul style="list-style-type: none"><li>• Pencil, crayon, pen, chalk, brush, draw, colour, write, paper, letter sounds(phonics),</li></ul> <div>Adults to ask simple questions to extend learning:</div> <ul style="list-style-type: none"><li>• Can you colour this picture?</li><li>• Which felt pen/crayon/chalk do you want?</li><li>• Can you make marks in the mud/jelly/slime etc.? Up and down? Round and round?</li><li>• Can you make marks with this spray?</li><li>• How will we know this is yours?</li><li>• What colour do you want to use?</li><li>• Can you make a label? Sticker? Book?</li><li>• Can you thread the beads to make a necklace or pattern?</li><li>• Can you thread this picture?</li></ul>	
Characteristics of Effective Learning			
A Unique Child	Positive Relationships	Enabling Environments	Learning & Development
Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.	Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.	The environment plays a key role in supporting and extending children’s development and learning.	Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.




Development Matters		Look, Listen & Note	
<ul style="list-style-type: none"><li>• Able to follow a story without pictures or props. (CL 40-60+)</li><li>• Listens and responds to ideas expressed by others in conversation or discussion. (CL 40-60+)</li><li>• Uses language to imagine and recreate roles and experiences in play situations. (CL 40-60+)</li><li>• Introduces a storyline or narrative into their play. (CL 40-60+)</li><li>• Continues a rhyming string. (L 40-60+)</li><li>• Hears and says the initial sound in words. (L 40-60+)</li><li>• Can segment the sounds in simple words and blend them together and knows which letters represent some of them. (L 40-60+)</li><li>• Links sounds to letters, naming and sounding the letters of the alphabet. (L 40-60+)</li><li>• Begins to read words and simple sentences. (L 40-60+)</li><li>• Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. (L 40-60+)</li><li>• Enjoys an increasing range of books. (L 40-60+)</li><li>• Knows that information can be retrieved from books and computers. (L 40-60+)</li><li>• Gives meaning to marks they make as they draw, write and paint. (L 40-60+)</li><li>• Looks closely at similarities, differences, patterns and change. (UTW 40-60+)</li></ul>		<div><h2>Reading Area/Book Corner</h2><p>Adults support and challenge children’s learning and thinking through observation, participation, hand over hand help and role modelling.</p><p>Viridis Schools</p></div> <ul style="list-style-type: none"><li>• Can they hold a book correctly – right way up and round?</li><li>• Do they take care of the books and resources?</li><li>• Do they turn the pages?</li><li>• How do they respond to sensory aspects of stories and rhymes?</li><li>• Do they respond to puppets?</li><li>• Can they make a choice between two books?</li><li>• Can they look at/point to named pictures of familiar objects/people?</li><li>• Which books do they respond best to?</li><li>• Can they turn the pages?</li><li>• Can they describe what they like?</li><li>• Can they re-tell a familiar tale in their own words?</li></ul>	
Permanent Resources		Effective Practice	
<ul style="list-style-type: none"><li>• Open shelves and storage boxes, bean bags and large cushions, soft toys and puppets.</li><li>• Wide range of books - picture, fiction and rhyme, sound books, lift the flap books, non-fiction, multicultural/different needs, sensory, comics and catalogues, big books, homemade/photo books, books linked to themes or topics of interest, dual language books, instruction leaflets, recipe cards/books, atlas, road/street maps, pictures and postcards</li><li>• Display relating to current interests/themes, children’s favourites books.</li><li>• CD’s and tapes of rhymes, stories, songs and spoken words, posters, story or rhyme sacks or boxes.</li><li>• Objects and games to support phonological awareness.</li></ul>		<div><p>Adults to introduce vocabulary (use of words, symbols and signs):</p><ul style="list-style-type: none"><li>• Book, page comic, picture, puppet, rhyme, story, information, word, sentence, sound.</li><li>• Character names in stories.</li><li>• Settings e.g. castle, farm, park, school.</li><li>• Model reading and share books with children.</li></ul><p>Adults to ask simple questions to extend learning:</p><ul style="list-style-type: none"><li>• Do you like this book?</li><li>• Which is your favourite story?</li><li>• Can you find.....?</li><li>• Can you turn the page?</li><li>• Which story puppet do you like best?</li><li>• Can you find the word that rhymes with...?</li></ul></div>	
Characteristics of Effective Learning			
A Unique Child	Positive Relationships	Enabling Environments	Learning & Development
Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.	Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.	The environment plays a key role in supporting and extending children’s development and learning.	Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.

Development Matters		Look, Listen & Note	
<ul style="list-style-type: none"><li>• Listens to others one to one or in small groups, when conversation interests them. (CL 30-50)</li><li>• Engages in imaginative role-play based on own first-hand experiences. (EAD 30-50)</li><li>• Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. (EAD 30-50)</li><li>• Uses available resources to create props to support role-play. (EAD 30-50)</li><li>• Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. (EAD 30-50)</li><li>• Uses language to imagine and recreate roles and experiences in play situations. ((CL 40-60+)</li><li>• Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. (CL 40-60+)</li><li>• Introduces a storyline or narrative into their play. (CL 40-60+)</li><li>• Create simple representations of events, people and objects. (EAD 40-60+)</li><li>• Introduces a storyline or narrative into their play. (EAD 40-60+)</li><li>• Plays alongside other children who are engaged in the same theme. (EAD 40-60+)</li><li>• Plays cooperatively as part of a group to develop and act out a narrative. (EAD 40-60+)</li></ul>		<div><h2>Role-play Area</h2><p>Adults support and challenge children's learning and thinking through observation, participation, hand over hand help and role modelling.</p></div>	
Permanent Resources		Effective Practice	
<ul style="list-style-type: none"><li>• Dividers, role play furniture, chairs, tables etc.</li><li>• E.g. Resources for Space topic: space material, bubble wrap table, cardboard box rocket, big earth, planets, space food, astronaut costumes, star trek costumes, instruments, space rockets, aliens, flying space ships, sand tray, moon rockets, small space figures, metal detector, writing sheets, colouring sheets, blast off numbers,</li></ul>		<div><p><b>Adults to introduce vocabulary (use of words, symbols and signs):</b></p><ul style="list-style-type: none"><li>• E.g. Vocab for Space topic: space, astronauts, earth, planets, space station, space ships, rocket, landing, blast off, outer space, mission, stars, moon, sun, count down , gravity, adventure.</li></ul><p><b>Adults to ask simple questions to extend learning:</b></p><ul style="list-style-type: none"><li>• Which planet are we visiting?</li><li>• Where are you going in your rocket?</li><li>• What have you found on the planet?</li><li>• Who is the captain of the rocket?</li><li>• What equipment do we need to explore?</li></ul></div>	
<h3>Characteristics of Effective Learning</h3>			
A Unique Child	Positive Relationships	Enabling Environments	Learning & Development
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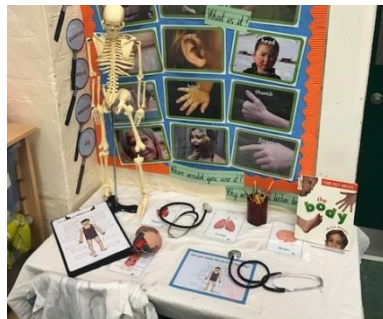


Permanent Resources		Look, Listen & Note	
<ul style="list-style-type: none"><li>Transportable maths box, multilink, cubes, counting bears/figures, sorting equipment, number lines, tracks and squares, washing line, plastic/magnetic numbers, peg boards, abacus, clocks, calculators, sand timers, scales, shapes (2D and 3D), beads, cotton reels, threading, measuring containers, real coins.</li><li>Number and information books, number rhymes and songs (CD/tape).</li><li>Catalogues, calendars, diaries, telephone directories, notepads and pens, clip boards.</li><li>Maths Games – track, dice, matching, sorting, colour, shape, size, dominoes, card games, jigsaws.</li></ul>	<div><h1>Maths Area</h1><p>Adults support and challenge children’s learning and thinking through observation, participation, hand over hand help and role modelling.</p><div></div></div>	<ul style="list-style-type: none"><li>Do children use number names correctly?</li><li>Can children sort objects and the categorise them?</li><li>Are children counting correctly?</li><li>Are children recognising and creating patterns?</li><li>Do children add and take away correctly?</li><li>Can children identify more/less?</li><li>Do children use mathematical language?</li><li>Are children playing games well together, sharing and agreeing rules?</li></ul>	
Effective Practice		Effective Practice	
<p><b>Adults to introduce vocabulary (use of words, symbols and signs):</b></p> <ul style="list-style-type: none"><li>More, less, bigger, smaller, Longer, taller, shorter, Higher, lower, full, empty, heavy, light, too much, little, same, different, balance, measure, weigh, add, take away, all together, names of numbers, shapes, days, months of year, coins, round, flat, straight, curvy.</li></ul>		<p><b>Adults to ask simple questions to extend learning:</b></p> <ul style="list-style-type: none"><li>How much more do you have?</li><li>How many bears are there?</li><li>Which one is the heaviest/lightest?</li><li>Who is taller/shorter?</li><li>Can you make a pattern?</li><li>Which number is missing?</li><li>What 2D/3D shape is this?</li><li>Which shape has more sides?</li><li>How many more/less? How many do we have altogether?</li></ul>	
Development Matters			
<ul style="list-style-type: none"><li>Recognise some numerals of personal significance. (M 40-60+)</li><li>Recognises numerals 1 to 5. (M 40-60+)</li><li>Counts up to three or four objects by saying one number name for each item. (M 40-60+)</li><li>Counts actions or objects which cannot be moved. (M 40-60+)</li><li>Counts objects to 10, and beginning to count beyond 10. (M 40-60+)</li><li>Counts out up to six objects from a larger group. (M 40-60+)</li><li>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. (M 40-60+)</li><li>Counts an irregular arrangement of up to ten objects. (M 40-60+)</li><li>Uses the language of ‘more’ and ‘fewer’ to compare two sets of objects. (M 40-60+)</li><li>Finds the total number of items in two groups by counting all of them. (M 40-60+)</li><li>Says the number that is one more than a given number. (M 40-60+)</li><li>Finds one more or one less from a group of up to five objects, then ten objects. (M 40-60+)</li><li>In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. (M 40-60+)</li></ul>	<ul style="list-style-type: none"><li>Records, using marks that they can interpret and explain. (M 40-60+)</li><li>Begins to identify own mathematical problems based on own interests and fascinations. (M 40-60+)</li><li>Beginning to use mathematical names for ‘solid’ 3D shapes and ‘flat’ 2D shapes, and mathematical terms to describe shapes. (M 40-60+)</li><li>Selects a particular named shape. (M 40-60+)</li><li>Can describe their relative position such as ‘behind’ or ‘next to’. (M 40-60+)</li><li>Orders two or three items by length or height. (M 40-60+)</li><li>Orders two items by weight or capacity. (M 40-60+)</li><li>Uses familiar objects and common shapes to create and recreate patterns and build models. (M 40-60+)</li><li>Uses everyday language related to time. (M 40-60+)</li><li>Beginning to use everyday language related to money. (M 40-60+)</li><li>Measures short periods of time in simple ways. (M 40-60+)</li></ul>		
Characteristics of Effective Learning			
A Unique Child	Positive Relationships	Enabling Environments	Learning & Development
Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.	Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.	The environment plays a key role in supporting and extending children’s development and learning.	Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.




Development Matters				Look, Listen & Note	
<ul style="list-style-type: none"><li>Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. (PSED 30-50)</li><li>Initiates play, offering cues to peers to join them. (PSED 30-50)</li><li>Keeps play going by responding to what others are saying or doing. (PSED 30-50)</li><li>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. (PSED 30-50)</li><li>Initiates conversations, attends to and takes account of what others say. (PSED 40-60+)</li><li>Explains own knowledge and understanding, and asks appropriate questions of others. (PSED 40-60+)</li><li>Handles tools, objects, construction and malleable materials safely and with increasing control. (PD 40-60+)</li><li>Talks about why things happen and how things work. (UTW 30-50)</li></ul>		<div><h1>Construction</h1><p>Adults support and challenge children’s learning and thinking through observation, participation, hand over hand help and role modelling.</p><div></div></div>		<ul style="list-style-type: none"><li>How do children react to the feel of the different bricks?</li><li>Who can knock down the bricks?</li><li>Can children build one brick on top of another?</li><li>Can children recognise any colours? 2d or 3D shapes?</li><li>Do children share resources?</li><li>Can children join two bricks together?</li><li>Can they build a structure around themselves or as a physical boundary?</li><li>Can they talk about what they are doing as they construct?</li><li>Can they draw a plan and then use the blocks to create it?</li><li>Can they say what worked well or what they would change?</li></ul>	
Permanent Resources				Effective Practice	
<ul style="list-style-type: none"><li>Clearly labelled storage boxes/shelving, pictures of buildings / vehicles</li><li>Posters and local / themed reference photographs, appropriate non-fiction/fiction books</li><li>Drawing and writing materials, large wooden blocks e.g. community play, small wooden bricks.</li><li>Purchased construction kits e.g. Lego, Duplo etc.</li><li>Selection of play people, vehicles and animals</li><li>Selection of natural / reclaimed materials</li><li>Road maps / A-Z books, Clipboards</li><li>Hard hats, tools – hammer, spanner, screwdriver etc.</li><li>3D wooden shapes – plain/coloured</li><li>Construction kits , equipment with a variety of fastenings, wheels, nuts, bolts e.g. Brio-Mec, Meccano, Ladders, Cable spools – different sizes, tyres, plastic tubing, pipes and guttering, sanded wooden off-cuts, material, builder’s trays, collections of natural materials, joining materials e.g. strong tape, ropes, laminated photographs/signs</li></ul>				<p><b>Adults to introduce vocabulary (use of words, symbols and signs):</b></p> <ul style="list-style-type: none"><li>Build, knock down, brick</li><li>Names of 2D/3D shapes</li><li>Names of all construction sets and pieces</li><li>Language of building –joining, fixing, connecting etc</li><li>Colour, shape, size and positional language (on top of etc.)</li><li>Number names</li></ul> <p><b>Adults to ask questions to extend learning:</b></p> <ul style="list-style-type: none"><li>What shall we build?</li><li>Can you knock it down?</li><li>Where is the largest/smallest brick?</li><li>What did you use to build it?</li><li>Who can build the tallest tower?</li><li>How did you build that?</li><li>How high do you think it is?</li></ul>	
Characteristics of Effective Learning					
A Unique Child		Positive Relationships		Enabling Environments	
Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.		Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.		The environment plays a key role in supporting and extending children’s development and learning.	
				Learning & Development	
				Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.	



Development Matters		Look, Listen & Note	
<ul style="list-style-type: none"><li>• Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. (PD 30-50)</li><li>• Holds pencil near point between first two fingers and thumb and uses it with good control. (PD 30-50)</li><li>• Explores what happens when they mix colours. (EAD 40-60+)</li><li>• Experiments to create different textures. (EAD 40-60+)</li><li>• Understands that different media can be combined to create new effects. (EAD 40-60+)</li><li>• Manipulates materials to achieve a planned effect. (EAD 40-60+)</li><li>• Uses simple tools and techniques competently and appropriately. (EAD 40-60+)</li><li>• Selects appropriate resources and adapts work where necessary. (EAD 40-60+)</li><li>• Selects tools and techniques needed to shape, assemble and join materials they are using. (EAD 40-60+)</li><li>• Gives meaning to marks they make as they draw, write and paint. (L 40-60+)</li><li>• Handles tools, objects, construction and malleable materials safely and with increasing control. (PD 40-60+)</li><li>• Maintains attention, concentrates and sits quietly during appropriate activity. (CL 40-60+)</li></ul>	<div><h2>Creative Area</h2><p>Adults support and challenge children’s learning and thinking through observation, participation, hand over hand help and role modelling.</p><div></div></div>	<ul style="list-style-type: none"><li>• Can children use brushes/glue sticks/printing blocks?</li><li>• Do children enjoy exploring paint/collage materials? Independently? With help?</li><li>• Do they use both hands or does one dominate?</li><li>• Can child point to named colours?</li><li>• Can they access resources independently?</li><li>• Are they more successful on a flat surface eg table or on a vertical surface eg easel/wall?</li><li>• Can they use scissors?</li><li>• Do they write their name on their work?</li><li>• Can they talk about their ideas and describe what they are doing?</li><li>• Can they predict what will happen when they mix two different colours?</li></ul>	
Permanent Resources		Effective Practice	
<ul style="list-style-type: none"><li>• Open access storage/aprons/protective clothing/pictorial/ photographic labels.</li><li>• Selection of collage materials- doilies, bubble wrap, felt, glitter, sequins, sweet wrappers, buttons, cotton wool pulses, pasta, (recycled, natural and bought) e.g. corks, plastic lids, feathers, straws, string, wool, ribbon, tissue etc.</li><li>• Variety of different paper types and sizes – newspaper, shiny and matt papers, tissue paper wallpaper, cellophane, corrugated card, gummed paper, card, wrapping paper, greeting cards, crepe paper.</li><li>• Range of junk modelling materials - yoghurt pots, foil containers, variety of boxes, cardboard tubes, trays, egg boxes etc.</li><li>• Joining equipment - sellotape, glue, paper clips, paper fasteners, stapler, scissors, hole punch, string.</li><li>• Painting and printing materials - blocks, bricks, cotton reels, finger paints, sponges, powder / ready mix paint, different size and shape brushes, combs. Mark making resources - pencils, crayons, felt tips.</li></ul>		<p>Adults to introduce vocabulary (use of words, symbols and signs):</p> <ul style="list-style-type: none"><li>• Colour names e.g. red, blue</li><li>• Shape names e.g. triangle, circle</li><li>• Equipment names e.g. brush, pot, glue</li><li>• Texture e.g. rough, smooth, soft</li><li>• Descriptive words e.g. line, wavy, zig zag</li><li>• Actions e.g. mix, swirl, splash, drip, cut, tear, stick</li></ul> <p>Adults to ask questions to extend learning:</p> <ul style="list-style-type: none"><li>• Can you find the red/yellow one?</li><li>• Where is the brush/glue stick/tube etc?</li><li>• Which brush are you going to use?</li><li>• Tell me about your picture...</li><li>• What colours have you used? Why?</li><li>• What have you made? Why?</li><li>• How does your work make you feel?</li></ul>	
Characteristics of Effective Learning			
A Unique Child	Positive Relationships	Enabling Environments	Learning & Development
Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.	Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.	The environment plays a key role in supporting and extending children’s development and learning.	Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.






<div>Development Matters</div> <ul style="list-style-type: none"><li>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. (UTW 30-50)</li><li>Can talk about some of the things they have observed such as plants, animals, natural and found objects. (UTW 30-50)</li><li>Talks about why things happen and how things work. (UTW 30-50)</li><li>Developing an understanding of growth, decay and changes over time. (UTW 30-50)</li><li>Shows care and concern for living things and the environment. (UTW 30-50)</li><li>Looks closely at similarities, differences, patterns and change. (UTW 40-60+)</li><li>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. (L 40-60+)</li><li>Enjoys an increasing range of books. (L 40-60+)</li><li>Knows that information can be retrieved from books and computers. (L 40-60+)</li><li>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. (CL 40-60+)</li><li>Beginning to understand 'why' and 'how' questions. (CL 30-50)</li><li>Listens to others one to one or in small groups, when conversation interests them. (CL 30-50)</li><li>Explains own knowledge and understanding, and asks appropriate questions of others. (PSED 40-60+)</li></ul>		<div>Investigation Area</div> <div>Adults support and challenge children's learning and thinking through observation, participation, hand over hand help and role modelling.</div> <div></div>		<div>Look, Listen &amp; Note</div> <ul style="list-style-type: none"><li>How do the children react to feel of materials (ie conkers)l?</li><li>How do they let us know if they like feel, smells etc?</li><li>Can they grasp it? Which hand?</li><li>Can they use any tools independently?</li><li>Can they fill/empty containers?</li><li>Who can press a switch unaided? Which hand?</li><li>Noisy toys?</li><li>Can they track moving toys?</li><li>How do they let us know which toys they like/dislike?</li><li>Do they play with switch operated equipment in home corner?</li><li>Can they use the digital camera?</li><li>Do they share resources?</li></ul>		
<div>Permanent Resources</div> <ul style="list-style-type: none"><li>Magnets, magnifying glasses, torches , cameras, colour disks, coloured gel pads (to use on light box) – to explore colour, mirrors, bee bots (and cards), walkie talkies, telephones, cross sections of rocks, photographs of scientific investigations carried out by the children, simple non-fiction books, bug viewers, x-ray slides and light box, kaleidoscopes, clocks.</li><li>Mark making materials e.g. clip boards, paper and pencils. Pictures and posters.</li><li>Selection of different materials (on rotational basis) such as shiny and dull, hard and soft, manufactured and natural, items the children have collected etc.</li><li>A range of living things e.g. mini-beasts, plants, twigs, buds, pets, plants.</li></ul>		<div></div>		<div>Effective Practice</div> <div>Adults to introduce vocabulary (use of words, symbols and signs):</div> <ul style="list-style-type: none"><li>Look, investigate, bigger, smaller, magnify, magnetic, stuck, metal, reflection, move, forward, backwards, feel, touch, listen, noise, light, dark, catch, explore</li></ul> <div>Adults to ask questions to extend learning:</div> <ul style="list-style-type: none"><li>What happens when you use this....?</li><li>What does that remind you of?</li><li>What do you think might happen next?</li><li>What do you/ don't you like about this and why?</li><li>What might happen if.....?</li><li>Where have you seen this happen?</li><li>Can you squeeze the object?</li><li>Is it magnetic/reflective/meta//plastic?</li></ul>		
<div>Characteristics of Effective Learning</div>						
<div>A Unique Child</div> <div>Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.</div>		<div>Positive Relationships</div> <div>Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.</div>		<div>Enabling Environments</div> <div>The environment plays a key role in supporting and extending children's development and learning.</div>		<div>Learning &amp; Development</div> <div>Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.</div>









Development Matters	ICT/Technology Area	Look, Listen & Note	
<ul style="list-style-type: none"><li>Explains own knowledge and understanding, and asks appropriate questions of others (PSED 40-60+)</li><li>Uses positional language (M 30-50)</li><li>Knows how to operate simple equipment, e.g.turns on CD player and uses remote control (UW 30-50)</li><li>Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones (UW 30-50)</li><li>Completes a simple program on a computer (UW 40-60+)</li><li>Uses ICT hardware to interact with age-appropriate computer software (UW 40-60+)</li><li>Uses simple tools and techniques competently and appropriately. (EAD 40-60+)</li><li>Selects appropriate resources and adapts work where necessary. (EAD 40-60+)</li><li>Selects tools and techniques needed to shape, assemble and join materials they are using. (EAD 40-60+)</li><li>Understands that equipment and tools have to be used safely. (PD 30-50)</li><li>Knows how to operate simple equipment, e.g.turns on CD player and uses a remote control (UW 30-50)</li><li>Uses simple tools to effect changes to materials (PD 40-60+)</li><li>Handles tools, objects, construction and malleable materials safely and with increasing control. (PD 40-60+)</li></ul>	<div>ICT/Technology Area</div> <div>Adults support and challenge children's learning and thinking through observation, participation, hand over hand help and role modelling.</div> <div></div> <div></div>	<ul style="list-style-type: none"><li>Can children press a switch unaided?</li><li>Can children use touch screen?</li><li>Do children show response to computer programmes? Noisy toys?</li><li>Can they track moving toys?</li><li>Do they enjoy using websites eg CBeebies on internet?</li><li>How do they let us know which toys they like/dislike?</li><li>Do they play with switch operated equipment in home corner?</li><li>Can they use the digital camera?</li><li>Do they share resources?</li></ul>	
Permanent Resources		Effective Practice	
<ul style="list-style-type: none"><li>Computer, printer, internet access, laptop, ipads, interactive whiteboard, photocopier, scanner, overhead projector/light box.</li><li>Dictaphones, digital camera, ipad, digital blue, pixie, roamers, programmable toy, keyboard, DVD's, CD's, video tapes, digital microscope, telephone, mobile, CD Player, selection of switch toys, tape recorder, calculators, role play equipment, Beebots.</li><li>Radio controlled toys, radio, remote control vehicles, torches, karaoke machine, metal detector, walkie talkie, bar code scanners.</li></ul>		<div>Adults to introduce vocabulary (use of words, symbols and signs):</div> <ul style="list-style-type: none"><li>Computer, switch, screen, mouse, press, CD, digital camera, tape recorder, TV, internet</li></ul> <div>Adults to ask questions to extend learning:</div> <ul style="list-style-type: none"><li>Can you press the switch?</li><li>Which is your favourite switch toy?</li><li>Can you operate it by yourself</li><li>What is your favourite computer programme?</li><li>Can you touch the screen</li><li>Can you make it move by...?</li></ul>	
Characteristics of Effective Learning			
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Development Matters		Look, Listen & Note	
<ul style="list-style-type: none"><li>Sings to self and makes up simple song (EAD 30-50)</li><li>Makes up rhythms (EAD 30-50)</li><li>Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words (EAD 30-50)</li><li>Taps out simple repeated rhythms</li><li>Explores and learns how sounds can be changed (EAD 30-50)</li><li>Begins to build a repertoire of songs and dances (EAD 40-60+)</li><li>Explores the different sounds of instruments (EAD 40-60+)</li><li>Uses simple tools and techniques competently and appropriately. (EAD 40-60+)</li><li>Selects appropriate resources and adapts work where necessary. (EAD 40-60+)</li><li>Plays cooperatively as part of a group to develop and act out a narrative. (EAD 40-60+)</li><li>Knows how to operate simple equipment, e.g.turns on CD player and uses a remote control (UW 30-50)</li></ul>	<div>Music Area</div> <div>Adults support and challenge children’s learning and thinking through observation, participation, hand over hand help and role modelling.</div> <div></div>	<ul style="list-style-type: none"><li>Can children hum/sing a simple song?</li><li>Can they make a rhythm?</li><li>Can children work together to make music?</li><li>Do they show response to music?</li><li>Do they enjoy making music?</li><li>How do they let us know which toys they like/dislike?</li><li>Do they share resources?</li><li>Can they use simple instruments?</li><li>Can they make their own music/songs up?</li></ul>	
Permanent Resources		Effective Practice	
<div>Indoor Resources:</div> <ul style="list-style-type: none"><li>Xylophone, variety of bells, variety of drums and beaters (also hands), jingle sticks, tambourines, triangles, variety of shakers, maracas – choice, CD player, headphones, rhymes and songs, songs and music from other cultures, wide range of music i.e. jazz, classical</li><li>Ribbons, materials, recycling materials for making instruments/sounds/music</li></ul> <div>Outdoor Resources:</div> <ul style="list-style-type: none"><li>Musical frame/fence/hangings, pots, pans, spoons/beaters, plastic bottles, plant pots, wind chimes, rustle bags – hand from fence/frame/tree i.e. rubber gloves, washing tablet bags filled with natural materials), clear glass bottles filled with water + wooden spoons (supervised activity), CD player, headphones, CD’s of environmental sounds i.e. water flowing, CD’s nursery rhymes and songs, CD’s various cultures</li></ul>		<div>Adults to introduce vocabulary (use of words, symbols and signs):</div> <ul style="list-style-type: none"><li>Xylophone, Variety of bells, Variety of drums and beaters (also hands), Jingle sticks, Tambourines, Triangles, Variety of shakers, Maracas</li></ul> <div>Adults to ask questions to extend learning:</div> <ul style="list-style-type: none"><li>What’s your favourite song/tune?</li><li>Can you make a sound?</li><li>Which is your favourite instrument?</li><li>Which instruments can you play?</li><li>Which sound is the loudest?</li><li>Which sound is the quietest?</li><li>Can you make a loud/quiet sound?</li></ul>	
Characteristics of Effective Learning			
A Unique Child	Positive Relationships	Enabling Environments	Learning & Development
Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.	Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.	The environment plays a key role in supporting and extending children’s development and learning.	Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.

Development Matters				Look, Listen & Note	
<ul style="list-style-type: none"><li>• Uses various construction materials (EAD 30-50)</li><li>• Realises tools can be used for a purpose (EAD 30-50)</li><li>• Manipulates materials to achieve a planned effect (EAD 40-60+)</li><li>• Uses simple tools and techniques competently and appropriately. (EAD 40-60+)</li><li>• Selects appropriate resources and adapts work where necessary. (EAD 40-60+)</li><li>• Understands use of objects (e.g. 'What do we use to cut things?') (CL 30-50)</li><li>• Responds to simple instructions, e.g. to get or put away an object (CL 30-50)</li><li>• Questions why things happen and gives explanations. Asks e.g. who, what, when, how. (CL 30-50)</li><li>• Uses simple tools to effect changes to materials (PD 40-60+)</li><li>• Understands that equipment and tools have to be used safely. (PD 30-50)</li><li>• Handles tools, objects, construction and malleable materials safely and with increasing control. (PD 40-60+)</li></ul>		<div><h2>Sand Area</h2><p>Adults support and challenge children's learning and thinking through observation, participation, hand over hand help and role modelling.</p></div>		<ul style="list-style-type: none"><li>• Can children make a pattern in the sand?</li><li>• Can they work with others to achieve a task?</li><li>• Can they build a sandcastle?</li><li>• Can they note the differences between wet and dry sand?</li><li>• Have they noticed that dry sand doesn't stay firm, while wet sand does?</li><li>• Can they create pictures in the sand?</li><li>• Do they use the sand in imaginative play?</li><li>• Are they using the sand in role play activities?</li><li>• Can they balance the weighing scales/balances?</li></ul>	
Permanent Resources				Effective Practice	
<ul style="list-style-type: none"><li>• Dust pan and brush, sand wheels, funnels (variety of sizes), sieves and colanders, various graded plastic bottles and plastic/metal bowls, small world – cars, trucks, people, dinosaurs, animals by colour, pattern making equipment – patterned rolling pins, paper/pencils, clipboard, measuring spoons, measuring jugs, funnels (variety of sizes), weighing scales</li><li>• Platforms with holes to hold funnels whilst pouring; spoons/scoops – perforated, spaghetti, slotted, wide gauge, clear plastic tubing.</li><li>• Natural objects – shells, fir cones, conkers, pebbles, stones, drift wood, pumice, sponge, loofer wicker baskets etc.</li><li>• Junk items with holes – plant pots, plastic cones, cardboard tubes, yoghurt pots etc.</li><li>• Labels, models and flags – pencils etc.</li></ul>				<p>Adults to introduce vocabulary (use of words, symbols and signs):</p> <ul style="list-style-type: none"><li>• Shape, texture, sieve, pattern, more,</li></ul> <p>Adults to ask questions to extend learning:</p> <ul style="list-style-type: none"><li>• How does the sand feel in your hands?</li><li>• What type of sand works best?</li><li>• What is the difference between wet/dry sand?</li><li>• How does the sand feel?</li><li>• Can you make a pattern in the sand?</li><li>• How can you make the sand firm/stand up?</li><li>• Can you make a sand castle?</li></ul>	
Characteristics of Effective Learning					
A Unique Child		Positive Relationships		Enabling Environments	
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				Learning & Development	
				Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.	





Development Matters				Look, Listen & Note	
<ul style="list-style-type: none"><li>Realises tools can be used for a purpose (EAD 30-50)</li><li>Uses simple tools and techniques competently and appropriately. (EAD 40-60+)</li><li>Selects appropriate resources and adapts work where necessary. (EAD 40-60+)</li><li>Understands use of objects (e.g. 'What do we use to cut things?') (CL 30-50)</li><li>Responds to simple instructions, e.g. to get or put away an object (CL 30-50)</li><li>Questions why things happen and gives explanations. Asks e.g. who, what, when, how. (CL 30-50)</li><li>Explains own knowledge and understanding, and asks appropriate questions of others (PSED 40-60+)</li><li>Uses simple tools to effect changes to materials (PD 40-60+)</li><li>Handles tools, objects, construction and malleable materials safely and with increasing control. (PD 40-60+)</li><li>Orders two items by weight or capacity (M 40-60+)</li><li>Uses the language of 'more' and 'fewer' to compare two sets of objects (M 40-60+)</li></ul>		<div>Water Area</div> <div>Adults support and challenge children's learning and thinking through observation, participation, hand over hand help and role modelling.</div> <div></div> <div></div>		<ul style="list-style-type: none"><li>Can the children talk about how the water feels? Is it hot/cold?</li><li>Can the children identify which items float and which items sink?</li><li>Have they noticed the movement of water?</li><li>Are the children able to pour water from one container to another?</li><li>Are the children testing which containers hold the most water?</li></ul> <p>Or which hold the least amount of water?</p>	
Permanent Resources				Effective Practice	
<ul style="list-style-type: none"><li>Water aprons, wellingtons, water proofs, rain coats, towels, mop and bucket, umbrellas, storage equipment – easily accessible to all children.</li><li>Containers of differing sizes for pouring (transparent and opaque), graded containers, jugs, plastic bottles, watering cans, water wheels, siphon, containers with holes/sieves.</li><li>Kitchen utensils – whisks, spoons, scoops, pipettes, sieves, tea strainers.</li><li>Floating and sinking objects – eg corks, shells, ping pong balls, foil dishes, leaves, nuts, pieces of wood/bark/twigs, sponges, pebbles etc.</li><li>Hosepipe, transparent plastic tubing of different thicknesses and lengths, large buckets, pulley system, construction items to help create water ways, plumbing equipment – guttering, water pipes, tubes, u-bends, fishing nets, plastic water carrier or water barrel with tap.</li><li>Small World/Animal sets – polar, marine, ducks, dinosaurs, boats and play people.</li></ul>				<div>Adults to introduce vocabulary (use of words, symbols and signs):</div> <ul style="list-style-type: none"><li>Water, ice/melt, wet/dry/damp, mix/pour, trickle/sprinkle/squirt, full/fill, empty/half, float/sink/swim, wash/drink, more/less</li><li>Weather vocabulary</li><li>Boat, sea, river and pond vocabulary</li></ul> <div>Adults to ask questions to extend learning:</div> <ul style="list-style-type: none"><li>How does the water feel?</li><li>Is it warm/cold?</li><li>Can you find anything that floats?</li><li>Can you find something that sinks?</li><li>Can you sort the things that float and those that sink?</li><li>Why do you think it floats?</li><li>What can you use to move the water?</li><li>Which container has more water in it? How do you know?</li></ul>	
Characteristics of Effective Learning					
A Unique Child		Positive Relationships		Enabling Environments	
Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.		Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.		The environment plays a key role in supporting and extending children's development and learning.	
				Learning & Development	
				Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.	

Development Matters		Look, Listen & Note	
<ul style="list-style-type: none"><li>Builds up vocabulary that reflects the breadth of their experiences. (CL30-50)</li><li>Uses talk in pretending that objects stand for something else in play, e.g, 'This box is my castle.' (CL 30-50)</li><li>Shows interest in different occupations and ways of life. (UTW 30-50)</li><li>Can talk about some of the things they have observed such as plants, animals, natural and found objects. (UTW 30-50)</li><li>Talks about why things happen and how things work. (UTW 30-50)</li><li>Engages in imaginative role-play based on own first-hand experiences.(EAD 30-50)</li><li>Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. (EAD 30-50)</li><li>Uses available resources to create props to support role-play. (EAD 30-50)</li><li>Create simple representations of events, people and objects. (EAD 40-60+)</li><li>Introduces a storyline or narrative into their play. (EAD 40-60+)</li><li>Plays cooperatively as part of a group to develop and act out a narrative. (EAD 40-60+)</li></ul>	<div><h2>Small World Area</h2><p>Adults support and challenge children's learning and thinking through observation, participation, hand over hand help and role modelling.</p><div></div></div>	<ul style="list-style-type: none"><li>Do children share resources?</li><li>Do they engage in conversation with their peers?</li><li>Do they play alone or with others?</li><li>Can they recreate a world from imagination or memory?</li><li>Can they organise the resources and use them to retell a story/narrative?</li><li>Can they use the vocabulary related to their imaginative play e.g. space words for spaceship/rocket small world?</li><li>Can they describe a route around their world?</li><li>Can they solve mathematical problems e.g. work out how many more figures will fit in the car or how many animals there is altogether on the farm?</li></ul>	
Permanent Resources		Effective Practice	
<ul style="list-style-type: none"><li>Train track and train, farm, animals, people, zoo, dinosaurs, cars, vehicles and garage, castle/knights, puppet theatre, pirates, space exploration, polar animals, play mats, doll's house.</li><li>Different surfaces eg sand pit/builders, tray/grassed area/digging area.</li><li>Natural materials eg stones, pebbles, twigs, grass, Writing materials for fine and gross motor development.</li><li>Recycled open ended materials eg boxes, tubes, foil trays,</li><li>Books, reference books, laminated pictures and signs, photographs of real life situations, key words/vocabulary.</li><li>Paper, clipboards, writing frames and pencils.</li></ul>		<p><b><u>Adults to introduce vocabulary (use of words, symbols and signs):</u></b></p> <ul style="list-style-type: none"><li>Build, make, arrange</li><li>Names of people and animals</li><li>Names of all small world pieces</li><li>Colour, shape, size and positional language</li></ul> <p><b><u>Adults to ask simple questions to extend learning:</u></b></p> <ul style="list-style-type: none"><li>Where would you like this piece/figure to go?</li><li>What are they doing in the castle/farm etc. today?</li><li>Do you have all of the pieces you need? Can you make some more buildings/figures?</li><li>What makes that item/vehicle move?</li><li>Can you make it go faster? How can you make it go slower?</li><li>How many figures fit inside?</li><li>What is on top of/ underneath/ below/behind/in front of...?</li><li>Which train is first, second, third...?</li><li>How many animals are there in the field?</li></ul>	
Characteristics of Effective Learning			
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Development Matters		Look, Listen & Note	
<ul style="list-style-type: none"><li>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. (PD 40-60+)</li><li>Uses simple tools to effect changes to materials. (PD 40-60+)</li><li>Handles tools, objects, construction and malleable materials safely and with increasing control. (PD 40-60+)</li><li>Shows a preference for a dominant hand. (PD 40-60+)</li><li>Shows understanding of how to transport and store equipment safely. (PD 40-60+)</li><li>Can describe their relative position such as 'behind' or 'next to'. (M 40-60+)</li><li>Uses familiar objects and common shapes to create and recreate patterns and build models. (M 40-60+)</li><li>Looks closely at similarities, differences, patterns and change. (UTW 40-60+)</li><li>Experiments to create different textures. (EAD 40-60+)</li><li>Understands that different media can be combined to create new effects. (EAD 40-60+)</li><li>Manipulates materials to achieve a planned effect. (EAD 40-60+)</li><li>Uses simple tools and techniques competently and appropriately. (EAD 40-60+)</li></ul>	<div><h2>Malleable Area</h2><p>Adults support and challenge children's learning and thinking through observation, participation, hand over hand help and role modelling.</p><div></div></div>	<ul style="list-style-type: none"><li>How do the children react to feel of malleable material?</li><li>How do they let us know if they like feel, smells etc?</li><li>Can they grasp it? Which hand?</li><li>Can they share tools?</li><li>Do they make marks in the material? With fingers? Hands? Tools?</li><li>Can they use any tools independently?</li><li>Can they fill/empty containers?</li><li>Do they like malleable play? How do they let us know?</li></ul>	
Permanent Resources		Effective Practice	
<ul style="list-style-type: none"><li>Protective clothing, aprons etc.</li><li>Play dough, clay, safe knives &amp; forks, cooking utensils and baking trays, rolling Pins (variety of textures), cutters, number and letter (cutters or printers), objects for making imprints/patterns, small world people</li><li>Shaving foam, cornflour, jelly, gloop, cooked pasta, pulses</li><li>Sticks, shells, cake decorations, potato masher, garlic press, empty food packaging etc.</li></ul>		<p><b>Adults to introduce vocabulary (use of words, symbols and signs):</b></p> <ul style="list-style-type: none"><li>Cut, roll, press, squeeze, twist, pinch, stretch, push, pull, etc.</li><li>Wet/dry/damp/soggy, hard/soft/pliable, build/construct, press/squeeze/pinch, trickle/sprinkle, mould/shape etc.</li><li>Senses (see, hear, touch, smell &amp; taste as appropriate)</li><li>Names of equipment</li></ul> <p><b>Adults to ask simple questions to extend learning:</b></p> <ul style="list-style-type: none"><li>What does it feel like?</li><li>What happens if I add?</li><li>Is it full/empty?</li><li>How many?</li><li>Which is the biggest/smallest?</li><li>Can you twist, squeeze, push it?</li></ul>	
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<div>Development Matters</div> <ul style="list-style-type: none"><li>Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. (PD 30-50)</li><li>Mounts stairs, steps or climbing equipment using alternate feet (PD 30-50)</li><li>Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. (PD 30-50)</li><li>Can stand momentarily on one foot when shown. (PD 30-50)</li><li>Can catch a large ball. (PD 30-50)</li><li>Experiments with different ways of moving. (PD 40-60+)</li><li>Jumps off an object and lands appropriately. (PD 40-60+)</li><li>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. (PD 40-60+)</li><li>Travels with confidence and skill around, under, over and through balancing and climbing equipment. (PD 40-60+)</li><li>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. (PD 40-60+)</li></ul>	<div>Gross Motor/Climbing Frame</div> <div>Adults support and challenge children’s learning and thinking through observation, participation, hand over hand help and role modelling.</div> <div></div>	<div>Look, Listen &amp; Note</div> <ul style="list-style-type: none"><li>Can children roll, spin, crawl, wobble etc?</li><li>How do children react to different experiences?</li><li>Do they move independently?</li><li>Or do they need adult help?</li><li>Can they balance?</li><li>Can they balance on different parts of their body</li><li>Do they move up/down/round/over?</li><li>Can they build with large blocks?</li></ul>	
<div>Permanent Resources</div> <ul style="list-style-type: none"><li>Tuff spot trays, large planks, tyres, barrels, tubes (all sizes), netting, wooden blocks, plastic bricks</li><li>Den making resources (blankets, sheets of material, washing line, clothes horse), pop up tent etc.</li><li>Road safety equipment (signs, crossing, uniforms)</li><li>Climbing frame, slide, see saw, hoppers, tunnel, hoops, bean bags, skipping rope, dancing ribbons, quoits, selection of different sized and textured balls.</li></ul>	<div></div>	<div>Effective Practice</div> <div>Adults to introduce vocabulary (use of words, symbols and signs):</div> <ul style="list-style-type: none"><li>Roll, spin, crawl, turn, wobble, over, up, down, round and round, roly poly, jump, jump/hop/skip, hoola-hooping, catching/retrieving, throwing/sending, batting/hitting, high/low, bounce/bowl, aim/target, kick/dribble, lift/carry</li></ul> <div>Adults to ask simple questions to extend learning:</div> <ul style="list-style-type: none"><li>Can you roll?</li><li>What is it like to wobble?</li><li>Can you crawl through the tunnel?</li><li>Can you hop/skip/balance on one leg?</li><li>Which toy can we spin on?</li><li>Can you throw/catch?</li><li>Can you build up the blocks?</li></ul>	
<div>Characteristics of Effective Learning</div>			
<div>A Unique Child</div> <div>Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.</div>	<div>Positive Relationships</div> <div>Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.</div>	<div>Enabling Environments</div> <div>The environment plays a key role in supporting and extending children’s development and learning.</div>	<div>Learning &amp; Development</div> <div>Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.</div>

