



Our learning follows the seven areas of the Early Years Foundation Stage curriculum and is led by the children's interests throughout the year. At times, practitioners may plan activities around a particular topic to generate learning interest and introduce new skills and knowledge.

Prime Areas

Personal, Social and Emotional Development

- Playing in a group, extending and elaborating play ideas, e.g. *building up a role-play activity with other children.*
- Initiating play, offering cues to peers to join them.
- Keeping play going by responding to what others are saying or doing.
- Demonstrating friendly behaviour, initiating conversations, listening to others and forming good relationships with peers and familiar adults.
- Welcoming and valuing praise for what they have done; talking about self positively.
- Enjoying responsibility of carrying out small tasks.
- Being more outgoing towards unfamiliar people and more confident in new social situations.
- Being confident to talk to other children when playing, and will communicate freely about own home and community.
- Showing confidence in asking adults for help.
- Being aware of own feelings, and developing understanding that knowing that some actions and words, including their own, can hurt others' feelings.
- Beginning to accept the needs of others and being able to take turns and share resources, sometimes with support from others.
- Usually being able to tolerate delay when needs are not immediately met, and understanding wishes may not always be met.
- Usually being able to adapt behaviour to different events, social situations and changes in routine.
- Explaining own knowledge and understanding, and asking appropriate questions of others.
- Beginning to take steps to resolve conflicts with other children, e.g. *finding a compromise, negotiating.*
- Being confident to speak to others about own needs, wants, interests and opinions.

Communication & Language

- Listening to others 1:1 or in small groups, when conversation interests them; listening to stories with increasing attention and recall; joining in with repeated refrains and anticipating key events and phrases in rhymes and stories.
- Developing focused attention with the aim of being able to concentrate and sit quietly during an appropriate activity.
- Following directions (if not intently focused on own choice of activity).
- Understanding use of objects; showing understanding of prepositions; responding to simple instructions; beginning to understand 'why' and 'how'.
- Responding to instructions involving a two-part sequence.
- Understanding humour, e.g. *nonsense rhymes, jokes.*
- Being able to follow a story without pictures or props.
- Listening and responding to ideas expressed by others in conversation or discussion.
- Beginning to use more complex sentences to link thoughts e.g. *using and, because.*
- Retelling a simple past event in correct order e.g. *went down slide, hurt finger.*
- Using talk to connect ideas, explaining what is happening and anticipating what might happen next, recalling and reliving past experiences.
- Questioning why things happen and giving explanations. Asks e.g. *who, what, when, how.*
- Using a range of tenses e.g. *play, playing, will play, played.*
- Using intonation, rhythm and phrasing to make the meaning clear to others.
- Using vocabulary focused on objects and people that are of particular importance to them.
- Building up and extending vocabulary that reflects the breadth of their experiences.
- Using language to imagine in play situations.

Physical Development

- Moving freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
- Mounting steps or climbing equipment using alternate feet.
- Walking downstairs, two feet to each step while carrying a small object.
- Running skilfully and negotiating space successfully, adjusting speed or direction to avoid obstacles.
- Standing momentarily on one foot when shown.
- Catching a large ball.
- Drawing lines and circles using gross motor movements.
- Using one-handed tools and equipment, e.g. *makes snips in paper with child scissors.*
- Holding pencil between thumb and two fingers, no longer using whole-hand grasp.
- Holding pencil near point between first two fingers and thumb and using it with good control.
- Copying some letters, e.g. *letters from their name.*
- Observing the effects of activity on their bodies.
- Understanding that equipment and tools have to be used safely.
- Gaining more bowel and bladder control and attending to toileting needs most of the time themselves; usually dry and clean during the day.
- Usually managing washing and drying hands.
- Dressing with help, e.g. *putting arms into open-fronted coat or shirt when held up, pulling up own trousers, and pulling up zipper once it is fastened at the bottom.*
- Experimenting with different ways of moving.
- Showing increasing control over an object in pushing, patting, throwing, catching or kicking it.
- Beginning to form recognisable letters.
- Eating a healthy range of foodstuffs and understanding the need for variety in food.

Specific Areas

Literacy

- Enjoying rhyming and rhythmic activities.
- Showing awareness of rhyme and alliteration.
- Recognising rhythm in spoken words.
- Listening to and joining in with stories and poems, 1:1 and also in small groups.
- Joining in with repeated refrains and anticipating key events and phrases in rhymes and stories.
- Beginning to be aware of the way stories are structured.
- Suggesting how the story might end.
- Listening to stories with increasing attention and recall.
- Describing main story settings, events and principal characters.
- Showing interest in illustrations and print in books and print in the environment.
- Recognising familiar words and signs such as own name and advertising logos.
- Looking at books independently.
- Handling books carefully.
- Knowing information can be relayed in the form of print.
- Holding books the correct way up and turning pages.
- Knowing that print carries meaning and, in English, is read from left to right and top to bottom.
- Gives meaning to marks as they draw, write and paint.
- Ascribing meanings to marks that they see in different places.
- Continuing a rhyming string.
- Hearing and saying the initial sounds in words.
- Beginning to write own name.

Mathematics

- Using some number names and number language spontaneously.
- Using some number names accurately in play.
- Reciting numbers in order to 10.
- Knowing that numbers identify how many objects are in a set.
- Beginning to represent numbers using fingers, marks on paper or pictures.
- Sometimes matching numeral and quantity correctly.
- Showing curiosity about numbers by offering comments or asking questions.
- Comparing two groups of objects, saying when they have the same number.
- Separating a group of three or four objects in different ways, beginning to recognise that the total is still the same.
- Showing an interest in numerals in the environment and in representing numbers.
- Showing an interest in shape and space; beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes.
- Using positional language.
- Showing interest in shape by sustained construction activity or by talking about shapes or arrangements.
- Using shapes appropriately for tasks.
- Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.
- Recognising numerals 1 to 5.
- Counting objects to 10 and then beyond 10.
- In practical activities, beginning to use the vocabulary involved in adding and subtracting.

Understanding the World

- Showing interest in the lives of people who are familiar to them.
- Remembering and talking about events in their own experience.
- Recognising and describing special times or events for family or friends.
- Showing interest in different occupations and ways of life.
- Knowing some of the things that make them unique, and talking about some of the similarities and differences in relation to friends or family.
- Commenting and asking questions about aspects of their familiar world such as the place where they live or the natural world.
- Talking about some of the things they have observed such as plants, animals, natural and found objects.
- Talking about why things happen and how things work.
- Developing an understanding of growth, decay and changes over time.
- Showing care and concern for living things and the environment.
- Knowing how to operate simple equipment, e.g. a CD player or remote control.
- Showing an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.
- Showing skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.
- Knowing that information can be retrieved from computers.
- Enjoying joining in with family customs and routines.
- Using ICT hardware to interact with age-appropriate computer software.

Expressive Arts & Design

- Enjoying joining in with dancing and ring games and beginning to build a repertoire of songs and dances.
- Beginning to move rhythmically.
- Imitating movement in response to music.
- Tapping out simple repeated rhythms.
- Exploring and learning how sounds can be changed.
- Exploring colour and how colours can be changed and mixed.
- Understanding that they can use lines to enclose a space, and then using these shapes to represent objects.
- Beginning to be interested in and describe the texture of things.
- Using various construction materials.
- Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.
- Joining construction pieces together to build and balance.
- Realising tools can be used for a purpose.
- Developing preferences for forms of expression.
- Using movement to express feelings.
- Creating movement in response to music.
- Singing to self and making up simple songs.
- Making up rhythms.
- Noticing what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.
- Engaging in imaginative role-play based on own first-hand experiences.
- Building stories around toys.
- Using available resources to create props to support role-play.
- Capturing experiences and responding with a range of media, such as music, dance and paint and other materials or words.