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| **TERM:** All | | | **TOPIC:** All |
| **What are the children learning to do?** | | **How are they learning to do this?** | |
| **P**  **S**  **E**  **D** | Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.  Develop their sense of responsibility and membership of a community.  Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations.  Play with one or more other children, extending and elaborating play ideas.  Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.  Increasingly follow rules, understanding why they are important.  Remember rules without needing an adult to remind them.  Develop appropriate ways of being assertive.    Talk with others to solve conflicts.  Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.  Understand gradually how others might be feeling. | Respond to children’s increasing independence and sense of responsibility. As the year proceeds, increase the range of resources and challenges, outdoors and inside.  Widen the range of activities that children feel confident to take part in, outdoors and inside. Model inviting new activities that encourage children to come over and join in.  Give children appropriate tasks to carry out. Suggestion: they can fetch milk cartons or fruit. They can wash up their own plates after their snack.  Invite trusted people into the setting to talk about and show the work they do. Some examples of this might be plumbers, artists or firefighters.  Take children out on short walks around the neighbourhood. When ready, take them on trips to interesting places like a local museum, theatre or place of worship.  Involve children in making decisions about room layout and resources. Suggestion: you could set up a special role-play area in response to children’s fascination with space. Support children to carry out decisions, respecting the wishes of the rest of the group.  Further resource and enrich children’s play, based on their interests. Suggestion: children often like to talk about their trips to hairdressers and barbers. You could provide wigs reflecting different ethnicities, combs and brushes etc. to stimulate pretend play around their interest.  Notice children who find it difficult to play. They may need extra help to share and manage conflicts. You could set up play opportunities in quiet spaces for them, with just one or two other children. You may need to model positive play and co-operation. Teach children ways of solving conflicts. Suggestion: model how to listen to someone else and agree a compromise.  Explain why we have rules and display a small number of necessary rules visually as reminders.  Children with high levels of negative emotion need clear boundaries and routines. They also need practitioners to interact calmly and sensitively with them.  Model ways that you calm yourself down, such as stopping and taking a few deep breaths. This can help children to learning ways to calm themselves. If adults are excessively challenging or controlling, children can become more aggressive in the group. They may increasingly ‘act out’ their feelings. For example, when they feel sad, they might hit another child to make that child feel sad as well.  Help children explore situations from different points of view. Talk together about how others might be feeling. Bring these ideas into children’s pretend play: “I wonder how the chicken is feeling, now the fox is creeping up on her?”  Also: Circle Time targeted to support the children. | |
| **C**  **&**  **L** | Enjoy listening to longer stories and can remember much of what happens.  Pay attention to more than one thing at a time, which can be difficult.  Use a wider range of vocabulary.  Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.  Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”  Sing a large repertoire of songs.  Know many rhymes, be able to talk about familiar books, and be able to tell a long story.  Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.  Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’.  Use longer sentences of four to six words.  Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.  Start a conversation with an adult or a friend and continue it for many turns.    Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” | Offer children at least a daily story time as well as sharing books throughout the session.  If they are busy in their play, children may not be able to switch their attention and listen to what you say. When you need to, help young children to switch their attention from what they are doing to what you are saying. Give them a clear prompt. Suggestion: say the child’s name and then: “Please stop and listen”.  Extend children’s vocabulary, explaining unfamiliar words and concepts and making sure children have understood what they mean through stories and other activities. These should include words and concepts which occur frequently in books and other contexts, but are not used every day by many young children.  Provide children with a rich language environment by sharing books and activities with them. Encourage children to talk about what is happening and give their own ideas. High-quality picture books are a rich source for learning new vocabulary and more complex forms of language: “Excuse me, I’m very hungry. Do you think I could have tea with you?”  Shared book-reading is a powerful way of having extended conversations with children. It helps children to build their vocabulary.  Offer children lots of interesting things to investigate, like different living things. This will encourage them to ask questions.  Consider which core books, songs and rhymes you want children to become familiar with and grow to love. Activities planned around those core books will help the children to practise the vocabulary and language from those books. It will also support their creativity and play.  Children may use ungrammatical forms like ‘I swimmed’. Instead of correcting them, recast what the child said. For example: “How lovely that you swam in the sea on holiday”.  When children have difficulties with correct pronunciation, reply naturally to what they say. Pronounce the word correctly so they hear the correct model.  Expand on children’s phrases. For example, if a child says, “going out shop”, you could reply: “Yes, Jason is going to the shop”. As well as adding language, add new ideas. For example: “I wonder if they’ll get the 26 bus?”  Model language that promotes thinking and challenges children: “I can see that’s empty – I wonder what happened to the snail that used to be in that shell?”  Open-ended questions like “I wonder what would happen if….?” encourage more thinking and longer responses. Sustained shared thinking is especially powerful. This is when two or more individuals (adult and child, or children) ‘work together’ in an intellectual way to solve a problem, clarify a concept, evaluate activities, extend a narrative etc.  Help children to elaborate on how they are feeling: “You look sad. Are you upset because Jasmin doesn’t want to do the same thing as you?” | |
| **P**  **D** | Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.  Go up steps and stairs, or climb up apparatus, using alternate feet.    Start taking part in some group activities which they make up for themselves, or in teams.  Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.  Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.  Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.  Use one-handed tools and equipment, for example, making snips in paper with scissors.  Use a comfortable grip with good control when holding pens and pencils.  Start eating independently and learning how to use a knife and fork. (AT HOME)  Show a preference for a dominant hand.  Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.  Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.  Make healthy choices about food, drink, activity and toothbrushing. | Encourage children to transfer physical skills learnt in one context to another one.  Encourage children to paint, chalk or make marks with water on large vertical surfaces. Suggestion: use walls as well as easels to stimulate large shoulder and arm movements. These experiences help children to ‘cross the mid-line’ of their bodies. When they draw a single line from left to right, say, they don’t need to pass the paintbrush from one hand to another or have to move their whole body along.  Lead movement-play activities when appropriate. These will challenge and enhance children’s physical skills and development – using both fixed and flexible resources, indoors and outside.  Encourage children to become more confident, competent, creative and adaptive movers. Then, extend their learning by providing opportunities to play outdoors in larger areas, such as larger parks and spaces in the local area, or through Forest or Beach school.  Explain why safety is an important factor in handling tools, and moving equipment and materials. Have clear and sensible rules for everybody to follow.  You can begin by showing children how to use one handed tools (scissors and hammers, for example) and then guide them with hand-over-hand help. Gradually reduce the help you are giving and allow the child to use the tool independently.  The tripod grip is a comfortable way to hold a pencil or pen. It gives the child good control. The pen is pinched between the ball of the thumb and the fore finger, supported by the middle finger with the other fingers tucked into the hand. You can help children to develop this grip with specially designed pens and pencils, or grippers. Encourage children to pick up small objects like individual gravel stones or tiny bits of chalk to draw with.  Encourage children by helping them, but leaving them to do the last steps, such as pulling up their zip after you have started it off. Gradually reduce your help until the child can do each step on their own.  Talk to children about the importance of eating healthily and brushing their teeth. Consider how to support oral health.  Talk to children about why it’s important to wash their hands carefully and throughout the day, including before they eat and after they’ve used the toilet. | |
| **L**  **I**  **T** | Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book  - page sequencing  Engage in extended conversations about stories, learning new vocabulary.  Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.  Write some or all of their name.  Write some letters accurately. | Draw children’s attention to a wide range of examples of print with different functions. These could be a sign to indicate a bus stop or to show danger, a menu for choosing what you want to eat, or a logo that stands for a particular shop.  When reading to children, sensitively draw their attention to the parts of the books, for example, the cover, the author, the page number. Show children how to handle books and to turn the pages one at a time. Show children where the text is, and how English print is read left to right and top to bottom. Show children how sentences start with capital letters and end with full stops. Explain the idea of a ‘word’ to children, pointing out how some words are longer than others and how there is always a space before and after a word.  Choose books which reflect diversity.  Regular sharing of books and discussion of children’s ideas and responses (dialogic reading) helps children to develop their early enjoyment and understanding of books. Simple picture books, including those with no text, can be powerful ways of learning new vocabulary (for example, naming what’s in the picture). More complex stories will help children to learn a wider range of vocabulary. This type of vocabulary is not in everyday use, but occurs frequently in books and other contexts. Examples include: ‘caterpillar’, ‘enormous’, ‘forest’, ‘roar’ and ‘invitation’.  Motivate children to write by providing opportunities in a wide range of ways. Suggestions: clipboards outdoors, chalks for paving stones, boards and notepads in the home corner. Children enjoy having a range of pencils, crayons, chalks and pens to choose from. Apps on tablets enable children to mix marks, photos and video to express meanings and tell their own stories. Children are also motivated by simple home-made books, different coloured paper and paper decorated with fancy frames.  Help children to learn to form their letters accurately. First, they need a wide-ranging programme of physical skills development, inside and outdoors. Include large-muscle co-ordination: whole body, leg, arm and foot. This can be through climbing, swinging, messy play and parachute games etc. Plan for small muscle co-ordination: hands and fingers. This can be through using scissors, learning to sew, eating with cutlery, using small brushes for painting and pencils for drawing. Children also need to know the language of direction (‘up’, ‘down’, ‘round’, ‘back’ etc). | |
| **M**  **A**  **T**  **H** | Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.  Combine shapes to make new ones - an arch, a bigger triangle etc. | Provide a variety of construction materials like blocks and interlocking bricks. Provide den-making materials. Allow children to play freely with these materials, outdoors and inside. When appropriate, talk about the shapes and how their properties suit the purpose.  Provide shapes that combine to make other shapes, such as pattern blocks and interlocking shapes, for children to play freely with. When appropriate, discuss the different designs that children make. Occasionally suggest challenges, so that children build increasingly more complex constructions.  Use tidy-up time to match blocks to silhouettes or fit things in containers, describing and naming shapes. Suggestion: “Where does this triangular one /cylinder /cuboid go?” | |
| **U**  **W** | Explore and talk about different forces they can feel. | Draw children’s attention to forces. Suggestions: - how the water pushes up when they try to push a plastic boat under it - how they can stretch elastic, snap a twig, but can’t bend a metal rod - magnetic attraction and repulsion  Plan and introduce new vocabulary related to the exploration, and encourage children to use it. | |
| **E**  **A**  **D** | Take part in simple pretend play, using an object to represent something else even though they are not similar.  Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.  Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.  Explore different materials freely, in order to develop their ideas about how to use them and what to make.  Develop their own ideas and then decide which materials to use to express them.  Join different materials and explore different textures.  Create closed shapes with continuous lines, and begin to use these shapes to represent objects.  Listen with increased attention to sounds.  Respond to what they have heard, expressing their thoughts and feelings.  Create their own songs, or improvise a song around one they know. | Children generally start to develop pretend play with ‘rules’ when they are 3 or 4 years old. Suggestion: offer pinecones in the home corner for children to pour into pans and stir like pasta.  Some rules are self-created (the pole is now a horse, or the pinecones are now pasta in the pot). Other rules are group-created (to play in the home corner, you must accept the rule that one of your friends is pretending to be a baby).  Provide lots of flexible and open-ended resources for children’s imaginative play.  Help children to negotiate roles in play and sort out conflicts. Notice children who are not taking part in pretend play, and help them to join in.  Offer opportunities to explore scale. Suggestions: - long strips of wallpaper - child size boxes - different surfaces to work on e.g. paving, floor, tabletop or easel Listen and understand what children want to create before offering suggestions.  Invite artists, musicians and craftspeople into the setting, to widen the range of ideas which children can draw on. Suggestions: glue and masking tape for sticking pieces of scrap materials onto old cardboard boxes, hammers and nails, glue guns, paperclips and fasteners.  Help children to develop their drawing and model making. Encourage them to develop their own creative ideas. Spend sustained time alongside them. Show interest in the meanings children give to their drawings and models. Talk together about these meanings.  Help children to develop their listening skills through a range of active listening activities. Notice ‘how’ children listen well, for example: listening whilst painting or drawing, or whilst moving.  Play, share and perform a wide variety of music and songs from different cultures and historical periods.  Play sound-matching games. | |