



Birth to 5 Matters – Guidance by the sector, for the sector

Introduction

Birth to 5 Matters is produced by the Early Years Coalition, a group of 17 leading early years sector organisations, working together with the aim of supporting practitioners as they implement the Early Years Foundation Stage (EYFS). It draws on previous guidance which has been updated in order to reflect recent research, to meet the needs of practitioners, to respond to current issues in society, and to meet the needs of children today and lay a strong foundation for their futures.

Writing the guidance and identifying further supportive resources has been a collaborative endeavour, bringing together the expertise of many practising early years professionals as well as academics, researchers, and consultants. In addition, extensive consultation across the sector has been undertaken to help in understanding and responding to the needs of practitioners for guidance based on sound pedagogical principles, which will support them in their work for the benefit of children and families.

The purpose of the guidance includes reaffirming core principles which recognise

- the child at the centre of practice
- the child's connections within family, community, culture and the natural world
- the need to consider the whole child: physical, social and emotional wellbeing, health, and learning
- the child's rights as a citizen under the United Nations Convention on the Rights of the Child, including:
 - Non-discrimination (article 2)
 - Best interest of the child (article 3)
 - Right to life survival and development (article 6)
 - Right to be heard (article 12)
 - Right to play (article 31)
- the sector's responsibilities under the United Nations Sustainability Goals and UNESCO Education for Sustainable Development.



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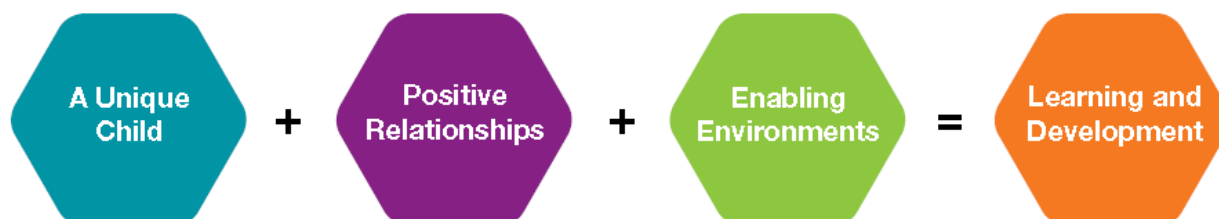
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Principles of the EYFS

The four principles of the EYFS underpin all the guidance in Birth to 5 Matters, which is designed to show how these principles work together for children in the EYFS.

All children develop in different ways and development is not a linear or automatic process. It depends on each unique child having opportunities to interact in positive relationships and enabling environments that encourage their engagement and recognise their strengths. All children have agency and curiosity to learn, and will interact with other people and the world around them in different ways. Understanding these different ways of knowing about the world is central to understanding who children are and how best to support their development.



<p>Every child is a unique child, who is constantly learning and who can be resilient, capable, confident and self-assured.</p> <p><i>EYFS Statutory Framework</i></p>	<p>Children learn to be strong and independent through positive relationships.</p> <p><i>EYFS Statutory Framework</i></p>	<p>Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time.</p> <p><i>EYFS Statutory Framework</i></p>	<p>(Recognise the) importance of learning and development. Children develop and learn at different rates.</p> <p><i>EYFS Statutory Framework</i></p>
<p>Practitioners</p> <ul style="list-style-type: none"> observe and understand each child's development and learning, assess progress, plan for and act on next steps support babies and children to develop a positive sense of their own identity and culture identify any need for additional support keep children safe value and respect all children and families equally 	<p>Positive relationships are</p> <ul style="list-style-type: none"> warm and loving, and foster a sense of belonging sensitive and responsive to the child's individual needs, feelings and interests supportive of the child's own efforts and independence consistent in setting clear boundaries stimulating built on key person relationships in early years settings 	<p>Enabling Environments</p> <ul style="list-style-type: none"> value all people value learning <p>They offer</p> <ul style="list-style-type: none"> stimulating resources and spaces, inside and outside, relevant to all the children's cultures and communities rich learning opportunities through play and playful teaching support for children to take risks and explore 	<p>Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development.</p> <p>They foster the characteristics of effective early learning</p> <ul style="list-style-type: none"> Playing and exploring Active learning Creating and thinking critically

Building and maintaining highest quality provision

Promoting voice and inclusion

Inclusive early years provision is about anticipating, paying attention, responding to and reflecting on the needs and interests of all children. A commitment to inclusion should permeate all aspects of the design of educational programmes and the structuring of environments, as well as shaping every interaction with children, parents and other professionals.

Some children will benefit from extra support and expert advice in order to get the most out of the opportunities for learning and belonging that their early years setting affords. Practitioners learn how to offer appropriate support through observation, consultation and careful listening, in inclusive provision which includes:

- understanding the starting point of every child, regardless of their chronological age
- accepting and understanding children for who they are, including their capabilities to sense, feel, and their agency to choose the things they like and enjoy doing, as well as identifying the things that they do not like or enjoy
- taking a positive approach to observation that is child-centred, strengths-based and holistic
- promoting opportunities in practice to follow each child's lead and listen to their voice, however that may be expressed
- using the EYFS framework and Birth to 5 Matters as a guide to support our understanding of typical development, and to enable practitioners to have confidence to question and consider why a child may be developing differently
- basing practice on awareness that development is not a linear progression, in order to avoid any lack of insight into the appropriateness of the provision and resources for specific children
- placing an emphasis on the changes that can be made to the environment to encourage play and active learning on the child's own terms
- developing good relationships with children and families through clear and open dialogue.

Understanding children as unique does not mean considering them in isolation. Finding out about what they enjoy doing with the support of others is an important aspect of understanding their development and supporting their learning.

Making sure that early years practice meets the needs of all children means thinking about children in context. As well as making sure that the environment should reflect the developmental stage of all children, it also means recognising the connections with children's homes, localities and communities, weaving these into practice, and listening to families including parents and carers, siblings, grandparents and others who may be important in the child's life. It also means seeking out and incorporating the views and expertise of other professionals as needed, within and beyond the settings and working respectfully with each other to appreciate a range of views.



Play

Children's right to play is recognised as so vital to their wellbeing and development that it is included in the United Nations Convention on the Rights of a Child (1989). Play is also a fundamental commitment within the EYFS.

Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults.

Statutory framework for the early years foundation stage, EYFS reforms early adopter version 2020

Children are drawn to play, not least because it is often fun and offers a joyful opportunity for engaging in many different activities and being with others. Play makes a powerful contribution to children's development and learning across all areas as they immerse themselves in what most interests them, and in the process find out about themselves, other people, and the world around them. Because play is open-ended and flexible, children can explore and experiment with confidence, take risks and challenge themselves at the limits of their capabilities, without fear of failure.

In rich play children can become deeply involved as they take things they already know and combine them in new ways so that their understanding deepens, often including using things they have learned in an adult-led session. In transforming their stock of knowledge into new connections and applications, children develop mastery of concepts. They practice skills, and develop creative approaches to thinking of new ways to do things, to make up stories, and to create for their own particular purposes.

Research has identified many different types of play, enabling practitioners to have a deep understanding of the choices children are making and how best to support their thinking. Children may be pursuing different purposes in exploratory play with objects, schematic play, dramatic play (alone, in role, or with small world objects), role play with others, fantasy play, physical play, risky play, or digital play. As each of these supports children's development and learning in different ways, early years provision should ensure that opportunities are available for all types of play. Through observing and reflecting on children's play, adults can gain insights into the child's purposes and how best to support them.

Imaginative play is particularly powerful in helping children to make sense of their ideas and feelings, their identity, their experiences of the world, and their place in it. It is also highly supportive of children developing self-regulation (being aware of and beginning to understand and adjust their thoughts, feelings, and behaviour) and executive function (flexibility of thought, working memory, and self-control). As children play, they need to be flexible as the direction of play changes, remember what they are doing and the point of their activity, and follow the rules they set for themselves either alone (*If I'm pretending to be a cat, I don't say 'Woof, woof'*), or with others (*You be the shopkeeper and I'll be the customer*).

Key points:

Children have a right to play.

In rich play children can become deeply involved as they take things they already know and combine them in new ways so that their understanding deepens.

Imaginative play is particularly powerful in helping children to make sense of their ideas and feelings, their identity, their experiences of the world, and their place in it.

Children choose to play, and are in charge of their play.

Having freedom and time to play in an appropriately stimulating and resourced environment supports development and learning across all areas.

Children choose to play, and are in charge of their play – what it is about, whether to play with alone or with someone else, what to do, how long to play. They experience autonomy and can develop confidence in their own agency through their ability to make choices and take responsibility.

Having freedom and time to play in an appropriately stimulating and resourced environment supports development and learning across all areas. Outdoor spaces particularly provide rich opportunities for sharing ideas and feelings with peers. Playing with others, such as an interested adult who participates without directing the play, or with other children is likely to foster and extend learning. Playing together often introduces new elements of play, as well as bringing the challenge of communicating ideas to each other.

Play is, of course, not the only way in which children learn in the early years. First-hand experiences of all sorts are learning opportunities, alongside being shown how to do things, having conversations, and taking part in activities which are planned by adults to introduce or practise particular skills. Such adult-led activities are most effective when they use some of the features of play to engage and motivate children, by ensuring that they are **playful** – with elements of choice, hands-on experience, connections to children's interests, and fun.

Quality improvement and leadership

Research shows that effective high quality experiences in the early years will have a significant positive impact on children's development, their progress through school and on into adult life. The importance of quality improvement and effective leadership sits alongside the four basic principles of practice within the EYFS, acting as a golden thread throughout Birth to Five Matters. Recognising and valuing the role of the leader results in a more reflective and analytical approach to practice that in turn supports a culture of continuing improvement.

Leadership and quality improvement run through the EYFS Principles.

The four principles of the EYFS underpin effective practice in the care, development and learning of young people. Each should be seen to contain an essential strand of leadership and quality improvement.

A unique setting Every setting is different in terms of location, finances, resources, practitioners, children, families, and leadership. Every aspect of a setting is equally important, and should be given due attention, as the setting finds its own way of doing what is best for children.

Positive relationships There are many stakeholders within each setting including children, families, practitioners, the leadership team and the wider community. Respectful and effective communication is key to supporting active and confident membership of the group, with the aim of creating trusting and collaborative working relationships.

Enabling environments The environment supports not only the children and families but also the practitioners and leadership team. The adults working in every setting need to feel healthy and safe, to enjoy and achieve, to make a positive contribution and to experience economic wellbeing, just as do the children and their families.

Learning and development Quality improvement and effective leadership rests upon commitment to collaboration and reflective practice where practitioners do not simply settle for what is, but are open to possibility thinking about what might be. The adults in any setting need opportunities to develop their thinking and their practice through training and development activities, and an opportunity to share their ideas with others.

Quality improvement is a continuous process.

At a basic level, high quality early years provision can be defined as a provision which:

- improves outcomes for every child through high aspiration and effective practice
- provides personalised learning, development and support – tailored to the needs of individual children
- builds the foundations for future success, wellbeing and lifelong learning
- involves parents/families in their children's learning and development.

A continuously improving setting needs continuing professional development for all practitioners.

In a continuously improving setting the leaders will:

- recognise the value of continuous quality improvement and how it impacts on children's wellbeing and achievement
- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development
- have energy, enthusiasm and a principled care and educational vision
- employ a whole setting approach, support collaborative working and the collective identification and clear expression of pedagogical objectives related to the EYFS framework that promote wellbeing and achievement for all children
- look beyond the setting for advice and support
- engage in self-evaluation and quality improvement processes as the basis of ongoing internal review – assessing what the setting offers against robust and challenging quality criteria
- gather observational evidence rather than just data
- draw on the wide range of quality improvement tools available, ensuring the tools are fit for purpose
- lead a collaborative, positive learning culture – providing time and space for sharing knowledge and support for continuous professional development for all practitioners
- seek and act upon the views of all stakeholders (families, children, staff, outside professionals)
- pay attention to the health and wellbeing of practitioners.

Key points:

Leadership and quality improvement run through the EYFS Principles.

Quality improvement is a continuous process.

A continuously improving setting needs continuing development for all staff.

A continuously improving setting will have well-qualified and experienced practitioners who:

- are appropriately trained, with up-to-date skills and qualifications
- are motivated and supported to continuously raise their skills and qualification level to at least level 3 and beyond
- are committed to embedding inclusive practice which values diversity and celebrates differences in children
- engage in regular cycles of planning and review, informed by accurate observation and record keeping focusing on children's development and learning progress, and any statutory assessments
- engage in supervision, respond to guidance and advice, and know when to seek support and extra help
- understand and engage in informed reflective practice – both individually and in groups
- work collaboratively within the setting (and any other setting that the child attends) to share knowledge, question practice and test new ideas – with high aspirations for every child
- support quality improvement processes in the setting through reflective practice – recognising how these processes can extend effective ways of working and help improve outcomes for every child
- are keen to share best practice with other practitioners through local, regional and national networking
- work together with other practitioners and parents to support transition, within and between settings and between setting and school
- are committed to the development of sustained shared thinking by offering encouragement, clarifying ideas and asking open questions which support and extend children's thinking and help them make connections in learning – while ensuring a balance between adult-led and child-initiated activities
- work in partnership with families – sharing information to nurture the child's wellbeing, and involving them in their child's continuous learning and development.

Transitions

High quality transitions recognise the importance of feeling 'known'.

Key to a high quality experience for all children in the early years is ensuring continuity between home, key people and all the settings that make up children's individual educational journeys. Transitions include not just movements between one setting and another, but also moving rooms and key person within the same setting or moving to a more structured part of the day such as lunchtime. It is vital that children's emotional, physical, social and educational needs are sensitively addressed at all these points of transition and transfer so that children can thrive and flourish in situations that are unfamiliar to them.

Moving from a place or situation in which children feel 'known' into one in which they feel 'unknown' can raise insecurities about having their needs met. While some children have the resilience to cope with change, others are more vulnerable to uncertainty.

Some children are particularly vulnerable at times of transition.

Children who lack confidence or have low self-esteem, those who are too young yet to have skills of self-regulation, or those who have simply had to cope with too much change or loss in their young lives may all be vulnerable at times of transition.

Children who are youngest in their age group (often referred to as 'summer borns') and children born prematurely who find themselves in an age group ahead of their due date may also be disadvantaged because of their relative immaturity, and inappropriate expectations.

Many children become anxious about making new relationships, whether those are with other children or with the adults with whom they will spend their time. The support of friends and friendship groups helps protect children from the potentially negative impact of transitions.

Transitions are opportunities for professional dialogue.

Points of transition can provide excellent opportunities for professional dialogue both within and between settings, as well as with the home. It is the responsibility of all early years practitioners to ensure that children feel welcomed, gain a sense of belonging and are helped to settle happily so that they can thrive and develop a sense of wellbeing and belonging within their new setting. Practitioners will spend time observing the children as they settle in the setting, which will promote further professional dialogue with colleagues and support practitioners' understanding of each child.

Transition is a process, not an event.

It is important to remember that any effective transition is a process rather than an event, and should be planned as such. Practitioners demonstrate this by enabling children and their families to become as familiar as possible with where children are going and with whom they will be building relationships, before any move actually takes place.

Expectations can be formed over an extensive period of time in the lead-up to transitions. Children's expectations are formed largely by what their families say and how they act, so practitioners need to work in partnership with children, families and communities in a planned and proactive way to make transitions as smooth and seamless as possible.

Practitioners can make transitions more seamless by first visiting children in the setting in which they are known, confident and comfortable (including the home, a setting they are currently attending, or a Stay & Play session in a Child & Family Centre, for example) so children meet new adults in a familiar place. During these times practitioners can gather as well as give information, in order to be fully aware of and responsive to the needs and concerns of each child and their family. It is important that families' concerns are listened to, but are voiced away from the child.

The key person makes essential connections.

Until children make the transition from home to an early years setting, families have usually been the main providers of continuity in their lives. When children enter their new setting the task of providing continuity is made easier by a warm welcome from responsive and available practitioners. A child's key

person is the essential link between home and the new setting, and is vital in providing reassurance and creating close, supportive, ongoing relationships with families.

For all children – and parents - at every transition in the early years and beyond, repeated opportunities for relaxed contact with and visits to the new setting over a sustained period of time can support a positive move. Connections that are maintained, where possible, with previous key people can also be reassuring and offer greater continuity for children and their families. Transition processes that are tailored to meet the needs of each unique child are more effective than a 'one size fits all' process. Transition for children who are more vulnerable to change is particularly supportive when they are given additional times and opportunity to make the necessary readjustments and children's emotional development and wellbeing is taken into account.

Transition from EYFS to KS1

As children move from the EYFS into KS1 they need continuity of experience, with the ways in which they learn successfully in their Reception class continued into Year 1. This does not mean that **what** they will learn will be the same, but **how** they learn should be very similar and familiar.

In KS1 children's learning experiences can remain a balance between learning led by the teacher and learning led by the children. Play is a vital way in which KS1 children continue to learn skills, strategies and attitudes that adult-led learning does not teach.

In order for transition to KS1 to build on the best of the EYFS, it is helpful when senior leaders are sufficiently knowledgeable about child development at this age, to support their practitioners in planning a learning day that is developmentally appropriate.

Key points:

Transition is a process, not an event.

High quality transitions recognise the importance of feeling 'known'.

Some children are particularly vulnerable to at times of transition.

Transitions are opportunities for professional dialogue.

The key person makes essential connections.

Transition includes moving from EYFS to KS1



A unique child

Child development

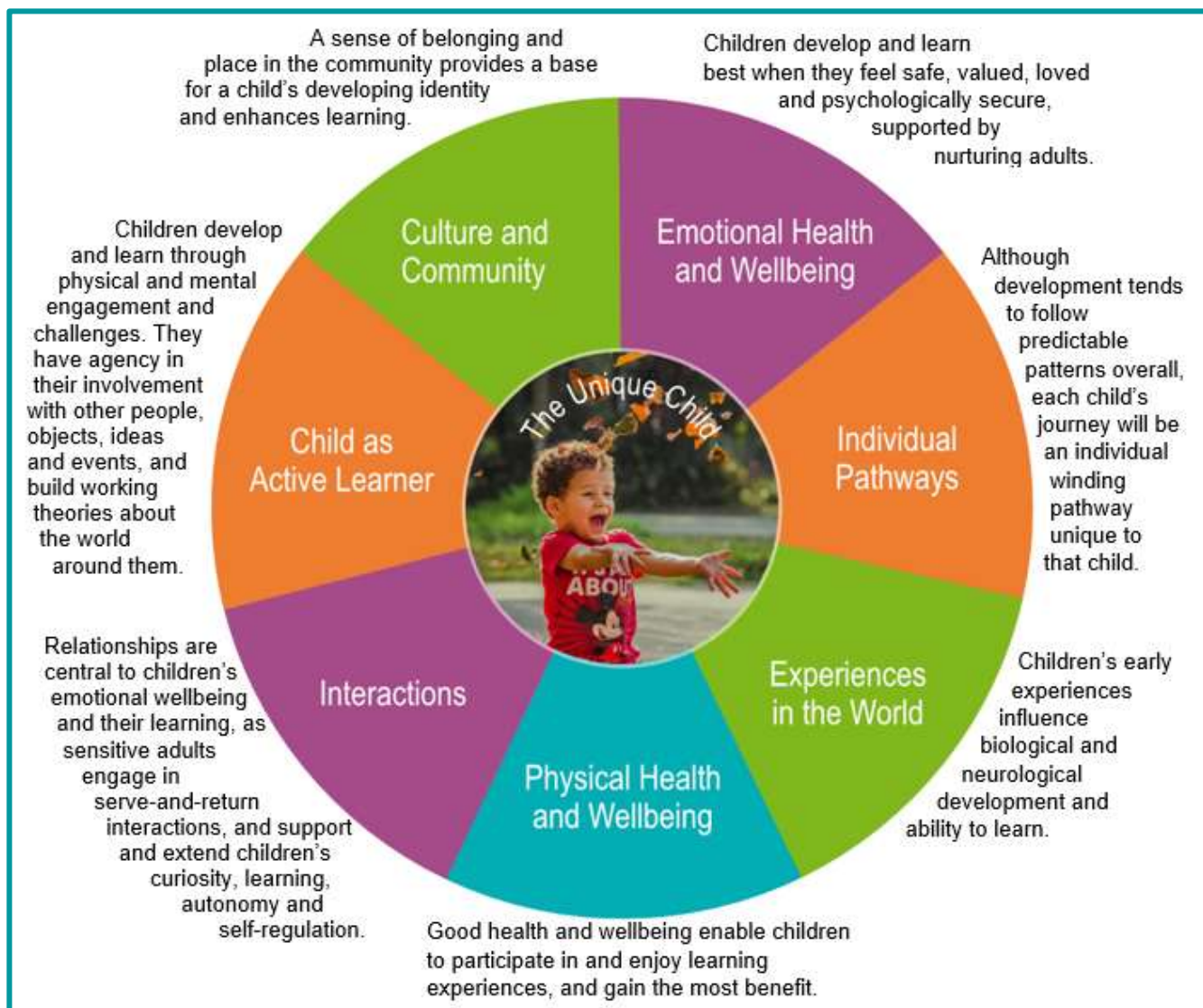
Each child is unique, and while we can be guided by an understanding of some general patterns of development from pre-birth into early childhood, progression is uneven and unfolds differently for each particular child. The complex differences for each individual mean the pathways toward maturity should be seen more as dancing across a ballroom than climbing a ladder. A child's growth, development and learning are interrelated in complex ways from the moment of conception all the way through infancy to early childhood and beyond. Experiences during the early years strongly influence a child's future development as learning and development build on what has already been acquired.

Development is a continuous process which is influenced by many factors.

Development is the process in which the body, brain, abilities and behaviour of the infant, child and adult become more complex and continue to mature throughout life. Development involves cognition, memory, attention, language and communication as well as feelings, relationships and sensory-motor skills. Although development is often considered in terms of different aspects, it cannot really be compartmentalised since one domain very often influences the development of other domains. It is important to consider the whole child at the centre of the many influences on development.

The baby's brain is not simply a fixed structure which develops in a genetically pre-determined way. It depends on external stimulation from experience to form neurological connections. Babies and children are not passive in the process of development, but are actively stretching their capacities, observing and interacting with other people, objects and events in the world.

Factors which influence development



Emotional Health and Wellbeing

Early relationships strongly influence how children develop, and having close, secure attachment to their carers is important for their healthy development. When adults tune in to children's signals and respond sensitively and consistently to meet their needs, children can feel safe and relaxed, and feel loved. Regular patterns of activities which create routine and help children to know what to expect next also foster a sense of security and self-confidence. Emotional wellbeing is vital to the development of emotional self-regulation and provides the foundation for emerging cognitive abilities and learning.

Physical Health and Wellbeing

Being physically healthy includes having nutritious food, a clean and safe environment, appropriate clothes; healthcare; mental stimulation; movement and activity; rest and sleep; access to the outdoors and loving relationships. Focus on the health and wellbeing of children should be in the 'here and now' and not exclusively on longer-term outcomes. It is important to provide opportunities for children to develop sensory integration, balance and coordination, and large and fine motor skills, through their play indoors and outdoors. Poverty and inequality have an impact on health, wellbeing and life chances.

Individual Pathways

Children develop in different ways and rates of development vary from child to child, and from time to time. Each child's unique history is important as the starting point for supporting their development and learning. Many factors, such as low birth weight, inborn temperament, a recent move or their family being under stress, can affect a child's development. Emphasis must be on supporting what children can do, rather than focussing on what they cannot yet do, and on enhancing their sense of self.

Child as an Active Learner

Children are innately driven to become more competent, and they find and embrace the next stages in their development and learning, meeting challenges and practising to develop their skills and independence. The emotional and physical environment should enable and encourage children to feel able to take risks and try things out, build their competence and confidence through repetition, and feel satisfaction at their own achievements, as well as accepting what doesn't work.

Interactions

Sensitive and skilful adults play a key role in supporting development and learning, through observing children and deciding when to step back and when to offer support, encouragement and stimulation for children's own efforts. Children's language is enriched and enhanced by back-and-forth exchanges with practitioners who respect and respond to children's conversation. The adult's role as co-regulator is critical in a child's development of self-regulation (children's ability to regulate or adjust their thoughts, feelings and behaviour). As they observe and interact with their peers and adults, children gradually move from the experience of being supported in managing their feelings, thoughts and behaviour, to developing the ability to regulate these more independently.

Experiences in the World

Children build on their experiences; the wider and deeper their exposure, the further potential they have for secure development. Children need opportunities to practise what they know, to consolidate and apply learning from one context to another, and to develop new knowledge and skills. Children will build on experiences in the natural, built and virtual worlds.

Culture and Community

Development and learning are enhanced when there are connections and relationships between early childhood settings, home and other places and spaces in children's lives. Connections across environments support children to bring their interests and 'funds of knowledge' that may provide an anchor for them and an impetus for their learning. Children and families need to feel secure, accepted and that they belong – both within and beyond a setting. Diversity of communities must be respected and celebrated, widening each child's sense of belonging and sense of place in the community, while the uniqueness of each family, regardless of differences, is acknowledged and honoured.

Characteristics of Effective Learning

Education for children's futures requires supporting children's ability to learn and think for themselves.

We cannot predict what challenges children will face in their unknown futures in a complex and rapidly-changing world. The best preparation we can give them in their early years is to promote positive dispositions by providing living experiences of making choices, innovating, taking responsibility, facing challenge, thinking flexibly and critically, and knowing how to learn so that they will be able to respond to their unfolding futures. Supporting children in the Characteristics of Effective Learning, a statutory element of the EYFS, is a central responsibility in early years provision.

Each unique child is an active agent of their own development.

From birth children are primed to reach out to interact with other people and the world around them, and early development and learning are rapid and powerful. The Characteristics of Effective Learning represent the active role children adopt as they follow their curiosity and push themselves to become more competent and to understand more, and are rewarded by the inner satisfaction of mastering new skills and feeling their independence grow.

While the Areas of Learning and Development outline different elements of **what** children may learn during their first years, the Characteristics of Effective Learning describe **how** children learn. These learning dispositions, behaviours and habits of mind are particularly important in the EYFS because they build the foundations needed to support children to become lifelong strong learners and independent thinkers.

Children's emotional wellbeing is the first necessity for effective learning.

Children need to feel safe within warm, loving and caring relationships. When children's primary need for emotional safety is met, they can then relax and move into exploring, taking risks, making discoveries, and experiences of the deep involvement through which they learn. Adults can help children to feel confident and at ease by providing environments that meet children's need for tenderness and affection, relaxation, inner peace, enjoyment, openness, safety, and belonging.

Key points:

Education for children's futures requires supporting children's ability to learn and think for themselves.

Each unique child is an active agent of their own development.

Children's emotional wellbeing is the first necessity for effective learning.

Play and self-initiated activities are ideal opportunities to build Characteristics of Effective Learning.

Effective learners show developing **self-regulation**, which is the ability to be aware of and to manage their feelings, their actions, and how they are thinking. Self-regulation includes both emotional self-regulation developed through emotionally supportive relationships, and cognitive self-regulation described in the Characteristics of Effective Learning. When there is support for children's sense of **agency** – knowing they have control of their own decisions, goals and actions rather than simply being passive in their experiences – they are likely to be effective in their learning. Experiences which endorse children's agency and autonomy reinforce and develop their learning powers.

Play and self-initiated activities are ideal opportunities to build Characteristics of Effective Learning.

In play, children can follow their own innate curiosity and drives to find things out, to relate to others, and to be in charge of their own actions. Adults provide an enabling environment for **Playing and Exploring** through experiences and interactions that respect children's ideas, autonomy and interests. In play, children decide what they will do – often in collaboration with others -- what it is about, who they will play with and for how long. They follow their own curiosity and find their own challenges,

using their senses to explore the world and their imaginations to act out what they know and how they feel. They are free to take a risk with new experiences, in open-ended activity.

In play children also have opportunities to engage in **Active Learning**, as they are intrinsically motivated toward their own goals. By tuning in to the children and providing time, space and resources for children to manage, adults can foster children's growing powers to concentrate with deep involvement. Sensitive adults can support resilience by helping children to develop a view that not getting the result they (or others) wanted or were expecting is not a failure, but an opportunity to try again, learn and develop, and that they can keep on trying and persisting even in the face of challenge or difficulties.

As they play or engage in playful planned activities, children have rich opportunities for **Thinking Creatively and Critically**. Children think of their own ideas, imagine possibilities, and can creatively combine ideas in spontaneous ways. They make meaning as they notice patterns and build their own working theories to make sense of their experiences, then make predictions and test them to refine their understanding. Problems are identified, possible solutions invented, and with support children become increasingly able to monitor their efforts, to alter their approach flexibly when needed, and to review how well it went and what they have learned. This critical thinking becomes more conscious and under children's control especially through talking with others about their thoughts, sharing and developing ideas together.



Inclusion and Equalities

A commitment to valuing and respecting the diversity of individuals, families and communities must sit at the heart of early years practice. Inequalities persist in society, with far-reaching effects on children's education, health and life chances. Early years settings have a vital role to play in explicitly addressing issues of discrimination and in doing so will meet the Equalities Act 2010 requirement that no child or family is discriminated against in terms of the protected characteristics: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership.

Equalities and inclusion apply to all children and families.

These aspects of identity apply to all people, not just those in minority groups, so equality means considering practices in relation to all individuals and groups. Each child and family brings their own identity, values, and their unique fund of knowledge influenced by the practices of their community.

No matter how well-meaning or unintentional, human beings are subject to bias. We are all influenced by ideas from the society we live in which affect our attitudes, beliefs and the way we see others and the ways in which they may live their lives. By becoming aware of and challenging any misconceptions, practitioners can work with families in an equal partnership that requires actively listening to the realities, experiences and perspectives of each individual. Creating an ethos of equality involves being aware of how all the practices and environments in an early years setting appear through the lens of each unique child.

Practitioners should share their willingness to challenge stereotypes and misunderstandings about communities, families, languages, gender, special educational needs, disabilities, race, ethnicity, faith and cultures, valuing the diversity that is held in the setting. Practitioners themselves carry a wealth of knowledge from their own diverse backgrounds that should be celebrated. As well as legally protected characteristics, diversity in the setting may include children living in temporary accommodation, refugees and asylum seekers, or children and families that have very different lives or family structures.

Equity requires more than treating everyone the same.

Practitioners also need to understand the difference between equity and equality. Equality aims to provide fairness through treating everyone the same regardless of need, while equity achieves this through treating people differently dependent on need. While it is vital for all children and their families to be included and difference celebrated, it is also important that early years practitioners are aware of the significant physical, emotional and cognitive barriers many children encounter in accessing early education. Low socio-economic status, mistrust of the establishment, lack of access to play experiences, overcrowded living conditions, parental illiteracy, etc. all take a toll. Practitioners should acknowledge the situations of families, and plan to lessen the effects of these barriers by offering additional opportunities, for example increased time on balance bikes for those children living with no access to outside space. They should also be aware that within any organisation there are often "taken for granted" norms which are unspoken and implicit, for example: we wear coats when we go outside, we go outside even if it's cold or raining, boys and girls play together, it's great to get messy, food play is good, we eat with our knives and forks. Practitioners need to understand that these are not universal values, and their assumptions may need to change. Sometimes children and their families may require extra support, such as provision of wellies, and sensitive conversations to develop trust.

Talking about race is a first step in countering racism.

It is a mistaken assumption that treating all people in the same way and ignoring differences in race is a sufficient response to racism. This approach simply allows the continuation of the present situation which disadvantages people from black and other ethnic minority groups. Instead of a colour-blind approach to race, more proactive anti-racism is needed.

Practitioner training is an important step toward opening dialogue and developing understanding about white privilege, systemic racism, and how racism affects children and families in early years settings. It is also time to challenge the widespread notion that 'children do not see race' and are colour blind to difference. When adults are silent about race, children's racial prejudice and misconceptions can be maintained or reinforced. Encouraging dialogue and conversation about difference can evoke children's strong sense of fairness, and break down false assumptions about everyone being able to succeed on their merits, so that children can develop anti-racist views.

Building awareness through first-hand experiences has lasting impact.

In order to promote and value diversity, settings should consider ways of sharing and celebrating children's lived experiences, being sensitive to the children's differing circumstances and ensuring that practices are inclusive of all. Parents may be happy to be involved in sharing aspects of their everyday life. While it is important for children to see their own identity reflected in positive ways in the setting, it is equally important for children in settings where there is little diversity to become aware of and to appreciate difference. Visits to places where children can be involved with other cultures and see ways people live and worship can be memorable – they can taste food, and explore artefacts, enjoy clothing, music, dance and languages from other cultures.

Ensure children can see themselves and their families in the environment.

Sometimes the environment speaks more loudly than the policies, so it is important to consider how the environment enables the children and their families to view diversity positively. Children need to see representation of 'someone who looks like me', or has a family structure like mine, or lives somewhere like where I live, etc. From the images and materials around them, children absorb and develop ideas of what is possible for themselves. Consider whether there are:

- photographs of the children themselves (where acceptable to the families)
- books, posters, small world play materials that depict and enable acting out a range of identities which actively challenge stereotypical representations
- representation of different races, disabilities, ages, types of families including single parents, same-sex parents, grandparents raising children
- role play clothing that allow children to play in gender-flexible ways and reflect diverse cultures, and household items that reflect various cultures and communities
- areas where children can relax and 'just be', perhaps with pictures and cultural mementos
- practitioners who have some of the same identity features as children and families – race, religion, gender, sexuality, language.

Focus on the child at the centre.

All children are unique. There is a recognition that every child brings with them a rich heritage when they arrive in an early education setting. Their homes, families, life experiences and beliefs provide the bedrock to their identity. For example, they might be part of a family which is LGBTQIA (lesbian, gay, bisexual, transgender, queer, intersex and asexual). The differences between children offer wonderful opportunities to learn about and celebrate these differences. Taking into account a child's culture, ethnicity, religion, home language, family background, their gender, any learning needs and individual interests should be central to the offer of high quality learning opportunities.

Developing a sense of belonging is an important part of inclusive practice.

Feeling different or being marginalised can lead to feelings of social isolation. When children and their families are able to develop a sense of belonging to a wider community this can reduce these feelings and provide children with a more secure base, from which they can learn, develop and flourish. Early years settings are well placed to promote feelings of belonging which is an important part of inclusive practice. Practitioners should actively plan to help children develop positive peer relationships for example, having focused small group times, celebrating difference and diversity in all its guises and creating a culture of "we" rather than "us and them".

Key points:

Equalities and inclusion apply to all children and families.

Equity requires more than treating everyone the same.

Talking about race is a first step in countering racism.

Building awareness through first-hand experiences has lasting impact.

Focus on the child at the centre.

Ensuring that children can see themselves and their families reflected in the environment leads to a sense of belonging.

Positive relationships

Parents as partners

Parents and carers make a crucial difference to children's outcomes.

It is vital that early years practitioners recognise parents' commitment to their children's early education and give priority to working with parents. Research tells us that regardless of the quality of settings, the most important predictor of children's future outcomes is the quality of the home learning environment, so involving parents in their children's learning is the most significant factor in enabling children to do well despite disadvantage. The benefits are greatest when practitioners and families work in partnership to develop ways to support children both at home and in the setting. Working together ensures a good understanding of a child's needs, leading to appropriate provision within the setting and the possibility of supporting learning in the home.

Parents are children's first and most enduring educators.

Most families come to early childhood settings with many months and years of fine-grained observations of their children and the most effective ways to support them. When practitioners consider how to harness parents' voices and deep appreciation and understanding of their children, parents' knowledge of their children can be knitted into the fabric of daily practice. Parents and carers have a rich knowledge of their children's personalities, preferences, interests and skills. Programmes that share how children learn can provide opportunities for parents to deepen their understanding.

Partnerships with parents can be truly effective only when parents and practitioners work together to enable children to create meaningful connections to their wider world and to foster a love of learning. No parent or family should be excluded from this process. Parents must feel included, listened to and trusted within their own teaching role.

Each unique family must be welcomed and listened to.

A welcoming atmosphere in the setting should be evident from the moment an enquiry is made to a setting regarding their child, and it is essential that all families feel that they belong. This is expressed through the attitude of the practitioners and methods of communication and language used, as well as the resources and environment of the setting. The key person's role includes establishing relationships with families as soon as the setting has been chosen and confirmed. Working with families will often entail developing relationships with the extended family as well as the child's parents. This is not only a responsibility but also a great privilege. Every child and family is unique and this needs to be respected and celebrated, as each brings aspects of their own personal and cultural knowledge and values which enrich the whole setting.

Only through listening attentively to parents can practitioners build the trusting and respectful relationships needed to achieve the best outcomes for children. Practitioners who show they are listening, understanding and valuing what parents say empower them to make effective choices for their children and wider family. Listening helps practitioners become aware of parents' beliefs, their aspirations and their concerns. When practitioners look at situations from a parent's unique perspective, they gain new insights and avoid preconceptions which can lead to misunderstandings. These insights can be used to improve practice.

Listening attentively involves recognising non-verbal messages and actions communicated by parents, as they can be even more powerful than words, particularly where English may not be the home language. Parents may wish to share information:

- about significant events in the lives of their child and family; adding to the picture practitioners have of the child
- that is key to the individual care of their child, such as the way they like to be held, changed or soothed
- about how they could contribute to the setting with offers of time, skills, knowledge or resources for example.

Parents may also seek reassurance and support about child-rearing practices, or about their child's wellbeing and development.

Parents differ in the frequency and ways they prefer to communicate with practitioners. Creative management of the environment and practitioners' work schedules is needed to provide sufficient time and opportunity for parents to feel comfortable about sharing information and for practitioners to listen attentively without compromising the needs of the children in their care. Home visits help to develop relationships and build trust in a more relaxed environment. The use of the telephone or online platforms can be useful additions to daily face-to-face opportunities.

Consider levels of engagement to make the most of relating to parents.

A setting's policies may outline an aim to work alongside parents, and describe a range of opportunities such as everyday conversations at the start or end of sessions, parent meetings or workshops. Just offering opportunities, however, does not necessarily mean that those opportunities will be taken up by all parents equally. Sometimes there is a perceived imbalance of power between practitioners and parents, so it is up to practitioners to take responsibility for developing those relationships.

Thinking about levels of engagement with parents means reflecting on the quantity and quality of that engagement:

- Which parents do we have a relationship with ... and who do we need to continue reaching out to?
- Which parents do we not have strong relationships with, why might that be, and what could we do differently to encourage involvement?
- For each unique parent/family, what do you communicate about? Is it simply about organisational issues, such as reminders to parents about setting events or parents letting you know about pick-up arrangements? Or do some of your conversations include discussions about children's wellbeing and their learning? Are those discussions two-way, so that you are learning from parents rather than just informing them about their child's learning? If parents aren't engaging, what do practitioners or settings need to do to facilitate this?

Practitioners have a responsibility to work with all families.

In order to overcome barriers to developing these partnerships, any factors which may cause disengagement from education must be identified. Identified factors might include:

- social attitudes towards religious groups, cultures, classes or sexual orientation
- physical barriers, due to disability, illness or location
- communication barriers, including EAL, deafness and lack of access to digital information
- parents' own previous experiences of education and relationships with authority.

To support parental engagement, practitioners should develop a shared language with parents and a joint understanding about how children develop and learn, both at home and in the setting. Sensitive communication, where practitioners understand parents' own theories about the development of their child, requires skill and continuous professional reflection and dialogue. It takes time to develop reciprocal ways of working. Practitioners need to get to know the families and understand the challenges that they face, and then be prepared to adapt the way they work in order to accommodate diverse families' needs. Working in this way has the potential to transform children's life chances.

Clear leadership regarding partnership with parents will provide the right foundation.

Leaders should show commitment to developing a genuine interest in each family. Regularly reviewing the experience of families is essential for settings to develop their vision and practice. This should extend to parental participation in policy making, and collaboration with parents on practical issues such as the timings of meetings in order to develop a more inclusive environment.

Key points:

Parents make a crucial difference to children's outcomes.

Parents are children's first and most enduring educators.

Each unique family must be welcomed and listened to.

Consider levels of engagement to make the most of relating to parents.

Practitioners have a responsibility to work with all families.

Clear leadership regarding partnership with parents will provide the right foundation.

Attachment and the role of the Key Person

Babies and children become attached to significant adults and thrive within reliable, warm and loving relationships. They experience emotional wellbeing when their needs are met and their feelings are accepted. Warm, trusting relationships with knowledgeable adults support children's learning more effectively than any amount of resources. The key person approach, with one or two key people first, makes such relationships with children more possible and manageable to achieve for each child.

The key person helps the child to feel known, cared about, and safe.

The key person takes on a fundamental role of building a relationship, beginning with being interested in the child, available and ready to interact. The key person helps the baby or child feel confident that they are held in mind, thought about and loved, by their home carers and by the key person. This experience of reliable adults who remain attentive, affectionate and thoughtful is an enormously important experience. Children can form secure attachments to adults who provide consistently sensitive care, and this grounding in a sense of safety and wellbeing supports the child to trust others, feel good about themselves, and feel confident to explore the world and other relationships.

The key person's role is based in a relationship with the child and their family, and goes far beyond keeping records or communicating about the child with parents or other professionals. It is an emotional relationship, which ensures that each child feels special, cherished and thought about by a particular person while they are away from home. The key person doesn't need to always be physically there for the child, but the child should feel 'held in mind' when they are apart, in the same way as they are with their own family. Even when children are older and can hold their prime carer from home in mind for longer, there is still a need for them to have a key person, such as their teacher or a teaching assistant, to depend on in the setting.



If there are concerns about a child's attachments, adults need to ask themselves why and take steps to offer the secure emotional grounding the child needs. With this in mind, forming attachments and friendships would not be an appropriate target or next learning step for a child because it involves a range of factors over which the child has no control.

The key person role involves a triangle of trust with the child and family.

A key person has special responsibilities for supporting a small number of children and building relationships with their family. In order for a child to begin to form an attachment with a key person, the key person ideally will have a connection with the family.

A key person shares with families in a child's journey of development and learning, aware that they are not a replacement for the family but are secondary attachment figures for the child. For parents, the benefits are likely to be peace of mind and the possibility for them to build a partnership with practitioners who may share with them the pleasures and stresses of raising children. It also provides an opportunity for them to liaise with someone else who appreciates their child, too.

When a child is scheduled to start at a new setting, the key person supports the transition process for the child and family. The importance of a good introduction to a new relationship means that even

when there are restrictions about visits, the principle of the key person being the point of contact, building a relationship, and helping the child and family to settle into a new situation still applies.

An effective key person approach needs strong leadership and committed practice.

Leaders should have a good working knowledge of the key person approach and make informed decisions about how best to implement it, to facilitate consistency and continuity for the child and family. Practitioners should assign a key person for each child and plan back-up, including a buddy system, before the child starts at the setting. They can take into consideration, for example, whether a key person was assigned previously for an older child in the family. Did this work well, and therefore would it benefit the family to continue that positive relationship? The key person approach is statutory throughout the early years phase, including the reception year.

Leadership teams should offer support and supervision which reflects the emotional demands of the key person role. The key person is part of a team and engages in inter-professional working both within and outside the setting with anyone who engages with the child and family (e.g. other settings the child attends, health visitors, paediatricians, Portage, physios, social services, CAMHS, educational psychologists, speech and language therapists, bilingual support, children's centres, as well dinner practitioners /school ancillary).

An effective key person has special qualities and dispositions.

Ideally, they are someone

- with passion for their work
- who is empathetic and understanding of different family constitutions
- with an ability to reflect on and understand the influence of their own attachment experiences on their work with children and families, with the confidence to know when to ask for support and further training as appropriate
- willing to research and reflect on the concept of professional love, so that they can see its relevance to their work with children and families
- able to draw on their informal 'knowledge' drawn from their experience of their own upbringing/background
- able to find effective ways to connect with families, such as developing digital technologies while continuing with as many opportunities for face-face connection as possible
- who is not judgmental and has the skills to work with other agencies
- who understands and respects the cultures, identities and backgrounds of the children and families they work with
- who is well qualified, with wide knowledge and understanding of, for example:
 - child development
 - attachment theory, including social and biological factors that might affect a child's capacity to form attachments
 - co-regulation and self-regulation
 - neuroscience (brain development and how it links with all the Prime areas as well as self-regulation and executive function)
 - pedagogy of effective, relation-based practice
 - bias and prejudice, how it affects the children and families they work with as well as themselves, and strategies to challenge this
 - how to identify and support children with visible and invisible special educational needs and disabilities.
- who recognises that it is a personal but professional relationship which brings with it much joy, as well as challenges.

Key points:

The key person helps the child to feel known, cared about, and safe.

The key person role involves a triangle of trust with the child and family.

An effective key person approach needs strong leadership and committed practice.

An effective key person has special qualities and dispositions.

Supporting Learning

Warm, trusting relationships with knowledgeable adults support children's learning more effectively than any amount of resources.

We are all social beings, and babies and children who can feel secure and listened to will turn to their trusted adults to share their experiences. The quality of adults' interactions with children has an immense impact on whether those experiences result in making the most of the learning opportunities. Children learn from adults both supporting their current development and learning, allowing time for this to deepen and be consolidated, and from adults introducing new possibilities.

Follow the child's lead to the meeting of minds.

The first requirement is to establish rapport, so that children are ready to include the adult in their activities. This means being careful not to impose the adult agenda on a child, but finding a meeting point within an experience where attention and interest can be shared. Adults are able to put themselves in others' shoes to understand what might be in someone else's mind, and can direct their mature attention at will. These abilities are at early stages of development for young children, who cannot necessarily be expected to understand, find interesting, and be able to pay attention to what an adult proposes. It is up to the adult to meet the child at their point of interest.

As children gradually develop the ability to focus on an adult agenda, brief and lively adult-led sessions can be opportunities for thinking and learning. Within group sessions, the adult can still interact with individual children according to their own needs, differentiating through tailored responses to the each child.

Tuning in, observing and wondering come first.

By being a sensitive observer, tuning into the child's actions and communications whether through gesture, facial expression, or words, the adult can begin to focus on the central question that characterises an effective teacher: *What might the child thinking about, and learning about right now?* Knowing the child well helps in understanding what might be in the child's mind – the links they are making, and whether they are exploring new ideas or gaining more information about existing thinking, as in schema play, for example. A sensitive observer can show interest in what the child is doing, but will also wait to be invited with a word or a look before joining the child's point of interest. The adult may wonder aloud about what is happening so as not to impose their ideas or to demand a response. Respect for the child's autonomy matters, and even very young babies can indicate whether or not they welcome an interaction.

Key points:

Warm, trusting relationships with knowledgeable adults support children's learning more effectively than any amount of resources.

Follow the child's lead to the meeting of minds.

Tuning in, observing and wondering come first.

A knowledgeable practitioner can decide when to stand back, when to interact, and what to offer the child.

Learning together with adults and with other children is important across all contexts.

A sensitive and knowledgeable practitioner can decide when to stand back, when to interact, and how to respond to the child.

Sometimes a child is deeply engrossed in what they are doing, and the adult can stand back to **observe** and gain understanding about how they might later build on this experience. At other times, the adult may decide to offer support for the learning. A to-and-fro conversation, or helping to keep the child's attention on the activity, for example, might **support** the child to consolidate ideas and refine skills. Or it may be the moment to **extend** the learning through introducing a new idea or resource, some new information or a new challenge, and finding opportunities for sustained shared thinking.

Learning together with adults and with other children is important across all contexts

Carefully tuned interaction with skilful adults makes a difference all the time – when supporting children engaged in their play or other child-initiated activities, and also in adult-led activities. It is the way that the learning opportunities are tailored in the moment to meet the needs of each child.

Children are not just learning in collaboration with adults. Their interactions with other children in play or engaging together in all types of activities are opportunities to find themselves stretched, and sometimes pushed out of their comfort zones, by other children's ways of thinking, communicating and behaving. Adults can ensure children have opportunities to engage together, to collaborate, or just to play alongside each other and learn from each other's support and stimulation. Children can also learn by themselves as they engage with the world around them in a well-resourced environment.



Enabling environments

Learning Environments

Children are unique and holistic learners, thriving within environments that support their individual and diverse motivations, interests and needs.

They require a wealth of possibilities within varied contexts, and this is best supported within stimulating and challenging environments that value exploration and play. The outdoors offers unique possibilities, and daily opportunities should be made available for children to immerse themselves in outdoor spaces, offered through regular visits to suitable local places if the setting has no outside space. Within environments that offer engaging activities with real choice, autonomy and time, children can engage and wallow in independent exploration and enquiry, connecting with other children, adults and the natural world as they benefit from 'freedom with guidance'.

Enabling Environments offer children choice, engagement and opportunity.

Children benefit from the opportunity to choose their own learning and enquiries through play when settings embrace a free flow of choice as children move between activities and experiences, not simply from inside to outside. Given access to natural resources and first-hand experiences, children will independently explore, discover and investigate, choosing the items and the environment that best suits their own interests and their learning and development needs. Such an environment will support a child's creativity and critical thinking, building the Characteristics of Effective Learning.

Provision is needed for:

- diverse forms of active play, both indoors and outdoors
- experiencing the real physical and natural world, as well as the social world
- the space and time for children to fully discover, test and revisit their ideas and theories
- cosy and quiet space for sleeping, resting, sitting quietly and sensory engagement
- opportunities to challenge their own emotional, social, physical and cognitive abilities and to take risks within flexible, versatile and complex environments
- experiences in familiar and predictable spaces, and in those that are unfamiliar and exciting
- routines and adult involvement which offer support for development and learning that may be formally planned or may arise informally, for example when a surprise event or spontaneous opportunity presents itself
- opportunities for children to explore things that they wouldn't otherwise have access to
- exposure to things where specific skills need to be taught, which would only happen if an adult initiated it, e.g. woodwork, cooking, sewing.

Children's learning is best supported when they have opportunities which allow for movement and action, creativity and imagination, independence and collaboration.

An enabling environment offers:

- opportunities for independent turn-taking and collaboration with other children, as their communication, language and social skills are employed and developed
- open-ended play opportunities allowing imagination and creativity to flourish, with children exploring their own ideas and theories as all areas of learning are unlocked, rather than specific intended learning outcomes
- natural and stimulating opportunities, where both resources and locations support children's sense of self, wellbeing and learning
- time simply to be within these environments, to develop a sense of self as children explore their capabilities
- a balance of relevant, interactive and celebratory displays at the child's level, as well as natural, calm and neutral backdrops that invite children's own ideas.

Time outdoors benefits children by offering unique opportunities.

Being outdoors offers children unique possibilities to see longer distances, to observe the horizon, to feel weather, hear sounds in nature or to experience changes in natural light. There is also greater scope to manipulate loose parts and other versatile resources, and to engage in appropriately risky and adventurous play. Time outdoors benefits children's health and wellbeing, and all areas of development and learning. First-hand experience outdoors helps children to make sense of the world, and to learn to

care for their environment, understanding the impact of their actions on it, to become confident caretakers and problem-solvers of the future.

Natural environments support children's imaginative play and the development of peer relationships, and the chance to experiment with the larger scales of space, shape and measure encourages collaboration with others. The relative freedom from rules outdoors can also lead to more relaxed interactions between adults and children.

Open-ended resources enable children to access and combine processes of development and learning.

Easily accessible, well organised and appealing resources inside and outside allow children to make choices and transform their environments. In the process, they can develop flexible thinking as they may be surprised by what happens, and they are challenged as they learn across the curriculum to develop their own working theories, their thinking and problem-solving skills.

Inclusive spaces are nurturing and supportive of all children.

Spaces should be planned to both nurture and inspire young children, recognising their interests and curiosities, encouraging questioning, awe and wonder, and sustained shared thinking. The environment should allow free movement, with support if needed, including easy access to the outdoors. Spaces both indoors and out should be safe and supportive, and able to be adapted responsively to children's emotions, interests, and needs through an array of engaging opportunities which take account of cultural diversity. Stimulating environments allow children to engage with all their senses, but should not become overwhelming through too much colour, noise or artificial textures.

Within an enabling environment, knowledgeable practitioners optimise the development and learning potential of every child.

Knowledgeable practitioners:

- consider the environment from a child's perspective, supporting a broader understanding of the real world around them and their own community
- consider all locations available to children with equal priority -- indoors, outside and beyond the setting -- and value the time that is spent on journeying
- understand that their role includes facilitating an enabling environment, rather than prioritising specific activities
- consider the messages conveyed within the environment, questioning what the space is inviting children to do
- support young children's autonomy, explorations and risk-taking, confident that much is within the children's capabilities, with assistance if necessary.

Key points:

Children thrive within environments that support their individual and diverse development needs.

Enabling Environments offer children choice, engagement and opportunity.

Children's learning is best supported when they have opportunities which allow for movement and action, creativity and imagination, independence and collaboration.

Time outdoors benefits children by offering unique opportunities.

Open-ended resources enable children to access and combine processes of development and learning.

Inclusive spaces are nurturing and supportive of all children.

Within an enabling environment, knowledgeable practitioners optimise the development and learning potential of every child.

The wider context

Children, families and practitioners are affected by wider contexts.

The term 'context' includes much more than the physical environment, and reaches far beyond immediate surroundings. It encompasses the beliefs and values that give meaning and purpose to children's experiences in communities and settings. Beyond that, the contexts that enfold children's lives also operate at larger scales, as is only too evident in the huge changes and challenges today, such as public health emergency, climate change, sustainability, extremes of economic hardship or prosperity, movements such as Black Lives Matter, migration, and the (unequal) impact of digital technologies. These larger-scale influences filter into the daily lives of children, families and practitioners, and mingle with more local contexts. Contexts are dynamic, multiple and constantly changing.

Communities are living practices that bring meaning and value.

Communities are not static groups, but develop from living practices that give people's lives shared meaning and value. Communities are dynamic, changing as their contexts evolve, through politics, demography, technology and other circumstances.

Every early years setting is a community in itself, with its own values and living practices. But it also connects and communicates with multiple other communities, including:

- communities of other children (siblings, cousins, friends, out-of-setting gatherings);
- trans-local communities (e.g. local communities that keep in touch with members who are dispersed in other locations and countries);
- digital communities (the online networks and social media that settings, families and children use);
- inter-agency/multi-professional communities, and other early childhood education communities;
- communities of all non-human things and beings that children are attached to, such as animals, insects, special objects, sounds, images.

The contact between settings and communities needs to be a two-way, reciprocal effort at mutual understanding and joint action. Community relations can be seen as a kind of tuning in to one another's hopes, fears, priorities and beliefs concerning children and childhood, and learning from them.

Children are active community-makers. They participate in and contribute to multiple communities as they move between home, extended family, settings and play areas. They often act as cultural brokers, helping families and settings understand one another. Children's communities also include non-human things that children are attached to, such as animals, insects, special objects, sounds, pictures, imaginary friends.

Place, space, and histories are important.

Communities and settings are embedded in particular places with their own geographies, neighbourhoods and local knowledge. They have local histories, group cultures and collective memories that shape the way spaces are created and used. These shared memories are often a source of comfort and solidarity, but they can also shadow the present by memories of injustice and hardship in the past.

Communities often take responsibility for caring for and maintaining the spaces of the setting, the local area, and environments further afield. The communities' local environment, the geography of the locality and community buildings, are valued by families as safe and supportive spaces for families to meet. But communities may also be constrained by poor environmental conditions such as lack of access to green space; air pollution; contaminated water or ground; high volumes of traffic; derelict buildings; poor maintenance of public spaces; crimes against persons or properties.

The physical and historical contexts in which a community lives shapes its ways of learning, its view of what counts as relevant knowledge, and its strategies for survival.

Early years settings can be communities for social justice and sustainability.

By bringing together diverse communities, early years settings lie at the heart of social change. The settings themselves can create a sense of community through the relationships and environments

which pull diverse elements together. They are safe spaces for families, and generate social and community participation. As early years practitioners and families engage in the care of these environments, they can experience social justice and sustainability in action.

Early years settings have an important role to play in challenging unconscious bias and contributing to equity by understanding how race, gender, sexuality, poverty, faith, prejudice, and disability affect learning and life chances. To address unconscious bias, early years practitioners can learn more about what families like about the places they live in and support those who want to improve, and exert more ownership of the spaces they would like to change.

Sustainability is also addressed through shared respect and care for the material environment. This means collectively coming up with ways to reduce consumption, to repair, recycle and to reuse.

Wider contexts that involve principles of common worlds, shared living spaces, and climate change can inspire settings to become actively involved in local as well as broader groups and networks focused on sustainability and environmental restoration. Such involvement can help challenge unhelpful distinctions that keep communities of human, non-human and other entities apart.

Key points:

Children, families and practitioners are affected by wider contexts.

Communities are living practices that bring meaning and value.

Place, space, and histories are important.

Early years settings can be communities for social justice and sustainability.



Learning and Development

Observation, assessment and planning

Formative assessment is an integral part of teaching young children

Children's development and learning is best supported by starting from the child, and then matching interactions and experiences to meet the child's needs. The observation, assessment and planning (OAP) cycle describes what is frequently called assessment for learning, or formative assessment. On-going formative assessment is at the heart of effective early years practice. It involves the gathering of observations, some of which are documented, and using this rich information to understand how a child is developing, learning and growing, and then planning the next steps for the adults in supporting and extending the learning.

Planning

Reflecting on your observations and assessments enables you to see how best to support, extend and teach children.

Consider the following questions:

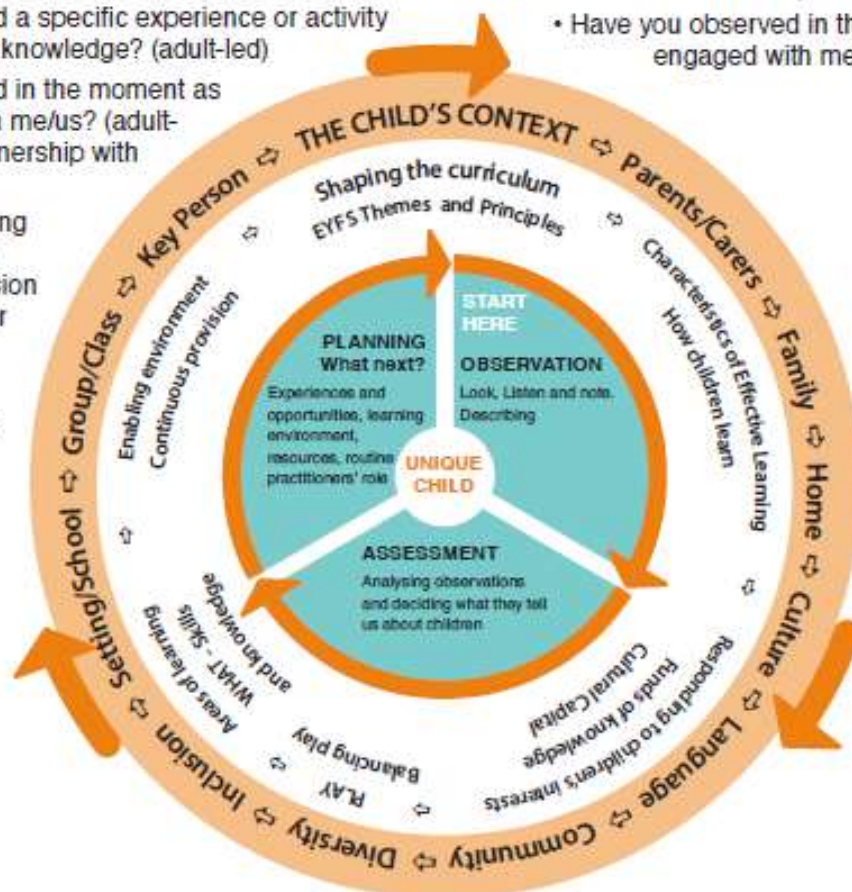
- Have you planned following my/our interests? (child-led)
- Have you planned a specific experience or activity to teach a skill or knowledge? (adult-led)
- Have you planned in the moment as you engaged with me/us? (adult-supported in partnership with child/children)
- How is the enabling environment and continuous provision supporting my/our next steps?
- How could you best interact with me?

Observation

Observe children as they act and interact in their play, everyday activities and planned activities, and learn from parents about what the child does at home.

Reflect on the following questions:

- How do you see me? On my own and with others?
- Am I involved in continuous provision?
- Have you observed in the moment as you engaged with me?



Summative Assessment

At various points, my learning and development needs to be summarised to check on my overall progress. These stopping off points allow you to map my progress from where I started and make professionally informed decisions based on the formative information you have gathered. Then you can explain my progress to parents/carers, others and me.

Assessment

Reflect on what you have noticed.

Consider the following questions:

- How do you understand me?
- Do you understand how I feel? What I am interested in? What question may be in my mind?
- How am I approaching my learning? (Characteristics of effective learning)
- What have I learned and understood? (Areas of learning and development)
- Did you assess my development and learning in the moment?

Practice starts with the child, and grows in partnership.

Effective practice begins with observation, tuning into the child and then building a relationship. Professionally informed knowledge of child development then supports understanding of their learning and planning for next steps. This process should involve the child, parents and carers, and other professionals.

- Parents/carers are essential partners, sharing their views and observations about the child's development and being involved in planning what opportunities and experiences to offer the child next.
- Working in partnership with other professionals, community and support groups connects everyone who is involved with the child and family, bringing a clearer picture of the child's needs and rights.
- From the earliest age children should be involved in their own learning. The UN Convention on the Rights of the Child Article 12 states the right of the child to express their views and have their views taken seriously.

Each child's own unique pathway of development and learning involves many elements woven together in a holistic form. Observation, assessment and planning (OAP) makes this holistic development visible, so children's thinking and understanding can be shared with parents and carers, other professionals, and with children themselves.

Responsible pedagogy is needed to understand what children know, understand, and can do.

In a supportive and challenging learning environment and across a range of contexts, children demonstrate their learning and understanding in the fullest sense. The process of OAP is central to understanding what children can do with support, as well as what they know and can do when they are not dependent on overt adult support. Their understanding is then clearly embedded, and they have mastered skills and concepts when they can use them independently in different situations.

Children and adults construct the curriculum together.

Keeping the OAP cycle at the heart of our practice enables practitioners to build on children's motivations and interests to support and extend their development and learning. The curriculum is co-constructed between children, practitioners and families through this process. Children bring their own fund of knowledge to the setting, and they are motivated to explore and learn about the world and to develop new skills. Adults can support these fascinations while also keeping in mind their responsibility to introduce children to and support learning in all areas which are important for children to master, and which require an adult's input.

The curriculum will include attention to the Areas of Learning and Development which summarise some of **what** children learn. The curriculum must, however, be more than a list of skills and knowledge to be achieved. The EYFS principle says every unique child is 'constantly learning'. Children learn from all their experiences, not just those that have been planned or intended. The curriculum needs to take account of children's learning not just in the Areas of Learning and Development, but also in how they see themselves as learners and how they are building the strong foundations for lifelong learning described in the Characteristics of Effective Learning. **How** children learn, and how they learn about their own learning, should also be an integral part of the curriculum. Observing children through the **how** often helps practitioners to see **what** children understand.

Observation, assessment and planning is part of professional practice.

Throughout the OAP cycle and summative assessment, informed decisions about the child's development, learning and progress need to be as objective as possible, calling on the variety of information about the child to make a 'best-fit' decision. The OAP cycle is a reflective process which enables consideration of children's development and how to support them through effective practice. It supports quality improvement as practitioners use their knowledge, skills and evidence gathered from OAP to reflect on the quality of education and care the children receive, and think about how to improve practice.

(To be added: guidance on summative assessment, using best-fit professional judgments and avoiding checklists)

Overview – Characteristics of Effective Learning, and Areas of Learning and Development

The Characteristics of Effective Learning and the prime and specific Areas of Learning and Development are all inter-connected.

Different elements of learning are listed in the EYFS, to make the complex picture of learning clearer. But children's learning is not compartmentalised and many or all of these elements are in action at the same time as children interact with people and things.

The Characteristics of Effective Learning describe behaviours children use in order to learn. To learn well, children must approach opportunities with curiosity, energy and enthusiasm. Effective learning must be meaningful to a child, so that they are able to use what they have learned and apply it in new situations. These abilities and attitudes of strong learners will support them to learn well and make good progress in all the Areas of Learning and Development.

Characteristics of Effective Learning	Areas of Learning and Development	Birth to 5 Matters Aspects
Playing and exploring <div>engagement</div> Finding out and exploring Playing with what they know Being willing to 'have a go'	Prime areas	
	Personal, Social and Emotional Development	Making relationships
		Sense of self
Understanding feelings		
Active learning <div>motivation</div> Being involved and concentrating Keeping trying Enjoying achieving what they set out to do	Physical Development	Moving and handling
		Health and self-care
	Communication and Language	Listening and attention
Understanding		
Speaking		
Creative and critical thinking <div>thinking</div> Having their own ideas Making links Working with ideas	Specific areas	
	Literacy	Reading
		Writing
	Mathematics	Mathematics
	Understanding the World	People and communities
		The world
		Technology
	Expressive Arts and Design	Exploring and using media and materials
		Being imaginative

The Areas of Learning and Development affect each other. For example, developing communication and language will support children to understand and explain mathematical ideas. Developing physical skills will allow children to be more active explorers and so enhance their progress in Understanding the World. The more concepts they develop within Understanding the World, the more they will be able to relate to what they find in books and so support their development in Literacy. Experiences and activities that relate to Areas of Learning and Development, when they offer children opportunities to have autonomy and develop their own ideas, can also provide the contexts for children to practise their learning behaviours, and so reinforce the Characteristics of Effective Learning.

Prime areas of development and learning lay vital foundations in the early years.

The three prime areas, **Personal, social and emotional development (PSED)**, **Communication and language (CL)**, and **Physical development (PD)**, describe core aspects of early child development. They are time-sensitive because of biological factors that enable rapid brain connections, particularly in the first three years of life but continuing throughout early childhood. Developmental steps missed at this early crucial stage are much harder to address later on, so it is crucial that children's interactions and experiences in the first few years support development in these fundamental areas.

All three prime areas are always in action for a young child. In every activity, the child is experiencing feelings and developing a sense of self and others, is physically engaged through their senses and movements, and is learning to understand and communicate with others. It is through these aspects that a child accesses the world around them and relationships with other people, which opens the door to learning in all areas. They therefore strongly influence development in the specific areas of learning and development.

Development in each of the prime areas affect the others: As babies and children develop their sensory abilities and movement, they can perceive and engage with others, and so develop in PSED. Engaging with others spurs more physical activity, and is the beginning of communication and language, which in turn helps build relationships, understanding of feelings and learning about health and physical wellbeing.

While the prime areas are especially crucial to early years provision during the first three years, they remain centrally important for children's development and learning throughout the EYFS and beyond, and should receive priority attention to ensure strong foundations in development and learning.

Personal, Social and Emotional Development – Birth to Five Matters description

Who we are (personal), how we get along with others (social), and how we feel (emotional) form the bedrock of our lives. Forming secure attachments are at the heart of our wellbeing and resilience. How good children feel about themselves, how secure they feel in their close relationships and how they are able to understand how they and other people think and feel, are at the heart of wellbeing and resilience throughout life. They learn this through building relationships with peers and adults, doing things collectively, making friends, feeling secure, valued, and confident. We tune into and meet children's emotional needs by working in partnership with parents and forming mutually respectful, warm, accepting relationships with each of our key children.





Physical Development – Birth to 5 Matters description

Physical development in early childhood puts in place the neurological, sensory and motor foundations necessary for healthy, happy and successful lives. Intricately interwoven with emotional, social, cognitive and language development, it underpins all aspects of learning and development.

Each child's unique journey relies on whole-body physical experiences. While biologically programmed, the unfolding of this complex, interconnected system requires repeated movement experiences that are self-initiated and wide-ranging. Small (e.g. eyes, mouth, hands, feet) and large muscle control must develop together in an integrated way, so that the child becomes able to achieve what they set out to do.

From birth, adults must ensure that children have movement-rich lives indoors and outdoors. This includes the key role of the adult's body as an enabling environment itself, embedding movement into everything provided, and encouraging each child's own motivations for being active and interactive with others.

Health, care and self-care are core aspects of physical development, providing the foundations for self-regulation and self-management. Through prioritising care opportunities and a collaborative approach with young children, they can develop lifelong positive attitudes to self-care and healthy decision-making.

Communication and Language– Birth to 5 Matters description

Babies are born ready and willing to communicate. They depend on interactions with others to become confident and effective communicators and language users. Within the first three years of life children have laid the foundations of communication and language proficiency. Language also begins to guide and support their thinking and emotional development and underpins their emerging literacy.

From birth to five their skills develop through a series of identifiable stages which can be looked at in three strands – Listening and Attention, Understanding and Speaking. Not all children will follow the exact same sequence or progress at the same rate, but it is important to identify children at risk of language delay or disorder as these can have an ongoing impact on wellbeing and learning across the curriculum.



Specific areas of learning and development provide children with knowledge and skills to flourish in society.

The specific areas, **Literacy, Mathematics, Understanding the world, and Expressive arts and design**, are not time-sensitive and learning can be equally successful when they are introduced at later ages.

Many aspects of these areas arise naturally for young children as they make sense of their experiences, such as an awareness of quantity, enjoyment of telling and hearing stories, finding out how things work, rhythm, and movement. Children often begin to represent what they understand with their own actions, marks or words. There are also ways of representing understanding with more formal symbol systems such as numbers, writing and other cultural tools and methods for sharing and recording ideas, as well as large bodies of knowledge to be shared with children.

As adults gradually support children to know about and use these specific areas, either informally as part of daily life or in planned activities, they give children access to the wide scope of shared cultural and intellectual life in modern society, and skills and knowledge to support them in their future learning.



Literacy – Birth to 5 Matters description

Literacy is about understanding and being understood. Early literacy skills are rooted in children's enjoyable experiences from birth of gesturing, talking, singing, playing, reading and writing. Learning about literacy means developing the ability to interpret, create and communicate meaning through writing and reading in different media, such as picture books, logos, environmental print and digital technologies. It involves observing and joining in the diverse ways that different people and communities use literacy for different purposes. Most importantly, literacy is fun and creative.

Developing literacy competence and skills is a demanding and time-consuming journey that requires high-quality pedagogical activities to enhance learning. Young children need playful opportunities to enjoy:

- being included and involved in the literacy practices of their home, early years setting, and community environments
- creating and sharing a range of texts in a variety of ways, with different media and materials, with adults and peers, both inside and outside
- being listened to by attentive adults who recognise and value children's choices
- learning about using different signs and symbols, exploring sound and developing alphabetic and phonetic skills.

Expressive Arts and Design – Birth to 5 Matters description

Children and adults have the right to participate in arts and culture. Expression conveys both thinking (ideas) and feeling (emotion). Children are multi-modal, using a variety of ways to express and communicate. Creative thinking involves original responses, not just copying or imitating existing artworks. EAD fosters imagination, curiosity, creativity, cognition, critical thinking and experimentation; provides opportunities to improvise, collaborate, interact and engage in sustained shared thinking; and requires time, space and opportunities to re-visit and reflect on experiences. Multi-sensorial, first-hand experiences help us connect and enquire about the world. Appreciating diversity and multiple perspectives enriches ways of thinking, being, and understanding. Skills are learned in the process of meaning-making, not in isolation.



Mathematics – Birth to 5 Matters description

Babies and young children have a natural interest in quantities and spatial relations – they are pattern-spotters and sense-makers from birth. This curiosity and enjoyment should be nurtured through their interactions with people and the world around them. Children should freely explore how they represent their mathematical knowledge and understanding by drawing on their personal and cultural knowledge in pretend play and other activities. Every young child is entitled to a strong mathematical foundation which is built through playful exploration, apprenticeship and meaning making.

Effective early mathematics education requires practitioners who:

- observe, listen to, value and build on children's mathematical ideas and experiences;
- ensure they regularly discuss children's mathematical development with families and carers;
- consciously seek to include mathematical talk in their interactions with children and draw children's attention to mathematics in their everyday lives;
- help children seek patterns, make connections and recognise relationships;
- ensure provision for mathematics includes a rich blend of practical activities, stories, songs, rhymes, games and imaginative play, as well as plenty of time for children to revisit, develop and make sense for themselves;
- model and value a range of ways of representing mathematical ideas;
- support children of all ages in creating and solving mathematical problems;
- maintain children's confidence and enthusiasm when engaging in mathematical activities and problem solving, so children develop positive self-esteem as learners of mathematics and feel confident to express their ideas.

Understanding the World – Birth to 5 Matters description

Understanding the World provides a powerful, meaningful context for learning across the curriculum. It supports children to make sense of their expanding world and their place within it through nurturing their wonderment, curiosity, agency and exploratory drive.

This development requires regular and direct contact with the natural, built and virtual environments around the child and engaging children in collaborative activities which promote inquiry, problem-solving and shared decision making. Active involvement in local community life helps children to develop a sense of civic responsibility, a duty to care, a respect for diversity and the need to work for peaceful co-existence.

In addition, first-hand involvement in caring for wildlife and the natural world provides children with an appreciation of ecological balance, environmental care and the need to live sustainable lives. Rich play, virtual and real world experiences support learning about our culturally, socially, technologically and ecologically diverse world and how to stay safe within it. They also cultivate shared meanings and lay the foundation for equitable understandings of our interconnectedness and interdependence.

Supporting development and learning in practice – using this guidance

The guidance on the following pages can support understanding of development and learning and the adult's contribution to the process, but it should be seen as a set of possibilities and not a prescription for either children or adults.

For children:

Overall, children will work their individual way from the development and learning typical of babies onward to what older children know, can do, and understand. The grids illustrate samples of what children may do along that journey. While these are some examples, children will do countless things that don't appear in the grids. And as each child winds their individual path through the different areas, they will not necessarily show each of the descriptors, nor in the same order presented here. Learning does not work in a straight, predictable and linear way. It can stall or even backtrack in one area, while strides and bursts are made in another. Development shouldn't be expected to be even across all areas, and the balance is likely to shift from one time to another.

So the guidance should not be used as a checklist to steer the child through a prescribed path with required 'next steps'. Rather, it should be a support to help adults to recognise and interpret what a child is showing at the present moment, give them time to rehearse those skills, and be ready to help enrich their experience and so deepen their learning.

(Either note on summative assessment in best fit; or possibly on ages linked to Baby/Toddler/Young Child depending on model chosen.)

For adults:

Examples of what adults could do or provide should be seen as suggestions or prompts for thinking rather than a recipe. Adults use their creative and critical thinking to develop their own ideas, decide what to try, and evaluate its effectiveness. Whether using the grids to reflect on suggestions for moment-to-moment interactions, resourcing and organising the environment, offering opportunities or planning specific activities, practitioners who know the children well will adapt and invent the most appropriate ways to support and extend their learning. **Examples of how adults might support children at an early age often remain important as children grow older.**

Birth to 5 Matters guidance supports children's progress toward all of the statutory EYFS Early Learning Goals		
Early Learning Goal		Birth to 5 Matters
CL	Listening, Attention and Understanding	CL: Listening and attention
CL	Speaking	CL: Speaking
PSED	Self-Regulation	Characteristics of Effective Learning; PSED: Managing feelings and behaviour; CL: Listening and attention
PSED	Managing Self	CoEL; PSED: Managing feelings and behaviour, Self-confidence and self-awareness; PD: Health and self-care
PSED	Building Relationships	PSED: Making Relationships
PD	Gross Motor Skills	PD: Moving and Handling
PD	Fine Motor Skills	PD: Moving and Handling
L	Comprehension	CL: Understanding
L	Word Reading	L: Reading
L	Writing	L: Writing
M	Number	M: Numbers
M	Numerical Patterns	M: Numbers
No ELG		M: Space, shape and measure
UW	Past and Present	UW: People and communities
UW	People, Culture and Communities	UW: People and communities
PD	The Natural World	UW: The world
No ELG		UW: Technology
EAD	Creating with Materials	EAD: Exploring media and materials, Being imaginative
EAD	Being imaginative and expressive	EAD: Being imaginative, Exploring media and materials

Characteristics of Effective Learning – Birth to 5 matters description

Babies and young children are powerful learners, and can develop strong habits of mind and behaviours that will continue to support them to discover, think, create, solve problems and self-regulate their learning. Children need consistent lived experiences of autonomy alongside support for their growing awareness and control of the processes of thinking and learning. Play, time, space and freedom to follow their intentions, sustained shared thinking, and experiencing the satisfaction meeting their own challenges and goals all contribute to development as curious, creative, resourceful and resilient learners.

Statutory ELG: Self-Regulation

Children at the expected level of development will:

- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate

Statutory ELG: Managing Self

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge

Characteristics of Effective Learning

Playing and Exploring

engagement

A Unique Child: how a child is learning	Positive Relationships: what adults might do	Enabling Environments: what adults might provide
Finding out and exploring <ul style="list-style-type: none"> • Showing curiosity about objects, events and people • Using senses to explore the world around them • Engaging in open-ended activity • Showing particular interests 	<ul style="list-style-type: none"> • Play with children. Encourage them to explore, and show your own interest in discovering new things. • Help children as needed to do what they are trying to do, without taking over or directing. • Encourage children to make decisions and choose their activities – what they want to do and how they will do it. • Join in play sensitively, fitting in with children's ideas. • Model pretending an object is something else, and help develop roles and stories. • Encourage children to try new activities and to judge risks for themselves. Be sure to support children's confidence with words and body language. • Pay attention to how children engage in activities – the challenges faced, the effort, thought, learning and enjoyment. Talk more about the process than products. • Modelling responding positively when things go wrong, and talk about learning from failure. • Always respect children's efforts and ideas, so they feel safe to take a risk with a new idea and feel comfortable with mistakes. • Encourage laughter and have fun. Happiness deepens learning. 	<ul style="list-style-type: none"> • Provide stimulating resources which are accessible and open-ended so they can be used, moved and combined in a variety of ways. • Make sure resources are relevant to children's interests and abilities. • Arrange flexible indoor and outdoor space and resources where children can explore, transform, build, move and role play. • Help children concentrate by considering levels of noise, and visual distraction. • Plan first-hand experiences and challenges appropriate to the development of the children. • Ensure children have uninterrupted time to play and explore. • Setting leaders give staff time to reflect on how they support children to play and explore through their interactions, and planning of the environment.
Playing with what they know <ul style="list-style-type: none"> • Pretending objects are things from their experience • Representing their experiences in play • Taking on a role in their play • Acting out experiences with other people 		
Being willing to 'have a go' <ul style="list-style-type: none"> • Initiating activities • Seeking challenge • Showing a 'can do' attitude • Taking a risk, engaging in new experiences, and learning by trial and error 		

Characteristics of Effective Learning

Active Learning

motivation

A Unique Child: how a child is learning	Positive Relationships: what adults might do	Enabling Environments: what adults might provide
Being involved and concentrating <ul style="list-style-type: none"> • Showing a deep drive to know more about people and their world • Maintaining focus on their activity for a period of time • Showing high levels of involvement, energy, fascination • Not easily distracted • Paying attention to details 	<ul style="list-style-type: none"> • Support children to look into what they are curious about and what fascinates them. • Make time for quality interactions. Watch and listen carefully to try to understand what the child wants to know or achieve. • Help focus young children's interest through shared attention. At times sensitively introduce a new element if young children's interest is waning. • Help children to notice details. • Model a growth mindset. Help children to see mistakes or failures as stepping stones for learning. Help children see there is more than one answer to a problem. Demonstrate openly how adults don't get everything right. 	<ul style="list-style-type: none"> • A familiar environment and predictable routine gives children confidence to take charge of their own activities. • Teach children how to use the areas of provision and tools within them appropriate to their age and stage, so they can use them independently for their own goals.
Keeping on trying <ul style="list-style-type: none"> • Persisting with an activity or toward their goal when challenges occur • Showing a belief that more effort or a different approach will pay off, and that their skills can grow and develop (growth mindset) • Bouncing back after difficulties 	<ul style="list-style-type: none"> • Be specific when you praise, especially noting effort such as how the child concentrates, tries different approaches, persists, solves problems, and has new ideas. • Supporting emotional resilience in the face of challenge, e.g. "That must have been frustrating after you worked so hard. I wonder how else you could try it." • Children develop their own motivations when you involve them. Give reasons for what you are doing and talk about learning, rather than just directing. 	<ul style="list-style-type: none"> • Children will become more deeply involved when you provide something that is new and unusual for them to explore, especially when it is linked to their interests. • Notice what arouses children's curiosity, looking for signs of deep involvement to identify learning that is intrinsically motivated. • Ensure children have time and freedom to become deeply involved in activities. • Provide calm and reduce stimuli if children become over-stimulated.
Enjoying achieving what they set out to do <ul style="list-style-type: none"> • Showing satisfaction in meeting their own goals (<i>I can!</i>) • Being proud of how they accomplished something – not just the end result • Enjoying meeting challenges for their own sake rather than external rewards or praise (intrinsic motivation) 	<ul style="list-style-type: none"> • Step back and watch what children are doing. Be sensitive to when to join in sensitively, following children's lead, and when to leave them to it. Be careful not to disrupt their play and train of thought. • Be aware that younger children may want to watch rather than take part in some activities. • Look out for signs that young children show satisfaction in something they have done. • Encourage children to listen to each other's ideas as they play, have fun and think and learn together. Provide opportunities for children to celebrate with their peers what they are doing and learning – not just focus on the end result. 	<ul style="list-style-type: none"> • Children can maintain focus on things that interest them over a period of time. Help them to keep ideas in mind by talking over photographs of their previous activities. • Make space and time for all children to contribute. • Setting leaders should provide opportunities for staff to actively engage in their own learning to better support children's activity.

Characteristics of Effective Learning

Thinking creatively and critically

thinking

A Unique Child: how a child is learning	Positive Relationships: what adults might do	Enabling Environments: what adults might provide
<p>Having their own ideas (creative thinking)</p> <ul style="list-style-type: none"> Thinking of ideas that are new and meaningful to the child Playing with possibilities (<i>what if? what else?</i>) Visualising and imagining options Finding new ways to do things 	<ul style="list-style-type: none"> Use the language of thinking and learning: <i>think, know, remember, forget, idea, makes sense, plan, learn, find out, confused, figure out, trying to do.</i> Model being a thinker, showing that you don't always know, are curious and sometimes puzzled, and can think and find out. <i>I wonder?</i> Give children time to talk and think. Make time to actively listen to children's ideas. Encourage open-ended thinking, generating more alternative ideas or solutions, by not settling on the first suggestions: <i>What else</i> is possible?. Always respect children's efforts and ideas, so they feel safe to take a risk with a new idea and feel comfortable with mistakes. Encourage children to question and challenge assumptions. Help children to make links to what they already know. Support children's interests over time, reminding them of previous approaches and encouraging them to make connections between their experiences. Help children to become aware of their own goals, make plans, and to review their own progress and successes. Describe what you see them trying to do, and encourage children to talk about what they are doing, how they plan to do it, what worked well and what they would change next time. Talking aloud helps children to think and control what they do. Model self-talk, describing your actions in play. Value questions, talk, and many possible responses, without rushing toward answers too quickly. Sustained shared thinking helps children to explore ideas and make links. Follow children's lead in conversation, and think about things together. Encourage children to choose personally meaningful ways to represent and clarify their thinking through graphics. Take an interest in what the children say about their marks and signs, talk to them about their meanings and value what they do and say Encourage children to describe problems they encounter, and to suggest ways to solve the problem. Show and talk about strategies – how to do things – including problem-solving, thinking and learning. Encourage children to reflect and evaluate their work and review their own progress and learning. Model the plan-do-review process yourself. 	<ul style="list-style-type: none"> In planning activities, ask yourself: <i>Is this an opportunity for children to find their own ways to represent and develop their own ideas?</i> Avoid children just reproducing someone else's ideas. Build in opportunities for children to play with materials before using them in planned tasks. Play is a key opportunity for children to think creatively and flexibly, solve problems and link ideas. Establish the enabling conditions for rich play: space, time, flexible resources, choice, control, warm and supportive relationships. Recognisable and predictable routines help children to predict and make connections in their experiences. Routines can be flexible, while still basically orderly. Provide extended periods of uninterrupted time so that children can develop their activities. Keep significant activities out instead of routinely tidying them away, so that there are opportunities to revisit what they have been doing to explore possible further lines of enquiry. Plan linked experiences that follow the ideas children are really thinking about. Represent thinking visually, such as mind-maps to represent thinking together, finding out what children know and want to know. Develop a learning community which focuses on how and not just what we are learning. Setting leaders should give staff time to think about children's needs, to make links between their knowledge and practice.
<p>Making links (building theories)</p> <ul style="list-style-type: none"> Making links and noticing patterns in their experience Making predictions Testing their ideas Developing ideas of grouping, sequences, cause and effect 		
<p>Working with ideas (critical thinking)</p> <ul style="list-style-type: none"> Planning, making decisions about how to approach a task, solve a problem and reach a goal Checking how well their activities are going Flexibly changing strategy as needed Reviewing how well the approach worked 		

Personal, Social and Emotional Development: Making relationships

A Unique Child: what a child might be learning	Positive Relationships: what adults might do	Enabling Environments: what adults might provide
<ul style="list-style-type: none"> • Enjoys the company of others and seeks contact with others from birth. • Shows their readiness to be social through using their sensory abilities; following movement and gazing at faces intently. • Moves body, arms and legs and changes facial expression in response to others, e.g. sticking out tongue, opening mouth and widening eyes. • Responds to what carer is paying attention to, e.g. following their gaze. • Distinguishes between people, recognising the look, sound and smell of their close carer. They will usually calm, smile or reduce crying when they hear their carers'/parent's voice, or smell their clothing, for example. • Holds up arms to be picked up and cuddled and is soothed by physical touch such as being held, cuddled and stroked. • Begins to display attachment behaviours such as wanting to stay near and becoming upset when left with an unfamiliar person. • Becomes wary of unfamiliar people or people they haven't seen for a while. <hr/> <ul style="list-style-type: none"> • Draws others into social interaction through calling, crying and babbling, smiling, laughing and moving their bodies and limbs. • Shares interest and attention by looking to where the adult is looking, pointing and using their gaze to direct the adult's attention to something. • Engages another person to help achieve a goal, e.g. to get an object out of reach. • Cooperates with caregiving experiences, such as dressing. • Builds relationships with special people. 	<ul style="list-style-type: none"> • Offer warm, loving and consistent care in your interactions with babies and young children, making good eye contact and handling children gently and respectfully. • Respond sensitively and quickly to babies and young children's needs, holding and comforting each child as they need • Learn from parents regarding caring practices at home so you can establish predictable and familiar patterns within your own interactions allowing the child to feel safe with you. • Tune in to the meaning of babies and young children's communications of crying, babbling, pointing or pulling and respond with interest, watching and understanding the cues they offer so they feel acknowledged and known by you • Notice and respect babies and young children's signals that they no longer want to play or engage; pause and be quiet when they turn away. • Spend plenty of time with your key children playing interactive games, finger plays and singing familiar songs that engage you both in mirroring movement and sounds, follow the child's lead. • Take primary responsibility for your key children's physical care whenever you are both are present. • Use care events to build a close relationship with babies and young children through respectful interactions and taking it slowly. Always explain what is going to happen and invite their participation. • Be physically and emotionally available to babies and young children to provide a 	<ul style="list-style-type: none"> • The setting is a welcoming calm caring environment that is inviting and will make the babies feel they want to come and play. • Implement a Key Person Approach, so that each child and their family have a special person to relate to and rely on. • Continuing professional development and supervision to support attachment relationships between key persons and children in the setting • Develop close partnerships with parents/ carers, learning from their knowledge and expertise about their baby • Admissions are phased so that only one new child starts at a time to allow them to settle in gradually. • Ensure the Key Person Approach underpins all provision for babies including personal care events, play and daily interactions with parents/carers. • Arrange for staff absence to be covered by practitioners who are already familiar to the children • Allocate a secondary key person who takes responsibility for the care of babies when their key person is absent. • The number of changes children make between groups and key person is reduced to as few as possible during their time in the setting. • Organise working patterns and activities to allow the key person or secondary key person to be available to support babies and toddlers and their parents separating and reuniting at the beginning and end of the day. • The nursery day is predictable enough to give babies a sense of security but is flexible enough to respond to individual children's patterns. • Offer continuity and consistency for babies by the key person undertaking all their key children's care needs; moving through each part of the bathroom, lunch and

<ul style="list-style-type: none"> • Displays attachment behaviours such as wanting to stay near to their close carers, checking where they are and protesting when separated. • Is wary of unfamiliar people. • Explores confidently when they feel secure in the presence of a familiar adult and is more likely to engage in new or challenging situations. • Closely watches others' body language to begin to understand their intentions and meaning. • Is fascinated by other children, watching them and interacting with them through offering toys, food etc., and by reaching for objects that another has. 	<p>secure base for them to feel secure and supported in their play and independent explorations</p> <ul style="list-style-type: none"> • Accept babies' and young children's need for security, allowing them to stay close by when feeling insecure or anxious. Caregivers may have to focus on regaining the baby or young child's trust by remaining available to them constantly until they feel secure again. • Get to know each babies' and young child's separation rituals and support them by being available when they are separating from and reuniting with their parents/carers • Let your key children know where you are going, what you are doing and who they will be with, when leaving the group during the day or planning leave. • Support babies and young children's need to hold on to their special comfort object while playing or getting changed. 	<p>sleep routine together, rather than children moving from one adult to the next.</p> <ul style="list-style-type: none"> • Key persons adopt a process of inviting, suggesting and then engaging with a child in interactions and care events to enable a cooperative relationship to develop • The environment is designed so that the number of times the key person has to leave the room is limited. It helps for example, if the bathroom and feed preparation areas are en-suite. • Group rooms are as home-like as possible and are decorated with photographs of the children's families and other significant people animals and places. • There are low adult chairs that support practitioners when they are bottle-feeding babies and which also allow children to climb up onto their laps. • Develop play opportunities centred on objects babies bring from home, as these help them to make transitions and experience continuity. • Plan to have one-to-one time to interact with young babies when they are in an alert and responsive state and willing to engage. • Create opportunities to sing to and with babies and young children.
<ul style="list-style-type: none"> • Explores the environment, interacts with others and plays confidently while their parent/carer or key person is close by; using them as a secure base to return to for reassurance if anxious or in unfamiliar situations. • Is interested in other children and in being together, often watching, following and imitating each other in their play. • Shows empathy by offering comfort that they themselves would find soothing, i.e. their dummy. • Asserts their own ideas and preferences and takes notice of other people's responses. • Enjoys playing alone, alongside and with others and will experiment with influencing others, co-operating together and resisting coercion in their interactions. • Will sometimes experience long periods of social engagement as overwhelming and may withdraw or collapse with frustration. 	<ul style="list-style-type: none"> • Enable children to explore by being a secure base for them; sitting close by and at their level to show that you are physically and emotionally available. • Support a toddler's explorations by drawing their attention to interesting things and smiling and nodding as they explore • Support children who are new to a group by working closely with parents / carers to gradually settle them in over time and allowing the child to stay close to you as much as they need. • Give your full attention when young children look to you for a response. • Be on hand to support social interactions between children • Model gentleness and kindness in your interactions with children and each other. 	<ul style="list-style-type: none"> • Display photographs of practitioners, so that when children arrive, their parents can show them who will be there to take care of them. • Support children who are new to a group by gradually settling them in over time so they can get to know the people, the environment and the routines. • Plan times for children to be with their key person, individually and in their key group. • Plan routine care events to support the development of close relationships between the key person and child and to support children's friendships • Ensure that group times for toddlers are small, short and active and are in a familiar space with a familiar adult. • Create areas in which children can sit and chat with friends, such as a snug den and cosy spaces. • Provide opportunities for toddlers to play alone, alongside and with others

<ul style="list-style-type: none"> • Builds relationships with special people but often shows anxiety in the presence of strangers. • Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult. • Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it. • Shows empathy and concern for people who are special to them by partially matching others' feelings with their own, e.g. may offer a child a toy they know they like. • Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety. • Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interests. 	<ul style="list-style-type: none"> • Help toddlers to understand each other's thoughts and needs by suggesting useful phrases, commenting on what might be going on in their minds and modelling respectful and considerate responses during play. • Cultivate a sense of belonging by involving all children in welcoming and caring for one another and in the shared organizational tasks of the group. • Use mealtimes as ideal occasions for children to practice social skills by sitting together in small groups with their key person. • Play name games to welcome children to the setting and help them get to know each other and the staff • Get to know each of your key children's likes and dislikes and ways of eating. • Soothe each of your key children to sleep in the way agreed with their parent and respect their individual 'coming to' time. • Allow enough time in the bathroom, at lunch and when getting ready to sleep, to support toddlers to be as autonomous as they can. • Do not allow your own attitudes to food, bodily waste or dirt to make a caring time negative for a child. 	<ul style="list-style-type: none"> • Provide duplicates of favourite items to reduce competition and conflict. • Provide matching items for children and adults to mirror each other in play. E.g. two identical musical instruments. • Provide resources that promote cooperative play between two children such as a double sized easel or a truck two children can ride. • Ensure many opportunities for outdoor play where toddlers can be together without competing for space
<ul style="list-style-type: none"> • Seeks out companionship with adults and other children, sharing experiences and play ideas. • Uses their relationships with close adults to guide their expectations about themselves and their relationships with others and to support them in their social interactions. E.g. showing kindness and understanding where they have been shown kindness and understanding • Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it. • Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers. 	<ul style="list-style-type: none"> • Continue to provide children with a secure base for them to return to and to explore from by being available if needed. • Offer a warm and consistent presence, spending time playing and being with children in 1:1 and small groups as well as in the whole group. • Show that you keep children 'in mind' by referring to things you have noticed in their play or something that reminded you of them in some way. • Model key skills of empathy, negotiation, compromise and positive assertion when playing with children and in your everyday interactions. 	<ul style="list-style-type: none"> • Provide stability in staffing, key person relationships and in grouping of the children. • Plan opportunities for children to spend time with their key person, individually and in small groups. • Create opportunities for children to get to know everyone in the group. • Plan the environment to create spaces for children to play alone, alongside or with others as they choose. • Provide time, space and materials for children to collaborate with one another in different ways, for example, in block play. • Provide play activities that encourage cooperation and collaboration, such as parachute activities and ring games.

<ul style="list-style-type: none"> • Enjoys playing alone, alongside and with others and shows friendliness by inviting others to play or by attempting to join others' play. • Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others. • Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking. • Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours. • Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support • Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations. • Is proactive in seeking adult support and able to articulate their wants and needs. • Some children may have had to make many different relationships in their life. This may have impacted on their understanding of what makes a consistent and stable relationship. 	<ul style="list-style-type: none"> • Provide positive feedback during play, noticing and acknowledging children's thoughtfulness towards each other. • Support young children's efforts to join in with others' play and inviting others into their play. • Use different resources such as social stories and Persona Dolls to help children to develop strategies for building and maintaining relationships. • Offer calm and considered support for children as they experiences conflict with their peers. Use a problem-solving approach; 'You are fighting because you both want the blue bike, what can we do about this? • Pause before intervening in children's arguments to allow children time resolve issues if they can • Recognise and respect children's particular friendships • Notice and celebrate young children's valuable contributions to their relationships with others, e.g. to younger children, new children or new practitioners. • Shy children or some with social and emotional difficulties may be anxious when interacting with peers. One-to-one or smaller group encounters in a familiar, cosy space can help a child to build confidence. 	<ul style="list-style-type: none"> • Choose books, puppets, and dolls and small world play that help children explore their ideas about friends and friendship and to talk about feelings, e.g. someone saying 'You can't play'. • For young children who are finding it hard to make relationships in the classroom or playground, develop other situations such as a forest school activity or a creative arts project that may be more encouraging.
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Statutory ELG: Building Relationships

Children at the expected level of development will:

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

Personal, Social and Emotional Development: Sense of self

A Unique Child: what a child might be learning	Positive Relationships: what adults might do	Enabling Environments: what adults might provide
<ul style="list-style-type: none"> • Learns about their physical self through exploratory play with their hands and feet and movement. • Is becoming aware of self as they imitate sounds and expressions that are mirrored back to them by close adults: Laughing and gurgling during physical interactions. • Shows awareness of being a separate individual through initiating contact with others using voice, gesture, eye contact and facial expression and through secure-base behaviours • Expresses awareness of their physical self through their own movements, gestures and expressions and by touching their own and other's faces, eyes, and mouth in play and care events. • Shows growing confidence that their needs will be met by freely expressing their need for comfort, nourishment or company. 	<ul style="list-style-type: none"> • Devote uninterrupted time to babies when you can play with them when they are ready to engage. Be attentive and fully focused • Provide many opportunities for babies to explore how their bodies move by giving them free play time on the firm surface of the floor. • To support their sense of agency and autonomy, only put babies into positions that they can get into and out of themselves. For example, do not put them on their tummies until they can roll over independently. • Listen, respond to and build on babies' expressions, actions, and gestures, engaging in conversation with them. • Play interactive games that help babies recognize themselves, such as finger plays and action rhymes. • Spend 1:1 time playing, talking and looking at books that are of personal relevance together. • Talk with babies about people and things that are special to them, such as their family members or pets. • Offer commentary to babies about what is happening around them and what they are doing. • Notice and acknowledge babies independently chosen activities and tasks, valuing their efforts as well as celebrating their achievements • Respond promptly to babies' care needs and use care events to support a positive sense of self through respectful care • Support a baby's confidence by being close by as they explore. • Offer manageable choice between 2 things, i.e. would you like the blue t-shirt or the one with spots on? • Use familiar greetings, in relevant languages, with children, parents and each other • Learn from parents the baby's usual experience of feeding, changing, sleeping and comforting before taking on these tasks yourself. • Ensure a baby feels safe and secure whilst preparing their food, preparing to change their nappy or to go out for a 	<ul style="list-style-type: none"> • Find out as much as you can from parents about young babies before they join the setting, so that the routines you follow are familiar and comforting. • Learn from parents/carers about each baby's family culture, traditions and languages. • Share knowledge about each child's language(s) by making a poster or book of greetings and key phrases to use • Provide comfortable areas where parents, practitioners and young babies can be together. • Create time at the beginning and end of each day to talk and reflect with parents about their baby's daily needs, progress and development. With communication support for different language speakers and users. • Plan to have times when babies and older siblings or friends can be together. • Place mirrors where babies can see their own reflection. Talk with them about what they see. • Create sufficient safe space for babies to move, roll, stretch and explore. • Provide objects and images that reflect the baby and their home. • Provide types of food and styles of serving and eating that are familiar to each child. • Display photos of family and other special people. • Provide toys and open-ended play experiences that match the play interests and styles of individual babies. • Provide play resources that reflect each baby's home culture and that help them to

<ul style="list-style-type: none"> Shows growing self-confidence through playing freely and with involvement. 	<p>walk by talking to them and providing suitable toys and/or comforters for them while they wait.</p>	<p>make links with the smells and sounds of home.</p>
<ul style="list-style-type: none"> Is aware of and interested in their own and others' physical characteristics, pointing to and naming features such as noses, hair and eyes. Experiments with what their bodies can do through setting themselves physical challenges, i.e. pulling a large truck upstairs. Begins to use me, you, and I in their talk and to show awareness of their social identity of gender, ethnicity and ability. Shows their growing sense of self through asserting their likes and dislikes, choices, decisions, and ideas. These may be different to those of the adult or their peers; often saying 'no', 'me do it' or 'mine'. 	<ul style="list-style-type: none"> Use play and stories to positively support toddlers' understanding of their physical selves and social identities. Share toddlers' pleasure when they do something for themselves and celebrate by sharing with others such as parents, other children or practitioners. Recognise a child's growing sense of agency and respect their attempts to gain independence by giving them time for doing things for themselves in routines. Making choices is important for all children. Consider, with parents/carers and other professionals ways in which you provide for children with disabilities to make choices Provide toddlers with opportunities to practise making choices and decisions such as when serving themselves from dishes on the lunch table. Support toddlers' autonomy by involving them in the daily organisation of the home or group by setting the table, for example. Be close by and available to provide encouragement and support when a toddler needs it but show trust in their abilities. Be aware of and alert to possible dangers, while recognising the importance of encouraging young children's sense of exploration and risk-taking. Offer extra support to children in new situations where they may not understand the expectations or have confidence in their abilities. Recognise and value toddlers unique interests and abilities by following and building on what they show you about their play interests and preferences Be sensitive to differences in attitudes and expectations amongst families and maintain a two-way communication about their values and approach. Recognise each child's social and cultural context by talking about the places the go to, celebrations they enjoy and the people they love. Notice your interactions with children of different genders, ethnicities or abilities; are you conveying any unconscious bias? 	<ul style="list-style-type: none"> Create displays and albums of photographs of the children and the activities they have participated in. Encourage children to take their own photographs within the setting. Displays, equipment and resources are reflective of the children's social and cultural backgrounds and those of the wider community, so there are items that are familiar to each child. Share observations and consult with parents on each child's interests, dispositions, wellbeing and achievements, whatever they may be. The environment is adapted to support practitioners in meeting the needs of children with mobility, visual or hearing impairment Plan the environment so that storage for coats, nappies, shoes and comforters are labelled with individual children's photographs and names so children can access them independently. Provide an environment that is stable and familiar so children can find what they need, feel secure and be autonomous in their play Plan personalised play that follows each child's interests and possible lines of development Ensure materials are easily accessible so all children have access to them and can make choices in their play. Provide mark making and collage materials that allow children to accurately represent their skin colour and hair type. Offer play experiences that are equally attractive to girls and boys and can be accessed by children with a disability in the best way they can.
<ul style="list-style-type: none"> Knows their own name, their preferences and interests and are becoming aware of their unique abilities. Reflects the views other people express about them in their play, their behaviour and the way they talk about themselves. Is developing an understanding that they are a girl or a boy and shows interest in obvious differences of ethnicity and ability but may often show that they think their gender or skin colour can change. Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions. Experiments with their own and other people's views of who they are through their play and through trying out different behaviours. Is gradually learning that actions have consequences but not always the consequences they hope for. 	<ul style="list-style-type: none"> Celebrate each child's uniqueness by openly talking with them about their individual characteristics and their similarities and differences with others in a positive way. 	<ul style="list-style-type: none"> Plan regular opportunities for children to talk to their small group about something they are interested in or have done.
<ul style="list-style-type: none"> Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies 		

<p>themselves in relation to social groups and to their peers.</p> <ul style="list-style-type: none"> • Is sensitive to others' messages of appreciation or criticism • Enjoys a sense of belonging through being involved in daily tasks. • Is aware of being evaluated by others and begin to develop ideas about themselves as good, difficult, clever, silly etc. according to the messages they hear from others. • Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help. 	<ul style="list-style-type: none"> • Children may sometimes view their differences to others negatively. It is important that you show genuine interest in and value all children's contributions through listening carefully and providing opportunities for children to be fully themselves, such as dressing in their choice of clothes. • Offer extra support to children in new situations or when they are feeling anxious or insecure • Talk to children about choices they make and help them understand that this may mean that they cannot do something else. • Show trust in young children's abilities by showing them how to use and care for materials, letting them try and noticing when they need help; offering but not taking over. • Be aware of and respond to the particular needs of children who are learning English as an additional language. • Engage with children in exploring and talking about what they are doing, valuing their ideas and ways of doing things. • Offer help with activities when asked but not before and see struggle and mistakes as important parts of learning. • Intervene when children need help and validation of feelings in difficult situations, such as prejudice or unkindness. • Use books, stories and Persona Dolls to engage children in thinking about difference, unfairness, prejudice and discrimination. • Notice and appreciate young children's efforts not just their achievements, encouraging their inner motivation rather than working just for your approval or a sticker. • Listen carefully to young children. Take their ideas and opinions into account and involve them in making decisions about daily events. • Young children with disabilities or learning difficulties may need additional support in making choices and decisions and being autonomous. 	<ul style="list-style-type: none"> • Include mirrors and photographs of the children and their families and friends in the environment. • Reflect children's class, cultural and ethnic backgrounds and those of the wider community in the environment, play opportunities and resources. • Give time for children to pursue their play and learning without interruption, to complete activities such as role play, construction, building dens and painting to their satisfaction, and to return to their activities if they wish. • Provide experiences and activities that are challenging but achievable. • Provide a role-play area resourced with materials reflecting children's family lives and communities. Consider including resources reflecting lives that are unfamiliar, to broaden children's knowledge and reflect an inclusive ethos. • Involve children in drawing or taking photographs of favourite activities or places, to help them describe their individual preferences and opinions. • Provide books, stories, songs, music and other cultural artefacts that are drawn from a wide range of traditions and styles.
<ul style="list-style-type: none"> • Recognises that they belong to different communities and social groups and communicates freely about own home and community. • Is aware of their abilities, ethnicity, class and gender and sensitive to prejudice and discrimination. • Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar groups. • Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms. • Has a clear idea about what they want to do in their play and how they want to go about it. They show confidence in choosing resources and perseverance in carrying out a chosen activity. 		

Statutory ELG: Managing Self

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge

Personal, Social and Emotional Development: Understanding emotions

A Unique Child: what a child might be learning	Positive Relationships: what adults might do	Enabling Environments: what adults might provide
<ul style="list-style-type: none"> Communicates a range of emotions (i.e. pleasure, interest, fear, surprise, anger and excitement) through making sounds, facial expressions, and moving their bodies Expresses feelings strongly through crying in order to make sure that their needs will be met May whimper, scream and cry if hurt or neglected. If their needs are not responded to, they may become withdrawn and passive. Seeks physical and emotional comfort by snuggling in to trusted adults. Is affirmed and comforted by familiar carers through voice, physical presence and touch, for example singing, cuddles, smiles or rocking. Reacts emotionally to other people's emotions; smiling when smiled at and becoming distressed if they hear another child crying or see a blank unresponsive face. 	<ul style="list-style-type: none"> Learn from parents about how their baby expresses their emotions and what they do to soothe them Support babies who are distressed on separating from their parents by acknowledging their feelings and reassuring them. Be responsive to all communication such as crying, babbling and physical movements to acknowledge a baby's emotional expressions. Be emotionally and physically available, providing a secure presence and a refuge at times when a baby may be feeling anxious. 'Tune in' to an baby's emotions and respond calmly, gently and sensitively in a way that follows their needs Use calming processes such as rocking or calmly singing in response to emotional expression and note what helps to sooth and support the baby Learn lullabies and other songs that babies know from home and sing them to the babies for comfort. Make sure that babies, toddlers and young children have access to their comfort object whenever they need it. Show babies they are safe and loved by comforting them when experiencing frustration and anxiety. Share in babies happy and joyful experiences, joining in with their excitement without overwhelming them with your responses. Be consistent in your responses so that babies gradually become aware of reasonable boundaries Support babies and young children in their play with others modelling caring and respectful behaviours and affirming their pro-social behaviours. 	<ul style="list-style-type: none"> Observe babies' emotional responses and plan the routines, the environment and play experiences to support them. Ensure that if a baby has a comforter/transitional object that the parent/carer brings it to the setting for each attendance to ease the move from home to the setting. Create a cosy, quiet place for babies to be calm. Provide comfortable seating such as a sofa or cushions for baby and key person to be together. Create spaces and experiences in which babies feel secure enough to explore and play. Provide resources including picture books and stories that focus on a range of emotions. Store babies' toys and comforters where they can find and reach them Daily communication between parents/carers and practitioners ensures continuity of care between home and setting Communicate with sensitivity when interacting with parents who do not speak or understand English and draw on the language skills available where possible. Develop close partnerships with parents to discuss and agree boundaries of behaviours Practitioners have regular opportunities to reflect on their emotional responses to the children and to their work as well as thinking about the children's progress and planning play experiences.

<p>basic rules as they use their emerging agency and autonomy.</p>	<ul style="list-style-type: none"> • Be alert to unexplained changes in behaviour or unusual injuries a child has and take action within safeguarding guidelines. 	
<ul style="list-style-type: none"> • Expresses positive feelings such as joy and affection and negative feelings such as anger, frustration and distress, through actions, behaviours and a few words. • Experiences a wide range of feelings with great intensity, such as anger and frustration, which can be overwhelming and result in losing control of feelings, body and thinking. • Is aware of others' feelings and are beginning to show empathy by offering a comfort object to another child or sharing in another child's excitement. • Asserts their own agenda strongly and may display frustration with having to comply with others' agendas and with change and boundaries. 	<ul style="list-style-type: none"> • Be a secure base for toddlers to return to for emotional 'refuelling' when encountering novel situations or social conflict and challenges. • Create regular opportunities to be in very small groups or 1:1 times with the key person. • Reduce frustration and conflict by keeping routines flexible so that young children can pursue their interests. • Understand that 'emotional storms' are a sign of a child being overwhelmed by strong emotions such as anger, frustration, fear, anxiety and sadness. • Show empathy and stay close by to offer support and reassurance as the child calms after an emotional collapse. • Use real life experiences to help children to understand a wide range of emotions in others and themselves by talking about different emotions as they occur during play. 	<ul style="list-style-type: none"> • Maintain consistency of key person relationships in the organisation of staffing • Keep changes in group and routine to a minimum • Ensure that observation and planning for children's emotional needs is a central focus. • Provide books, stories and puppets that can be used to model responding to others' feelings and being helpful and supportive. • Provide sufficient materials and duplicates of popular items to reduce conflict, e.g. ride on toys, construction toys, and several copies of the same book • Create enough space and organise resources so that toddlers can play without becoming frustrated.
<ul style="list-style-type: none"> • Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feelings. • Can feel overwhelmed by intense emotions, resulting in an emotional collapse when frightened, frustrated, angry, anxious or over-stimulated. • Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions. • Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset. • Responds to the feelings of others, showing concern and offering comfort • May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they shouldn't do, in favourable conditions. 	<ul style="list-style-type: none"> • Model empathy and talk about others feelings. For example, "Amaya is feeling sad today because she is missing her mummy." • Understand that young children communicate their feelings through their behaviours and respond by showing empathy for their underlying feelings • Demonstrate clear and consistent boundaries without being rigid and unreasonable • Take children seriously and understand their motivations and underlying reasons for their actions. • Show you are supportive by empathising when toddlers' attempts at assertion and negotiation go wrong and helping them to find more effective ways. • Show fairness; apply rules consistently but reasonably and flexibly when necessary. 	<ul style="list-style-type: none"> • Create calm spaces inside and out, for retreat and relaxation • Offer play opportunities with open-ended materials. • Provide for vigorous physical play.

<ul style="list-style-type: none"> • Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows. 	<ul style="list-style-type: none"> • Support young children's rights to be kept safe by others by helping them to assert themselves positively and by respecting their bodily integrity. 	
<ul style="list-style-type: none"> • Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt. • May exhibit increased fearfulness of things like the dark or monsters etc. and possibly have nightmares. • Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants. • Is more able to recognize the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings. • Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions. 	<ul style="list-style-type: none"> • Create a listening culture and atmosphere which is calm and caring, where young children feel able to express their emotions • Model caring responses and comforting or helping behaviours in your interactions with all children. • Name and talk about a wide range of feelings and make it clear that all feelings are understandable and acceptable. Put children's feelings into words for them: 'it looks like you're cross about that...' • Model how you manage your own feelings, e.g. 'I'm feeling a bit angry and I need to calm down, so I'm going to...' • Help children to recognise when their actions hurt others. Do not expect children to say 'sorry' before they have a real understanding of what this means. Instead help them to suggest solutions to a conflict when they are emotionally ready. • Be emotionally available to young children when they need to emotionally refuel to help them to cope with difficult situations, conflict and difficult emotions. • Ask children for their ideas on what might make people feel better when they are sad or cross. • Children with developmental differences such as Autism Spectrum Disorders may need additional support in developing empathy. Using role play opportunities, social stories and providing feedback can help a child to recognise their feelings of empathy • Provide clear boundaries without being inflexible. • Discuss rules and fairness with young children and show positive appreciation of young children's pro-social behaviours of kindness and helpfulness for example. • Support children in recognising the consequences of behaviours and responses that make other children or adults feel upset and help them to repair this by finding new responses or behaviours. 	<ul style="list-style-type: none"> • Plan small group circle times when children can explore feelings, e.g. through stories • Create familiar, predictable routines, including opportunities to help in appropriate tasks, e.g. setting table or putting away toys. • Display a sequence of photographs to show the routines in the setting to support younger or new children and children with additional needs. • Provide photographs and books where emotions are being expressed to look at and talk about with children • Use Persona Dolls to help children consider feelings, ways to help others feel better, and ways to manage conflicting opinions, be fair and get on with each other. • Provide a range of music that captures different moods. • Provide open ended materials for a variety of role play themes. • Provide role play opportunities, play props and resources such as books, stories and music to support young children in exploring and making sense of feelings such as fear, anxiety and anger. • Offer environments that include stimulating and challenging spaces but also calm and comfortable spaces. • Set, explain and maintain clear, reasonable and consistent boundaries so that children can feel safe and secure in their play and other activities. • Use pictures, shared gestures or sign language to show young children and those with additional needs the expected behaviours. • Involve children in agreeing codes of behaviour and taking responsibility for implementing them. • Provide books with stories about characters that follow or break rules, and the effects of their behaviour on others.
<ul style="list-style-type: none"> • Understands their own and other people's feelings, offering empathy and comfort • Talks about their own and others' feelings and behaviour and its consequences. • Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people. • Is more able to manage their feelings and tolerate situations in which their wishes cannot be met. • Seeks support, emotional 'refuelling' and practical help in new or challenging situations. • Is aware of behavioural expectations and sensitive to ideas of justice and fairness. • Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise. 		

	<ul style="list-style-type: none"> • Actively listen to children's talk, play, body language and behaviours and think about what they child is telling you • Make opportunities for children and adults to listen to each other and explain their thinking, feelings and actions as far as they are able. • Collaborate with children in creating rules and expectations within a group such as mutual respect, compromise, caring behaviours towards themselves, others and the environment. • Adopt a partnership approach with parents when discussing boundaries and expectations to maintain continuity for children. 	<ul style="list-style-type: none"> • Carefully prepare all children for any changes to their routine, particularly those with a SEN such as autism. • Have agreed procedures outlining how to respond to sudden changes in children's behaviour. • Share policies and practice on safeguarding procedure with parents/carers from the outset.
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Statutory ELG: Self-Regulation

Children at the expected level of development will:

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

Statutory ELG: Managing Self

Children at the expected level of development will:

- Explain the reasons for rules, know right from wrong and try to behave accordingly

Communication and Language: Listening and attention

A Unique Child: what a child might be learning	Positive Relationships: what adults might do	Enabling Environments: what adults might provide
<ul style="list-style-type: none"> • Turns toward a familiar sound then locates range of sounds with accuracy. • Listens to, distinguishes and responds to intonations and sounds of voices. • Reacts in interaction with others by smiling, looking and moving. • Quietens or alerts to the sound of speech. • Looks intently at a person talking, but stops responding if speaker turns away. • Listens to familiar sounds, words, or finger plays. • Fleeting Attention – not under child's control, new stimuli takes whole attention. 	<ul style="list-style-type: none"> • Get physically close making sure the baby can see your face. Make sure the baby is looking at you and wants to interact. • Show that you are present and tuned in by using eye contact and touch to create shared moments of interaction. • Be attentive and leave space for the baby to start a 'serve and return' conversation . • Use a range of animated facial expressions to show babies you are interested in them. • Use a lively voice with ups and downs to help babies tune in. • Say the baby's name to draw their attention • Imitate the baby's responses to show you value their contributions • Encourage playfulness, turn-taking and responses, including peek-a-boo and rhymes including action rhymes. • Sing songs and rhymes during everyday routines. • Use repeated sounds, and words and phrases so babies can begin to recognise particular sounds • Engage in short moments of playfulness and laughter across the day with a baby or group of babies • Pay attention to babies' teasing and emergence of humour. They may use inanimate objects to tease and provoke your reaction. • Follow the baby's focus and pay joint attention to what they are interested in. 	<ul style="list-style-type: none"> • Share stories, songs and rhymes from all cultures and in babies' home languages and other languages common in communities' • Share favourite stories, songs rhymes or music as babies are settling to sleep, or at other quiet times. • Sing frequently with young babies, encouraging them to join in • Create an environment which invites responses from babies and adults, for example, touching, smiling, smelling, feeling, listening, exploring, describing and sharing. • Establish a familiar pattern by spending prolonged moments of time each day interacting with the baby, or a small group of babies. • Consider what it feels like to use your voice in your environment – what kinds of soundscape and sensory atmosphere do children experience? Is the invitation to 'join in' with this environment, using voices, bodies and objects to make noise, irresistible?
<ul style="list-style-type: none"> • Move whole bodies to sounds they enjoy, such as music or a regular beat. • Concentrates intently on an object or activity of own choosing for short periods. • Pays attention to dominant stimulus – easily distracted by noises or other people talking. • Enjoys laughing and being playful with others 	<ul style="list-style-type: none"> • Use natural gestures and/or signing e.g. waving 'bye- bye' • Let the child choose the activity and follow their interest • Use percussion instruments to take turns • Sing songs and encourage repetitive action rhymes. • Play alongside the child and talk together. • Encourage young children to explore and imitate sound. • Talk about the different sounds they hear, such as a tractor's "chug chug" while sharing a book. 	<ul style="list-style-type: none"> • Collect resources that children can listen to and learn to distinguish between. These may include games that involve guessing which object makes a particular sound • Encourage listening in its widest sense; this could include opportunities to listen to human noises, non-human noises, objects that make interesting noise, weather and other outdoor sounds. • Listen to sounds that are easily identifiable and mysterious noises that are not. Model and encourage playful imaginative responses.

babies

toddlers

<ul style="list-style-type: none"> • Listens with interest to the noises adults make when they read stories. • Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door. • Shows interest in play with sounds, songs and rhymes. • Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus. 	<ul style="list-style-type: none"> • Model being a listener by listening to children and taking account of what they say in your responses to them. • Have conversations with children as part of everyday activities • Play alongside children and talk with them as part of playful encounters • Model and encourage language for thinking by using phrase such as 'I wonder' 'What if' 'I have an idea' • Encourage repetition, rhythm and rhyme by using tone and intonation as you tell, recite or sing stories, poems and rhymes from books. • Be aware of the needs of children learning English as an additional language from a variety of cultures and ask parents to share their favourite stories, rhymes and songs in their home languages. 	<ul style="list-style-type: none"> • Use puppets and other props to encourage listening and responding when singing a familiar song or reading from a story book. • Encourage children to learn one another's names and to pronounce them correctly. • Ensure all practitioners can pronounce the names of children, parents and other practitioners. • Find out parents' preferred names for themselves and their children.
<ul style="list-style-type: none"> • Listens to others in one to one or small groups, when conversation interests them. • Listens to familiar stories with increasing attention and recall. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Focusing attention – still listen or do, but can change their own focus of attention. • Is able to follow directions (if not intently focused) 	<ul style="list-style-type: none"> • Engage in role play and imaginary play scenarios and model listening behaviours. • Encourage children to listen to their friends and take turns in play and activities • Make 'mistakes' when telling stories/singing songs so the children correct you • Cue children, particularly those with communication difficulties, into a change of conversation, e.g. <i>'Now we are going to talk about...'</i> • For those children who find it difficult to 'listen and do', say their name before giving an instruction or asking a question. • Share rhymes, books and stories from many cultures, sometimes using languages other than English, particularly where children are learning English as an additional language. Children then all hear a range of languages and recognise the skill needed to speak more than one. • Introduce 'rhyme time' bags containing books to take home and involve parents in rhymes and singing games. • Ask parents to record regional variations of songs and rhymes. • Choose stories with repeated refrains, dances and action songs involving looking and pointing, and songs that require replies and turn-taking such as 'Tommy Thumb' • Plan regular short periods when individuals listen to others, such as singing a short song, sharing an experience or describing something they have seen or done. 	<ul style="list-style-type: none"> • When making up alliterative jingles, draw attention to the similarities in sounds at the beginning of words and emphasise the initial sound, e.g. <i>"mmmmummy", "shshshshadow", "K-K-K-KKaty"</i>. • Plan activities listening carefully to different speech sounds, e.g. a sound chain copying the voice sound around the circle, or identifying other children's voices on tape. • When singing or saying rhymes, talk about the similarities in the rhyming words. Make up alternative endings and encourage children to supply the last word of the second line, e.g. <i>'Hickory Dickory bee, The mouse ran down the...'</i> • Set up a listening area or other opportunities where children can enjoy rhymes and stories. either independently or with an adult. • Provide instruments for musical play. • Provide opportunities to listen in different kinds of environments e.g. outdoor spaces, dens, large and small rooms and buildings • Explore different kinds of surfaces and how noise bounces off them, • Talk with children about how we listen differently to different things, for example animals and types of music.

toddlers

young children

	<ul style="list-style-type: none"> • Play games which involve listening for a signal, such as ‘Simon Says’, and use <i>‘ready, steady...go!’</i> • Use opportunities to stop and listen carefully for environmental sounds, and talk about sounds you can hear such as <i>long, short, high, low</i>. • Play with sand timers to help extend concentration for children who find it difficult to focus their attention on a task • Explain why it is important to pay attention when others are speaking. • Give children opportunities both to speak and to listen, ensuring that the needs of children learning English as an additional language are met, so that they can participate fully. 	
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Statutory ELG: Listening, Attention and Understanding
 Children at the expected level of development will:

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

Statutory ELG: Self-regulation
 Children at the expected level of development will:

- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Communication and Language: Understanding

A Unique Child: what a child might be learning	Positive Relationships: what adults might do	Enabling Environments: what adults might provide
<ul style="list-style-type: none"> • Turns when hears own name. • Starts to understand contextual clues, e.g. familiar gestures, words and sounds. 	<ul style="list-style-type: none"> • Look at the baby and say their name. Make eye contact and wait for them to react. • Interpret and give meaning to the things young babies show interest in, e.g. when babies point to an object tell them what it is. • Use an animated, enthusiastic face when interacting with children • Observe children as they watch their environment • Look out for strategies babies use to attract your attention. This include seeking eye contact, gestures such as pointing, facial expressions and intentional physical movement. • Talk to babies about what you are doing and what is happening, so they will link words with actions, e.g. preparing lunch. • Use actions to support your words, e.g. waving when you say 'bye bye'. • Speak clearly. Babies respond well to a higher pitched, sing-song voice. • Use and repeat single words, so the baby can gradually link the word to its meaning. 	<ul style="list-style-type: none"> • Let babies see and hear the sequence of actions you go through as you carry out familiar routines. • Provide resources and spaces that stimulate babies' interests such as a shiny bell, a book or a mirror on the floor or on your lap • Display lists of words from different home languages, and invite parents and other adults to contribute. Include all languages in the community since seeing their languages reflected in the setting will encourage all parents to feel involved and valued. • When you use nursery rhymes, consider helping children understand the words by using actions as well.
<ul style="list-style-type: none"> • Developing the ability to follow others' body language, including pointing and gesture. • Responds to simple questions when in a familiar context with a special person (e.g. 'Where's Mummy?', 'Where's your nose?'). • Understanding of single words in context is developing, e.g. 'cup', 'milk', 'daddy'. 	<ul style="list-style-type: none"> • Understands different situations - able to follow routine events and activities using non verbal cues • Selects familiar objects by name and will go and find objects when asked, or identify objects from a group. • Understands simple sentences (e.g. 'Throw the ball.') 	<ul style="list-style-type: none"> • Plan play activities and provide resources which encourage young children to engage in symbolic play, e.g. putting a 'baby' to bed and talking to it appropriately. • Plan real world shared experiences such as visits, everyday tasks, or preparing activities in the setting • Use pictures, books, real objects, and signs alongside your words.
<ul style="list-style-type: none"> • Identifies action words by following simple instructions eg 'show me jumping' • Beginning to understand more complex sentences, e.g. 'Put your toys away and then sit on the carpet.' • Understands 'who', 'what', 'where' in simple questions (e.g. <i>Who's that/can? What's that? Where is.?</i>). • Developing understanding of simple concepts (e.g. <i>big/little</i>) 	<ul style="list-style-type: none"> • Be aware that young children's understanding is much greater than their ability to express their thoughts and ideas. For example a child may be able to go and hang their coat up when asked but say only 'coat up' to explain what they did. • Recognise young children's competence and appreciate their efforts when they show their understanding of new words and phrases. 'Yes that <i>is</i> a <i>little</i> flower'. • Use language appropriate to the child's level of understanding • Stay with the child whilst they play, take time to watch their movements and react to their initiations . • Be attentive and respond to children's talk in an appropriate and positive way • Use talk to describe what children are doing by providing a running commentary, e.g. 'Oh, I can see what you are doing. You have to put the milk in the cup first.' • Provide opportunities for children to talk with other children and adults about what they see, hear, think and feel. • Talk slowly enough for the child to understand • Provide words by labelling objects, actions and abstract things like feelings • Stay with the child whilst they play, play alongside the child and show attentive companionship as you share conversations. 	<ul style="list-style-type: none"> • Include things which excite young children's curiosity, such as hats, bubbles, shells, story books, seeds and snails. • Provide activities, such as cooking, where talk is used to anticipate or initiate what children will be doing, e.g. "We need some eggs. Let's see if we can find some in here."

Birth –
6
months

6 – 12
months

12-18
months

18-24
months

24-36
months

<ul style="list-style-type: none">• Understands use of objects (e.g. <i>"Which one do we cut with?"</i>)• Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.• Responds to instructions with more elements. Eg. 'Give the big ball to me'; 'collect up all the blocks and put them in the box'• Beginning to understand 'why' and 'how' questions.	<ul style="list-style-type: none">• Prompt children's thinking and discussion through involvement in their play.• Talk to children about what they have been doing and help them to reflect upon and explain events, e.g. <i>"You told me this model was going to be a tractor. What's this lever for?"</i>• When you need to give children directions be clear and help them to deal with those involving more than one action, e.g. <i>"Time to come and wash your hands and then we'll set the table for lunch"</i>.• When introducing a new activity, use mime and gesture to support language development.• Showing and talking about a photograph of an activity such as hand washing can help to reinforce understanding.• Make playful 'silly mistakes' deliberately to prompt reaction and allow children to explore being the 'teacher'.• Be aware that some children may watch another child in order to know what to do, rather than understanding it themselves.• Embed sustained shared thinking approaches to extend language and conversational moments to help increase the child's awareness and understanding of speech.	<ul style="list-style-type: none">• Set up shared experiences that children can reflect upon, e.g. visits, cooking, or stories that can be re-enacted.• Help children to predict and order events coherently, by providing props and materials that encourage children to re-enact, using talk and action• Find out from parents how children make themselves understood at home; confirm which their preferred language other modes of communication are.• Tune into children's preferred modes of communication – perhaps direct questions feel confronting but shared making or an exchange of funny expressions or gestures creates a connection more effectively.• Provide practical experiences that encourage children to ask and respond to questions, e.g. explaining pulleys or wet and dry sand.	36-48 months
<ul style="list-style-type: none">• Understands a range of complex sentence structures including negatives, plurals and tense markers• Beginning to understand humour, e.g. nonsense rhymes, jokes.• Able to follow a story without pictures or props.• Listens and responds to ideas expressed by others in conversation or discussion.• Understands questions such as who; why; when; where and how'	<ul style="list-style-type: none">• Ask children to think in advance and predict how they will accomplish a task. Talk through and sequence the stages together.• Enjoy sharing stories with individual children and small groups. Engage in sustained shared thinking with them to extend their thinking and use of vocabulary.• Use appropriate vocabulary during play with children to encourage them to think about stories and cultural narratives.• Use stories from books to focus children's attention on predictions and explanations, e.g. <i>"Why did the boat tip over?"</i>• Help children to<ul style="list-style-type: none">○ identify patterns, e.g. what generally happens to 'good' and 'wicked' characters at the end of stories○ draw conclusions: <i>'The sky has gone dark. It must be going to rain'</i>○ explain effect:, <i>'It fell over because it was too tall.'</i>○ predict: <i>'It might not grow in there if it is too dark.'</i>○ speculate: <i>'What if the bridge falls down?'</i>	<ul style="list-style-type: none">• Introduce, alongside books, story props, such as pictures, puppets and objects, to encourage children to retell stories and to think about how the characters feel.• Displays can connect experiences across places or provide reminders of previous trips, events or seasons, for example.• Set up displays that are interactive so children can touch, pick up etc and talk about/reflect on their experiences• Provide for, initiate and join in imaginative play and role-play or real life storytelling encouraging children to talk about what is happening and to act out the scenarios in character.	48-60 months 60-72 months
Statutory ELG: Listening, Attention and Understanding Children at the expected level of development will: - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.		Statutory ELG: Comprehension (Literacy) Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	

Communication and Language: Speaking

A Unique Child: what a child might be learning	Positive Relationships: what adults might do	Enabling Environments: what adults might provide
<ul style="list-style-type: none"> Communicates needs and feelings in a variety of ways including crying, gurgling, babbling and squealing. Makes own sounds in response when talked to by familiar adults. Lifts arms in anticipation of being picked up. Practises and gradually develops speech sounds (babbling) to communicate with adults; says sounds like <i>'baba, nono, gogo'</i>. Points and looks to make requests and to share an interest. 	<ul style="list-style-type: none"> Find out from parents how they like to communicate with their baby, noting especially the chosen language. Ensure parents understand the importance of talking with babies in their home language. Encourage babies' sounds and babbling by copying their sounds in a turn-taking or 'serve and return' 'conversation'. Communicate with parents to exchange and update information about babies' personal words. Find out from parents how their baby attracts their attention at home. For example, calling or banging from highchair, verbalising if left alone, seeking eye gaze. Recognise the importance of all sounds and babbling babies share – this is their way of sharing their voice with you. 	<ul style="list-style-type: none"> Learn and use key words in the home languages of babies in the setting. Encourage parents to record familiar, comforting sounds, such as lullabies in home languages. Use these to help babies settle if they are tired or distressed.
<ul style="list-style-type: none"> Uses sounds in play, e.g. 'brrm' for toy car. Uses single words. Frequently imitates words and sounds. Enjoys babbling and increasingly experiments with using sounds. Uses words to communicate for a range of purposes (e.g. <i>teddy, more, no, bye-bye.</i>) Uses pointing with eye gaze to make requests, and to share an interest. Creates personal words as they begin to develop language. 	<ul style="list-style-type: none"> Try to 'tune in' to the different messages young babies are attempting to convey. Look out for patterns of communications they use to invite you into encounters. This might include being playful or physical movements and utterances. They bring you toys, or hold out objects to you and this may indicate that they want to 'talk'. Share the fun of discovery and value babies' attempts at words, e.g., by picking up a doll in response to "baba". When babies try to say a word, repeat it back so they can hear the name of the object clearly. Find out from parents greetings used in English and in languages other than English, and use them in the setting. Recognise and equally value all languages spoken and written by parents, practitioners and children. 	<ul style="list-style-type: none"> Find out from parents the words that children use for things which are important to them, such as <i>'bankie'</i> for their comfort blanket, remembering to extend this question to home languages. Explain that strong foundations in a home language support the development of English. Tune into what different children enjoy and create environments where babbling and talking feels easy and comfortable and where children can experiment freely with the sounds they can make . Provide appropriate sensory experiences as well as opportunities for movement and private conversations and sound experiments – possibly in dens and cosy corners.

birth to 6 months

6 to 12 months

12 to 18 months

18 to 24 months

<ul style="list-style-type: none"> • Copies familiar expressions, e.g. 'Oh dear', 'All gone'. • Beginning to put two words together (e.g. 'want ball', 'more juice') • Uses different types of everyday words (nouns, verbs and adjectives, e.g. <i>banana, go, sleep, hot</i>) • Beginning to ask simple questions. • Beginning to talk about people and things that are not present. • Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it'. 	<ul style="list-style-type: none"> • Build vocabulary by giving choices, e.g. 'apple or satsuma?' • Model building sentences by repeating what the child says and adding another word, e.g. child says 'car', say 'mummy's car' or 'blue car'. • Give the child enough time to talk with silences to allow the child to respond or pauses to indicate turn talking • Show children how to pronounce or use words by responding and repeating what they say in the correct way, rather than saying they are wrong. • Capitalise on the link between movement and the urge to make sounds to encourage children to 'find their voice', e.g. when swinging/swaying/jumping/sliding etc. • Accept and praise words and phrases in home languages, saying English alternatives and encouraging their use. • Encourage parents whose children are learning English as an additional language to continue to encourage use of the first language at home. • Support children in using a variety of communication strategies, including signing such as with Makaton.. 	<ul style="list-style-type: none"> • Allow time to follow young children's lead and have fun together while developing vocabulary, e.g. saying 'We're jumping up', 'going down'. • Where appropriate make opportunities to talk through and comment on some activities to highlight specific vocabulary or language structures, e.g. "You've caught the ball. I've caught the ball. Nasima's caught the ball". • Provide stories with repetitive phrases and structures to read aloud to children to support specific vocabulary or language structures.
<ul style="list-style-type: none"> • Uses language to share feelings, experiences and thoughts. • Holds a conversation, jumping from topic to topic. • Learns new words very rapidly and is able to use them in communicating. • Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it'. • Uses a variety of questions (e.g. <i>what, where, who</i>). • Uses longer sentences (e.g. 'Mummy gonna work.') • Beginning to use word endings (e.g. <i>going, cats</i>). 	<ul style="list-style-type: none"> • Wait and allow the child time to start the conversation. • Follow the child's lead to talk about what they are interested in. • Give children 'thinking time'. Wait for them to think about what they want to say and put their thoughts into words, without jumping in too soon to say something yourself. • Model language during playful encounters with children. • Use the child's voicing/speech attempts to lead play and encounters • For children learning English as an additional language, value non-verbal communications and those offered in home languages. • Without comment, observe and then mirror a child's interesting movement or series of movements. This might lead to a nonverbal 'serve and return' movement dialogue, with the child leading the 'conversation'. This can be very powerful with reluctant speakers or children not yet ready to use English. • Add words to what children say, e.g. child says 'Brush dolly hair', you say 'Yes, Lucy is brushing dolly's hair.' 	<ul style="list-style-type: none"> • Display pictures and photographs showing engaging, familiar or fantastical events, objects and activities and talk about them with the children. • Provide activities which help children to learn to distinguish differences in sounds, word patterns and rhythms. • Plan to encourage correct use of language by telling repetitive stories, and playing games which involve repetition of words or phrases. • Provide opportunities for children to communicate in their home language' • Help children to build their vocabulary, motivations and opportunities to experiment with talk by extending the range of their experiences. Understand that often when and experience is unfamiliar, children might fall silent at first but choose to talk about it later

24 to 36 months

36 to 48 months

18 to 24 months

<ul style="list-style-type: none"> • Beginning to use more complex sentences to link thoughts (e.g. using <i>and, because</i>). • Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>). • Uses talk to explain what is happening and anticipate what might happen next, • Able to use language in recalling past experiences. • Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i>. • Beginning to uses range of tenses (e.g. <i>play, playing, will play, played</i>) may still make errors eg 'runned' • Uses intonation, rhythm and phrasing to make the meaning clear to others. • Talks more extensively about things that are of particular importance to them. • Builds up vocabulary that reflects the breadth of their experiences. • Uses talk in pretending that objects stand for something else in play, e.g, <i>'This box is my castle.'</i> 	<ul style="list-style-type: none"> • Talk with children to make links between their body language and words, e.g. <i>"Your face does look cross. Has something upset you?"</i> • Introduce new words in the context of play and activities. • Use a lot of statements and comments and fewer questions. When you do ask a question, use an open question with many possible answers. • Show interest in the words children use to communicate and describe their experiences. • Expand on what children say by repeating it and adding a few more words, helping children use more complex sentences. • Use lively intonation and animated expression when speaking with children and reading texts. • Talk to the child about family life, stories from home. Involve families in this. 	<ul style="list-style-type: none"> • Foster children's enjoyment of spoken and written language by providing interesting and stimulating play opportunities in which there is little pressure to talk but words, songs and rhymes are welcome. • Continue to encourage movement activity to stimulate sound and verbal utterances as well as the opportunity to explore expressive sounds and words to match movement, particularly outdoors. • Stimulating the vestibular system through age-appropriate swinging, spinning,, sliding, swaying etc. may help reluctant speakers to use voice
<ul style="list-style-type: none"> • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • Uses language to imagine and recreate roles and experiences in play situations. • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. • Introduces a storyline or narrative into their play. 	<ul style="list-style-type: none"> • Support children's growing ability to express a wide range of feelings orally, and talk about their own experiences. • Introduce and repeat new words in a range of contexts and encourage children to use them in their own talk • Encourage conversation with others and demonstrate appropriate conventions: turn-taking, waiting until someone else has finished, listening to others and using expressions such as "please", "thank you" and "can I...?". At the same time, respond sensitively to social conventions used at home. • Show children how to use language for negotiating, by saying "May I...?", "Would it be all right...?", "I think that..." and "Will you...?" in your interactions with them. • Model language appropriate for different audiences, for example, a visitor. • Encourage children to predict possible endings to stories and events. • Encourage children to experiment with words and sounds, e.g. in nonsense rhymes. 	<ul style="list-style-type: none"> • Give time and make spaces for children to initiate discussions from shared experiences and have conversations with each other. • Give thinking time for children to decide what they want to say and how they will say it. • Set up collaborative tasks, for example, construction, food activities or story-making through role-play. • Decide on the key vocabulary linked to activities, and ensure that all practitioners regularly model its use in a range of contexts. • Help children to talk about and plan how they will begin, what parts each will play and what materials they will need. Review activities with children and encourage them to think about and discuss the strategies they used.

48 to 60 months

60 to 72 months

36 to 48 months

	<ul style="list-style-type: none"> • Encourage children to develop narratives in their play, using words such as: <i>first, last, next, before, after, all, most, some, each, every</i>. • Encourage language play, e.g. through stories such as 'Goldilocks and the Three Bears' and action songs that require intonation. • Value children's contributions and use them to inform and shape the direction of discussions. • Encourage opportunities for conversations between small groups of children. Support these moments and act as a facilitator when appropriate. • Listen to language and conversation that emerges through play, particularly play that is led by the child. 	<ul style="list-style-type: none"> • Provide opportunities for talking for a wide range of purposes, e.g. to present ideas to others as descriptions, explanations, instructions or justifications, and to discuss and plan individual or shared activities. • Provide opportunities for children to participate in meaningful speaking and listening activities. For example, children can take models that they have made to show children in another group or class and explain how they were made.
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48 to 60 months

60 to 72 months

Statutory ELG: Speaking

Children at the expected level of development will:

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

Physical Development: Moving and Handling

A Unique Child: what a child might be learning	Positive Relationships: what adults might do	Enabling Environments: what adults might provide
<ul style="list-style-type: none"> • Gradually develops ability to hold up own head. • Makes movements with arms and legs which gradually become more controlled - moves hands together/ legs together. • Follows and tracks a sound or moving object, moving head and eyes. • When lying on back, plays with hands and grasps feet, alternating mouthing hands/feet with focusing gaze on them, and vocalising. • Reaches out for, touches and begins to hold objects, developing later on into being able to release grasp. • Rolls over from back to side, gradually spending longer on side waving upper leg before returning to back. • Develops roll from back right through to front, gradually becoming happy to spend longer on tummy as able to lift head for longer. • Explores objects with mouth, often picking up an object and holding it to the mouth for lips and tongue to explore (mouthing). • When lying on tummy becomes able to lift first head and then chest, supporting self with forearms and then straight arms. • Starts to creep (belly crawl commando-style) from prone (on tummy) position on the floor, often moving backwards before going forwards. 	<ul style="list-style-type: none"> • Take babies outdoors as much as possible, paying attention to their responses to sensory stimulations such as smells, changing light and moving air. • Give babies lots of time being touched and held, moving around the environment as well as being still with them. • Give very young babies 'tummy time' by resting on your shoulder or along your forearm, and lying on your front looking into your face. • Before babies are able to roll themselves onto their tummy, put them onto their back for floor time and allow rolling to slowly develop. • Help babies to become aware of their own bodies through touch and movement, e.g. clapping the baby's hands together, shaking the baby's foot. • Whilst ensuring that babies are warm enough, give them plenty of floor time with non-restricting clothing and bare feet. • Make the most of each stage in development and support the baby to get all of its developmental benefits: for example, time on the side is an important step in healthy development and needs 2-3 months of practice. • Talk and sing to babies while they are on the floor or ground: they will benefit more from action around them in the room and garden than from a baby gym. • Play games, such as offering a small toy and taking it again to rattle, or sail through the air. • Encourage young babies in their efforts to gradually share control of the bottle with you. 	<ul style="list-style-type: none"> • The caregiver's body is the first and foremost enabling environment, and babies need lots of time in contact with attentive and responsive adults. • From birth onwards, babies need to experience movement in space through being held. Rocking, side-to-side and up-and-down movements are soothing, enjoyable and very developmentally beneficial. • Provide comfortable seating both indoors and outdoors, so that adults can spend time with babies lying on their laps and upper body. Rocking chairs are especially useful. • Make the most of the outdoors for providing the tactile and visual stimulation that babies need in their first year. • Limit the time young babies spend in seats and other 'containers' as this prevents physical development through movement and touch. • Provide a safe space on a warm firm surface, such as blanket on the floor or grass, so that young babies can lie on their backs to move, kick, stretch, find their hands and feet and look into the distance. • Give plenty of time for babies to discover and play with their hands and feet before offering them things to hold. • Gradually encourage babies to explore the space near them by putting interesting things beside them so they can reach, stretch, turn and roll towards them. • Have well-planned areas that allow babies maximum space to move, roll, stretch and explore in safety indoors and outdoors. • When babies begin to be able to move on their belly, provide a safe smooth and firm surface, such as a wooden floor or carpet.

<ul style="list-style-type: none"> • Belly crawling moves into crawling up on hands and knees. • Becomes adept at changing position from crawling to sitting in order to stop, pick up, handle and investigate objects • Sits unsupported on the floor, leaving hands free to manipulate objects with both hands. • Picks up objects in palmer grip and shakes, waves, bangs, pulls and tugs them between two hands while looking at them. • Enjoys finger and toe rhymes and games. • Pulls to standing from crawling, holding on to furniture or person for support. • Walks around furniture lifting one foot and stepping sideways (cruising). • Starts walking independently on firm surfaces and later on uneven surfaces. • Points with first finger, sharing attention with adult. • Enjoys the sensory experience of making marks in food, damp sand, water, mud, paste or paint. • Pulls, lifts and carries objects, moving them around and placing with intent. • Climbs inside, underneath, into corners and between objects. • Manipulates objects using hands singly and together e.g. squeezing water out of a sponge 	<ul style="list-style-type: none"> • Enable older babies to have at least three hours a day being active, taken in short periods, across the day and according to the child's interest. • Ensure that clothing supports babies' mobility for crawling and is not hindering or restrictive. • As much as possible, allow babies to put themselves into a sitting position rather than doing this for them. • Engage babies in varied active physical experiences, such as bouncing, rolling, rocking, swooping and splashing, both indoors and outdoors. • Encourage babies to use resources they can grasp, squeeze, tug and throw. • Be aware that babies have little sense of danger when their interests are focused on getting something they want. • Show babies different ways to make marks in dough or paint by swirling, poking or patting it. • Whilst supporting babies' drive to stand and walk, continue to encourage plenty of floor play and crawling. • Help parents understand the value of waiting until the baby is ready to take steps by themselves, rather than providing assistance to speed things along, so as to develop their own balance and control. • Provide plenty of time for babies to have bare feet during floor play and crawling, so that their feet can develop well. 	<ul style="list-style-type: none"> • Provide objects to be sucked, pulled, squeezed and held, to encourage sensory development along with hand use. • Alongside the continuing role of adult bodies, the floor is the best enabling environment for babies at this stage. • Limit the time older babies spend in seats, highchairs, bouncers and other 'containers' as this prevents the critical physical development that takes place through crawling. • Plan space to encourage free movement, while being kept safe by attentive adults. • Maintain a familiar and nurturing environment that allows babies to feel secure, curious and adventurous, both indoors and outdoors. • Provide large cushions, tunnels, slopes and low-level steps or platforms to stimulate and challenge toddlers. • Offer continuous low-level surfaces outdoors as well as indoors, so that babies can pull up to a standing position, cruise sideways and take first steps. • Provide sturdy push-along carts, wheeled toys and pull-along toys indoors and out for pushing and pulling. • Make play resources easily and simply accessible on shelves and open containers for children to reach and fetch for themselves. • Provide resources that stimulate babies to handle and manipulate things, e.g. a treasure basket with metal and wooden objects, or books with flaps to open. • Use gloop (cornflour and water) in small trays so that babies can enjoy putting fingers into it and lifting them out.
<ul style="list-style-type: none"> • Develops security in walking upright walking using feet alternately and can also run short distances. • Walks upstairs facing forwards holding rail or hand of adult, with both feet onto a single step at a time. • Changes position from standing to squatting and sitting with little effort. • Participates in finger and action rhymes, songs and games, imitating the movements and anticipating actions. 	<ul style="list-style-type: none"> • Enable toddlers to have at least three hours a day being active, both indoors and outdoors, across the day and according to the child's interest. • Continue to provide a visible, attentive 'safe base' so that toddlers have the confidence for exploratory movement and self-driven physical activity. • Encourage independence as young children explore particular patterns of movement, often referred to as schemas. 	<ul style="list-style-type: none"> • Anticipate young children's exuberance and ensure the space is clear and suitable for their rapid and sometimes unpredictable movements. • Provide opportunities to swing, spin and bounce. • Provide different arrangements of toys and soft play materials to encourage crawling, tumbling, rolling and climbing.

<ul style="list-style-type: none"> • Hands start to operate independently during a task that uses both, with each hand doing something different at the same time e.g. holding a block in one hand and steadying the other block with the other hand. • Shows interest, dances and sings to music rhymes and songs, imitating movements of others. • Can walk considerable distance with purpose, stopping, starting and changing direction. • Looks closely at small items and creatures, and can also see items at substantial distance, comfortably changing focus from one to the other. • When holding crayons, chalks etc., makes connections between their movement and the marks they make. • Uses gesture and body language to convey needs and interests and to support emerging verbal language use. 	<ul style="list-style-type: none"> • Use words and simple phrases to describe the movements the child is making, especially in response to their gestures and body language. • Play active games with toddlers that involve big movements through space, such as spinning, swooping and swinging. • Play simple interactive finger games frequently so that the child can begin to anticipate hand movements. • Treat mealtimes as an opportunity to help children to use fingers, spoon and cup to feed themselves. • Involve toddlers in the routines for taking care of their environment both indoors and outdoors, such as washing windows and sweeping leaves. • Find and create opportunities for toddlers to make things happen through their own actions, such as dropping a stone into a metal container or bucket of water to see, hear and feel the effects. 	<ul style="list-style-type: none"> • Use music to stimulate exploration with rhythmic movements. • Ensure that toddlers spend lots of time outdoors experiencing uneven ground and changing gradients, such as with a small hill. • Provide a daily walk (out of pushchairs) in the immediate locality: the same walk every day is most valuable at this age. • Provide a range of wheeled toys indoors and outdoors, such as trundle trikes, buggies for dolls, push carts and wheelbarrows. • Offer 'heuristic' (exploratory) play with sets of simple natural and household objects for toddlers to manipulate, investigate and find out what they can make them do. • Provide items for filling, emptying and carrying, such as small paper carrier bags, baskets and buckets, and a variety of materials to put into them. • Provide materials that enable children to help with chores such as sweeping, washing, pouring and digging. • Provide sticks, rollers and moulds for young children to use in dough, clay, mud or sand.
<ul style="list-style-type: none"> • Sits up from lying, stands up from sitting and squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. • Sits comfortably on a chair with both feet on the ground and a straight back • Runs safely on whole foot. • Moves in response to music or rhythms heard played on instruments such as drums or shakers • Jumps up into the air with both feet leaving the floor and can jump forward a small distance. • Begins to walk, run and climb on different levels and surfaces • Begins to understand and choose different ways of moving • Kicks a stationary ball with either foot throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it 	<ul style="list-style-type: none"> • Value the ways children choose to move. • Give as much opportunity as possible for children to move freely between indoors and outdoors. • Talk to children about their movements and help them to explore new ways of moving, such as squirming, slithering and twisting along the ground like a snake, and moving quickly, slowly or on tiptoe. • Encourage body tension activities such as stretching, reaching, curling, twisting and turning. • Be aware that children need to practise walking, climbing and jumping on a range of different surfaces • Provide a range of wheeled toys to encourage children's balance such as toys to pedal, scooters, toys to sit astride. • Provide safe spaces where children can explore, challenge themselves and solve problems like how to balance on beams or climb ladders. 	<ul style="list-style-type: none"> • Plan opportunities for children to tackle a range of levels and surfaces including flat and hilly ground, grass, pebbles, asphalt, smooth floors and carpets. • Provide a range of large play equipment that can be used in different ways, such as boxes, ladders, A-frames and barrels. • Plan time for children to experiment with equipment and to practise movements they choose. • Explain the importance of being outdoors and providing challenge in a safe environment to parents. Provide real and role-play opportunities for children to create pathways, e.g. road layouts, or going on a picnic. • Use action rhymes, songs and games like follow my leader to encourage all children to be active • Provide recorded music, scarves, streamers and musical instruments so that children can respond spontaneously to music.

<ul style="list-style-type: none"> • Climbs up and down stairs by placing both feet on each step while holding a handrail for support. • Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride. • May be beginning to show preference for dominant hand. and /or leg/foot. • Turns pages in a book, sometimes several at once. • Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools • Holds a writing tool with thumb and all fingers and may begin to use a three fingered (tripod) grip. 	<ul style="list-style-type: none"> • Be alert to the safety of children who might overstretch themselves. • Encourage children in their efforts to do up buttons, pour a drink, and manipulate objects in their play, e.g. <i>'Can you put the dolly's arm in the coat?'</i> • Provide an easily accessible range of tools, loose parts and construction equipment to encourage children's emerging manipulative skills. 	<ul style="list-style-type: none"> • Plan activities that involve moving and stopping, such as musical bumps. • Provide 'tool boxes' containing things that make marks, so that children can explore their use both indoors and outdoors.
<ul style="list-style-type: none"> • 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. • Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise. • Walks down steps or slopes whilst carrying a small object, maintaining balance and stability. • Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles. • Can balance on one foot or in a squat momentarily, shifting body weight to improve stability. • Can grasp and release with two hands to throw and catch a large ball, beanbag or an object. • Creates lines and circles pivoting from the shoulder and elbow. • Uses tools and equipment in one hand e.g. scissors, paintbrushes on horizontal and vertical surfaces, toothbrushes, hairbrush. • Manipulates objects and equipment using a twisting, rotating action. e.g. turning on a tap, screwing on a lid, sharpening a pencil. • Places objects with precision and balance during construction and small world play showing good hand/eye coordination. • Creates movement using force - a pulling or pushing action. 	<ul style="list-style-type: none"> • Encourage children to move with controlled effort, and use associated vocabulary such as 'strong', 'firm', 'gentle', 'heavy', 'stretch', 'reach', 'tense' and 'floppy'. • Use music of different tempo, styles and cultures to create moods and talk about how people move when they are sad, happy or cross. • Motivate children to be active through group games, action songs and singing. • Talk about why children should take care when moving freely. Notice children who frequently bump into obstacles or fall over and talk to parents/carers about how they move at home. • Teach children the skills they need to use equipment safely, e.g. cutting with scissors or using tools. Be aware of children who may not have had these experiences at home and talk to parents/carers about increasing opportunities at home. • Encourage children to use the vocabulary of movement, e.g. 'gallop', 'slither'; of instruction e.g. 'follow', 'lead' and 'copy' by modelling and using the vocabulary in context. • Pose challenging questions such as 'Can you get all the way round the climbing frame without your knees touching it?' • Talk with children about the need to match their actions to the space they are in. 	<ul style="list-style-type: none"> • Provide time and space to enjoy energetic play outdoors daily. • Provide large portable equipment that children can move about safely and cooperatively to create their own structures, such as milk crates, tyres, large cardboard tubes. • Practise movement skills through games with beanbags, cones, balls and hoops. • Plan activities where children can practise moving in different ways and at different speeds, balancing, target throwing, rolling, kicking and catching • Provide sufficient equipment for children to share, so that waiting to take turns does not spoil enjoyment. • Mark out boundaries for some activities, such as games involving wheeled toys or balls, so that children can more easily regulate their own activities. • Provide activities that give children the opportunity and motivation to practise manipulative skills, e.g. cooking, painting, clay and playing instruments.

<ul style="list-style-type: none"> • Manipulates malleable materials using both hands to squeeze, poke, prod, smooth and scrape. • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. • Holds pencil near point between first two fingers and thumb and uses it with good control. • Can copy some letters, e.g. letters from their name. • Experiments with different ways of moving. • Jumps off an object and lands appropriately. • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Travels with confidence and skill around, under, over and through balancing and climbing equipment. • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. • Uses simple tools to effect changes to materials. • Handles tools, objects, construction and malleable materials safely and with increasing control. • Shows a preference for a dominant hand. • Begins to use anticlockwise movement and retrace vertical lines. • Begins to form recognisable letters. • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. 	<ul style="list-style-type: none"> • Show children how to collaborate in throwing, rolling, fetching and receiving games, encouraging children to play with one another once their skills are sufficient. • Introduce and encourage children to use the vocabulary of manipulation, e.g. 'squeeze' and 'prod.' • Explain why safety is an important factor in handling tools, equipment and materials, and have sensible rules for everybody to follow. • Agree acceptable levels of risk and challenge, identify hazards and actions needed to maximise opportunities for outdoor learning. • Explain benefits of outdoor learning to parents/carers so that children come dressed appropriately for different weathers and seasons. • Notice a child who moves repetitively in a particular way e.g spinning around, flapping hands or using a throwing action. Talk to parents/carers about schemas and find constructive ways for child to move safely. These kinds of movements may require investigation in the future if they continue. • Notice a child who lacks strength in limbs to push, pull or move safely over climbing equipment. Find out what opportunities the child has at home for outdoor adventure and risk and adapt routines to increase outdoor physical play. 	<ul style="list-style-type: none"> • Provide play resources including small-world toys, construction sets, threading and posting toys, dolls' clothes and material for collage. • Teach children skills of how to use tools and materials effectively and safely and give them opportunities to practise them. • Provide a range of left-handed tools, especially left-handed scissors, as needed. • Support children with physical difficulties with nonslip mats, small trays for equipment, and triangular or thicker writing tools. • Provide a range of construction toys of different sizes, made of wood, rubber or plastic, that fix together in a variety of ways, e.g. by twisting, pushing, slotting or magnetism. • Provide access to waterpumps, wellington boots and a changing area where children can dress/undress independently. • Provide equipment that supports different kinds of schemas, so that children have an opportunity to build on natural patterns of movement. • Adapt or create spaces to ensure that children with limited physical mobility can move safely and with confidence. • Teach children how to access, use and store resources safely to build independence and autonomy. • Provide materials to create enclosed spaces and dens such as fabric, poles and pegs.
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Statutory ELG: Gross Motor Skills

Children at the expected level of development will:

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

Statutory ELG: Fine Motor Skills

Children at the expected level of development will:

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

Physical Development: Health and self-care

A Unique Child: what a child might be learning	Positive Relationships: what adults might do	Enabling Environments: what adults might provide
<ul style="list-style-type: none"> • Responds to and thrives on warm, sensitive physical contact and care. • Makes needs known through crying and body movements. • Responds to being rocked as a means of soothing. • Sleeps for 14-16 hours a day, with several short naps. • Responds and turns to sounds, especially voices. • Expresses discomfort, hunger or thirst, distress and need for holding or moving. • Alert for periods of increasing length, interspersed with naps. • Anticipates food routines with interest. • Starts to move to solid feeding (current recommendations = 6 months) as well as milk. • Communicates discomfort or distress with wet or soiled nappy. • First teeth appear – first two lower incisors and then two upper incisors. • Chews on baby toothbrush. • Opens mouth for spoon. 	<ul style="list-style-type: none"> • Be alert and responsive to when babies have moved out of exploratory mode and enjoying floor play to needing holding, cuddling or meeting care needs. • Talk to young babies as you stroke their cheeks, or pat their backs, reminding them that you are there and they are safe. • Talk to parents about the feeding patterns of young babies. • Encourage babies gradually to share control of food and drink. • Give bodily care times prominence in your role with babies, making feeding, nappy changing, bathing and dressing times slow and attentive. • Notice individual baby cues when spending special one-to-one time with them to ensure they are ready to engage. • Discuss the cultural needs and expectations for skin and hair care with parents prior to entry to the setting, ensuring that the needs of all children are met appropriately and that parents' wishes are respected. • Be aware of specific health difficulties among the babies in the group. • Share with parents the value of tummy time for developing awareness for later continence and appetite control. • Look after baby teeth as soon as they begin to appear. 	<ul style="list-style-type: none"> • Provide a dedicated place for daytime sleeping outdoors as well as indoors to suit the needs of individual babies. • Provide ample seating both indoors and outside so that adults can sit comfortably with distressed, resting and alert babies. Swing seats outdoors work especially well. • Keep the environment quiet and calm, so that babies can attend to the voices and natural sounds around them. • Plan to take account of the individual cultural and feeding needs of young babies in your group. • There may be considerable variation in the way parents feed their children at home. Remember that some parents may need interpreter support. • Plan for feeding times to be slow and pleasurable. A gentle rhythm to feeding times allows babies to anticipate what is coming next and feel relaxed. • Make the nappy changing and dressing area pleasant to be in for both babies and adults, so that changing becomes a time for one-to-one relationship building. • Trained staff can introduce baby massage sessions that make young babies feel nurtured and promote a sense of wellbeing. Involving parents helps them to use this approach at home.
<ul style="list-style-type: none"> • Sleeps for 11-15 hours a day with at least 2 naps. • Self soothes and is able to drop off to sleep when conditions are right for them. • Express feelings through gesture, facial expression, movements, body language and vocalisations (such as joy, distress, frustration and fear). • Shows rapid changes in energy levels, from highly active to a sudden need for adult support in order to restore. 	<ul style="list-style-type: none"> • Talk to parents about how their baby communicates needs. Ensure that parents and carers who speak languages other than English are able to share their views. • Be ready to support babies when they experience changes in exploration energy and suddenly need adult attention: this response enables the physiological basis for later self-regulation. • Use feeding, changing and bathing times to share finger and toe plays such as 'Round and Round the Garden'. • Allow enough time for respectful care, ensuring that babies know what is going to happen next, watching 	<ul style="list-style-type: none"> • Provide a comfortable, accessible place where babies can rest or sleep when they want to. • Continue to provide supported sleeping, resting and withdrawal opportunities outdoors as well as inside, to best fit the conditions that individual babies need. • Plan alternative activities for babies who do not need sleep at the same time as others do. • Ensure mealtime seating allows young children to have feet firmly on the floor or foot rest. This aids stability and upper trunk control supporting hand-to-mouth co-ordination.

<ul style="list-style-type: none"> • Grasps finger foods and brings them to mouth and shares control of spoon and bottle or cup, moving towards independence with support. • Attentive to sounds in the environment, even at distance and overhead, often pointing, vocalising and sharing attention with adults. • Interested in making and exploring sounds with objects. • Generally has up to 12 teeth - willing to allow baby toothbrush to be used on teeth. • Can actively cooperate with nappy changing, dressing/undressing. • Starts to communicate urination, bowel movement. 	<ul style="list-style-type: none"> • for their cues and allowing them the opportunity to participate in age appropriate ways. • Make sure that clothing enables mobility and does not present any hazards, for example, jeans and dresses can prevent crawling and cause trips. • Help babies use their feet in crawling and standing by removing footwear whenever possible. • Explain to parents how supporting self-directed movement provides the basis for motor planning, self-regulation and lifelong wellbeing. • Share toddler's interest in noises in the environment when outside, helping them to locate and understand the sound they have picked out. • Talk with parents about taking care of teeth as they appear, introducing a cleaning routine that is enjoyable and links with nutrition. 	<ul style="list-style-type: none"> • Help children to enjoy their food and appreciate healthier choices by combining favourites with new tastes and textures. • Provide safe surroundings in which young children have freedom to move as they want, while being kept safe by watchful adults. • Ensure that the environment is calm and not filled with noise or music, so that babies can attune to sounds and notice where they are and what they relate to - the 3D outdoor environment is very good for this. • Avoid introducing hard shoes too early in walking development and limit the time that they are worn each day.
<ul style="list-style-type: none"> • Sleeps for 12-14 hours a day with one/two naps. • Highly active in short bursts, with frequent and sudden need for rest or withdrawal. • Enjoys hugs and cuddles and seeks comfort from attachment figure when they feel the need. • Uses physical expression of feelings to release stress. • Generally has up to 16 teeth – helps adult with brushing teeth. • Intentionally makes sounds with objects and actively responds to music and singing with whole-body dancing. • Develops own likes and dislikes in food and drink, willing to try new food textures and tastes. • Shows interest in indoor and outdoor clothing and shoes/Wellingtons. • Clearly communicates wet or soiled nappy or pants, showing increasing awareness of bladder and bowel urges, • Helps with dressing/undressing and care routines, enjoying the rituals established for hand washing and teeth cleaning. 	<ul style="list-style-type: none"> • Be ready to provide the kind of recovery method that each child needs, or to support the child in managing recovery for him/herself. • Be responsive to and encourage each child's drive to become independent in self-care situations. • Be aware of and learn about differences in cultural attitudes to children's developing independence. • Value children's choices and encourage them to try something new and healthy. • Create rituals and rhythms around dressing and hygiene routines, so that they are anticipated, enjoyable and effective. • Help toddlers to select clothing for going outside and make sure there is ample time for changing for going out and coming back inside, so that this becomes a pleasurable part of the overall experience. • Encourage efforts such as when a young child offers their arm to put in a coat sleeve. • Discuss cultural expectations for toileting, since in some cultures young boys may be used to sitting rather than standing at the toilet. 	<ul style="list-style-type: none"> • Set up places, outdoors as well as indoors, for toddlers to take naps during the day: daytime sleep can be much more refreshing and successful when provided outside. • Ensure that there are plenty of different places and ways, indoors and outdoors, that toddlers can find withdrawal, softness and calm in the moment that they need it. • Provide ample seating, such as a sofa inside or swing-seat outside, so that toddlers can snuggle with adults and other children. • Ensure that there is time for young children to complete a self-chosen task, such as trying to put on their own shoes. • Establish routines that enable children to look after themselves, e.g. putting their clothes and aprons on hooks or washing themselves. • Create time to discuss options so that young children have choices between healthy options, such as whether they will drink water or milk. • Place water containers where children can find them easily and get a drink when they need one. • Consider providing a sturdy ladder so that toddlers can choose to climb up onto the changing and dressing table by themselves: this will encourage their involvement in care routines.

<ul style="list-style-type: none"> • Feeds self with increasing need to be in control and holds cup with both hands, drinking without much spilling. • Very energetic in short bursts and needs time for rest and calm with around 180 minutes a day of exercise including moderate- to vigorous-intensity physical activity, spread throughout the day. • Needs to sleep for 10–13 hours in a 24-hour period which may include a nap, with regular sleep and wake-up times • Feeds self competently with spoon and begins to use a fork to eat. • Can hold a cup with two hands and drink well without spilling. • Develops some independence in self-care and shows an awareness of routines such as handwashing or teeth cleaning but still often needs adult support • Develops increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet • Able to help with and increasingly independently out on and take off simple clothing items such as hats, unzipped jackets, wellington boots. • Begins to recognise danger and seeks the support and comfort of significant adults . • Can increasingly express their thoughts and emotions through words as well as continuing to use facial expressions. 	<ul style="list-style-type: none"> • Provide quiet spaces for children to rest or nap and regular access to the outdoors or other spaces where children can be energetic • Respond to how child communicates need for food, drinks, toileting and when uncomfortable. • Support parents' routines with young children's self care including toileting by having flexible routines and by encouraging children's efforts at independence. • Support children's growing independence as they do things for themselves, such as pulling up their pants after toileting, handwashing, recognising differing parental expectations. • Involve young children in preparing food. • Give children the chance to talk about what they like to eat, while reinforcing messages about healthier choices. • Remember that children who have limited opportunity to play outdoors may lack a sense of danger. • Provide clothing or access to clothing and footwear to enable children to be outdoors in all weathers. 	<ul style="list-style-type: none"> • Allow children to pour their own drinks, serve their own food, choose a story, hold a puppet or water a plant. • Provide support and advice for parents on healthy eating, oral hygiene and sleep expectations for their children • Offer choices for children in terms of potties, trainer seats or steps. • Create opportunities for moving towards independence, for example by using visual clues for the sequence of routines such as hand-washing. • Provide pictures or objects representing options to support children in making and expressing choices. • Choose some stories that highlight the consequences of choices. • Ensure children's safety, while not unduly inhibiting their risk-taking. • Talk to children about simple rules for their safety such as holding on to handrails when walking downstairs • Display a colourful daily menu showing healthy meals and snacks and discuss choices with the children, reminding them, e.g. that they tried something previously and might like to try it again or encouraging them to try something new. • Be aware of eating habits at home and of the different ways people eat their food, e.g. that eating with clean fingers is as skilled and equally valued as using cutlery. • Encourage children to select and attempt to put on suitable clothing for outdoor play.
<ul style="list-style-type: none"> • Can tell adults when hungry, full up or tired or when they want to rest, sleep or play. • Observes and can describe in words or actions the effects of physical activity on their bodies. • Can name and identify different parts of the body. 	<ul style="list-style-type: none"> • Talk with children about why you encourage them to rest when they are tired or why they need to wear wellingtons when it is muddy outdoors. • Encourage children to notice the changes in their bodies after exercise, such as their heart beating faster. • Talk with children about the importance of hand-washing and infection control. 	<ul style="list-style-type: none"> • Provide a cosy place with a cushion and a soft light where a child can rest quietly if they need to. • Plan so that children can be active in a range of ways, including while using a wheelchair. • Encourage children to be active and energetic by organising lively games, since physical activity is

<ul style="list-style-type: none"> • Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely. • Can wash and can dry hands effectively and understands why this is important. • Willing to try a range of different textures and tastes and expresses a preference. • Can name and identify different parts of the body. • Observes and controls breath, able to take deep breaths, scrunching and releasing the breath. • Can mirror the playful actions or movements of another adult or child. • Working towards a consistent, daily pattern in relation to eating, toileting and sleeping routines and understands why this is important. • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. • 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. 	<ul style="list-style-type: none"> • Help children who are struggling with self-care by leaving a last small step for them to complete, e.g. pulling up their trousers from just below the waist. • Do up zips on coats etc from behind and over child's shoulder so they can view the process from their perspective. • Use social stories to support a child who is struggling to understand a new routine. • Notice when a child is always hungry, takes food from others or needs more food than their peers. This may be an indicator of dietary imbalance, an emotional or safeguarding need. Talk to parents/carers to find out eating patterns at home. • Notice when a child is often tired or sleepy during the day and find out from parents/carers how they are sleeping at night. • Notice when a child holds their breath to control the reactions of others. Talk to the child and parents/carers to encourage the child to express emotion in other ways. • Notice children who are unable to mirror the actions of others. Further support may be needed to activate mirror neurons in the brain. • Maintain an open dialogue with parents/carers about a child's bowel and bladder control. Offer advice, support and reassurance. Make a referral to health and family support if needed. 	<p>important in maintaining good health and in guarding against children becoming overweight or obese in later life.</p> <ul style="list-style-type: none"> • Remove obstacles and furniture that could restrict mobility. Ensure accessibility especially for children with a physical disability. • Use visual support to sequence routines such as toileting, handwashing and dressing. • Establish regular routines for eating, drinking, washing and toileting so that children become familiar with the rhythm of the day • Consider accessibility of resources and make sure all children are able to make choices about what they can use and what they want to do. • Use a visual timetable to support children's understanding of routines during the day. • Consider opportunities to move up, down and through spaces and equipment. • Use mirrors, reflective materials and a range of multi-sensory materials to stimulate curiosity and active investigation.
<ul style="list-style-type: none"> • Eats a healthy range of foodstuffs and understands need for variety in food. • Willing to try a range of different textures and tastes and expresses a preference. • Observes and controls breath, able to take deep breaths, scrunching and releasing the breath. • Can mirror the playful actions or movements of another adult or child. • Working towards a consistent, daily pattern in relation to eating, toileting and sleeping routines and understands why this is important. • Usually dry and clean during the day. • Shows some understanding that good practices with regard to exercise, eating, 	<ul style="list-style-type: none"> • Be aware that some children may have sensory issues around food texture, taste, smell, or colour. Talk with parents and monitor. Find out what steps might be appropriate to build the child's confidence and broaden their food repertoire, supporting their sensory integration. • Acknowledge and encourage children's efforts to manage their personal needs, and to use and return resources appropriately. • Promote health awareness by talking with children about exercise, its effect on their bodies and the positive contribution it can make to their health. • Be sensitive to varying family expectations and life patterns when encouraging thinking about health. • Highlight the importance of physical activity and active play within the home setting, and the mutual pleasure 	<ul style="list-style-type: none"> • Plan opportunities, particularly after exercise, for children to talk about how their bodies feel. • Play physical games together. • Find ways to involve children so that they are all able to be active in ways that interest them and match their health and ability.

<p>drinking water, sleeping and hygiene can contribute to good health.</p> <ul style="list-style-type: none"> • Shows understanding of the need for safety when tackling new challenges and considers and manages some risks. • Shows understanding of how to transport and store equipment safely. • Practices some appropriate safety measures without direct supervision. 	<p>and benefits for both adults and children from shared physical games and activities. Emphasising the fun can be more effective than warnings to parents about obesity.</p> <ul style="list-style-type: none"> • Discuss with children why they get hot and encourage them to think about the effects of the environment, such as whether opening a window helps everybody to be cooler. • Understand that regression in self care can occur as children consolidate development or in response to anxiety or traumatic event. Find ways of supporting the child to return to previous level of development without judgement or disapproval. 	<div data-bbox="1393 264 2033 507"> <p>Statutory ELG: Managing Self Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. </div>
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Literacy: Reading

A Unique Child: what a child might be learning	Positive Relationships: what adults might do	Enabling Environments: what adults might provide
<ul style="list-style-type: none"> • Enjoys looking at books and other suitable printed or digital material with familiar people, and being read to. • Starts to touch and handle books and digital devices. 	<ul style="list-style-type: none"> • Use finger play, rhymes and familiar songs to support young babies' enjoyment. • Provide enjoyable shared experiences with books and apps in ways that are emotionally secure and supportive. • Plan shared story and book time as a key source of nurture and attachment which will continue throughout the EYFS and beyond. 	<ul style="list-style-type: none"> • Collect a diverse range of board books, cloth books, picture books and stories to share with young babies. • Offer books that provide sensory experiences. • Include babies in telephone and video calls with family and close friends.
<ul style="list-style-type: none"> • Handles books, printed and digital reading material with interest. • Respond to sounds in the environment such as cars, sirens and birds. • Is interested in and explores the sounds made by banging and tapping familiar objects and simple instruments. • Waves and taps arms, bounces or stamps to simple rhythms in songs and rhymes. 	<ul style="list-style-type: none"> • Notice and support babies' developing responses, gestures and movements as they learn to anticipate and join in with finger and word play. • Make voice sounds and say words as babies explore print and digital books with adults - leave pauses after words and sounds to encourage babies to begin to repeat them if they choose to. • Sing simple songs and nursery rhymes with children, encouraging them to join in. 	<ul style="list-style-type: none"> • Let children handle books and draw their attention to pictures. • Tell and read stories, looking at and interacting with young babies, and using voice, intonation and gesture to prompt babies' interactions. • Make family stories using small photo albums or story apps with photos of family members, significant people in the child's life and familiar everyday objects. • Provide opportunities for children to explore sound with drums, other instruments, kitchen pans and wooden spoons or upcycled resources.
<ul style="list-style-type: none"> • Interested in and anticipates books and rhymes and may have favourites. • Begins to join in with actions and sounds in familiar song and book sharing experiences. 	<ul style="list-style-type: none"> • Encourage and support children's responses to picture books and stories you read with them. • Use different voices to tell stories and encourage young children to join in wherever possible. 	<ul style="list-style-type: none"> • Provide digital recordings of rhymes, stories, sounds and spoken words. • Provide picture books, books with flaps or hidden words, books with accompanying story apps and story sacks. • Provide story sacks for parents to take them home to encourage use of books and talk about stories. • Suggest to parents they might encourage children to take part during telephone and video calls, through smiling, making sounds and words.
<ul style="list-style-type: none"> • Has some favourite stories, rhymes, songs, poems or jingles. • Repeats and uses words or phrases from familiar stories. • Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'. • Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps. 	<ul style="list-style-type: none"> • Encourage children to use and extend the stories they hear in their play. • Read stories that children already know, pausing at intervals to encourage them to 'read' the next word. • Encourage children to notice signs and symbols in everyday life, such as familiar logos and icons for apps. • Encourage children to identify the sounds they hear in the environment and to 	<ul style="list-style-type: none"> • Find quality time every day to tell and read stories to children, using puppets, soft toys, or real objects as props. • Provide stories, pictures and puppets which allow children to experience and talk about how characters feel. • Include familiar environmental print in the role play area. • Create frequent opportunities for singing, rhymes and music sessions.

<ul style="list-style-type: none"> • Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes 	<p>explore making rhythms with musical instruments and upcycled resources.</p>	<ul style="list-style-type: none"> • Provide a range of simple musical and percussion instruments, such as tambourines, shakers or xylophones. • Include children in digital screen activity, for example, to recognise screen icons.
<ul style="list-style-type: none"> • Listens to and joins in with stories and poems, when reading one-to-one and in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Begins to be aware of the way stories are structured, and to tell own stories. • Talks about events and principal characters in stories and suggests how the story might end. • Shows interest in illustrations and words in print and digital books and words in the environment. • Recognises familiar words and signs such as own name, advertising logos and screen icons. • Looks at and enjoys print and digital books independently. • Knows that print carries meaning and, in English, is read from left to right and top to bottom. • Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print). • Handles books and touch screen technology carefully and the correct way up with growing competence. • Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps. • Shows awareness of rhyme and alliteration. • Recognises rhythm in spoken words, songs, poems and rhymes. • Claps or taps the syllables in words during sound play. 	<ul style="list-style-type: none"> • Discuss with children the characters and events in books being read to them. • Encourage children to predict outcomes, to think of alternative endings and to compare story plots and the feelings of characters with their own experiences. • Include home language and bilingual story sessions by involving qualified bilingual adults, as well as enlisting the help of parents. • Focus on meaningful print such as a child's name, words on a cereal packet or a book title, icons on a weather app in order to discuss similarities and differences between symbols. • Help children to understand what a word is by using names and labels and by pointing out words in the environment and in print and digital books. • Provide dual language books and read them with all children, to raise awareness of different scripts. Try to match dual language books to languages spoken by families in the setting. • Remember not all languages have written forms and not all families speak English at home, or are literate in a different home language. • Remember that established literacy practices in homes might differ from those of the EC / school setting. 	<ul style="list-style-type: none"> • Provide some simple poetry, song, fiction and non-fiction books, both paper copies and digital. • Provide fact and fiction books and possibly eBooks that children can access independently in all areas, e.g. construction area as well as the book area. • Provide books containing photographs and make use of story creation apps to make personalised and meaningful eBooks to read to children and that children can read themselves. • Add child-made books and adult-scribed stories to the book area and share these stories with others. • Provide multimodal texts (that blend alphabetic print, images and symbols) that reflect the literacy practices that children encounter in their home and community spaces, enabling children to connect and draw on different aspects of their emerging literacy experiences. • Provide a range of reading materials that both enable children to draw on their home and community experiences and introduce children to a new and diverse range of texts, genre and media. • Ensure children can see written text, e.g. use big books, and model the language of print, such as <i>letter, word, page, beginning, end, first, last, middle</i>. • Introduce children to books and other materials that provide information or instructions. Carry out activities using instructions, such as reading a recipe to make a cake.

<ul style="list-style-type: none"> • Enjoys an increasing range of print and digital books, both fiction and non-fiction. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading. • Describes main story settings, events and principal characters in increasing detail. • Re-enacts and reinvents stories they have heard in their play. • Knows that information can be retrieved from books, computers and mobile digital devices. • Is able to recall and discuss stories or information that has been read to them, or they have read themselves. • Begins to recognise some written names of peers, siblings or 'Mummy' / 'Daddy' for example. • Developing phonological and phonemic awareness <ul style="list-style-type: none"> ○ Continues a rhyming string and identifies alliteration. ○ Hears and says the initial sound in words. ○ Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them. ○ Starts to link sounds to letters, naming and sounding the letters of the alphabet. ○ Begins to link sounds to some frequently used digraphs • Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences. • Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text. 	<ul style="list-style-type: none"> • Read aloud to children every day, introducing children to a wide variety of literature, and talking about the print and digital books you share. • Discuss and model ways of finding out information from non-fiction texts in print books, digital resources and online. • Encourage children to add to their first-hand experience of the world by seeking information using print, digital texts and sources of information. • Encourage children to recall words they see frequently, such as their own and friends' names. • Model oral blending of sounds to make words in everyday contexts, e.g. <i>'Can you get your h-a-t hat?'</i> • Play games like word letter bingo to help develop children's phoneme-grapheme correspondence. • Model to children how simple words can be segmented into sounds and blended together to make words. • Support and scaffold individual children's reading as opportunities arise with print and digital texts. 	<ul style="list-style-type: none"> • Provide a rich range of quality children's literature and dialogic shared reading experiences to involve children in critical engagement with narratives, characters and plots. • Ensure children have access to a wide range of literature that represents diversity in the local and global community, ensuring every child has the opportunity to find a character they can relate to. • Introduce children to new words, and explore their meaning together e.g. by acting out words and playing games with words. • Provide story sacks and boxes and make them with the children for use in the setting and at home. • Help children to identify the main events in a story and to enact stories, for example in their imaginative play. • Provide story boards and props which support children to talk about a story's characters and sequences of events. • Include playful, multisensory and creative experiences and games that promote children's interest in reading and in developing phonics skills and knowledge. • Demonstrate using phonics as a strategy to decode words while children can see the text, e.g. using big books or an Interactive Whiteboard. • Provide varied texts, including decodable texts, and encourage children to use all their skills including their phonic knowledge to practise reading with the skills and knowledge they have, so they experience success. • Begin to introduce playful systematic phonics sessions in fun ways that capture children's interest, sustain motivation and reinforce learning and success.
<p>Statutory ELG: Word Reading Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 		

Literacy: Writing

A Unique Child: what a child might be learning	Positive Relationships: what adults might do	Enabling Environments: what adults might provide
<p><i>Children's later writing is based on skills and understandings which they develop as babies and toddlers. Before they can write, they need to begin to understand that texts are symbolic and carry meaning. Later they learn to write down the words they can say. (See the roots of Writing in Communication and language).</i></p> <p><i>What is often referred to as 'early mark-making' is the beginning of writing. It is a sensory and physical experience for babies and toddlers, which may not yet resemble letters and words but nonetheless carry meaning for the child. (See roots of mark-making and handwriting in Playing and exploring and Physical Development).</i></p> <ul style="list-style-type: none"> • Distinguishes between the different marks they make. • Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology. These experiences enable babies and toddlers to see the connection between their actions and the resulting marks, recognising their own agency. As toddlers develop, they increase their understanding of how their marks are symbolic and convey meaning. 	<ul style="list-style-type: none"> • Encourage children to use their fingers and implements to explore and trace marks on a surface, e.g. using a spoon in their food, or a finger in the sand. • Make marks together with children using a range of appropriate materials and tools. • Encourage different mark-making movements – big, small, hard, soft, quick and slow, and different shapes, circles, lines and dots. • Tell children about the marks you are making and encourage them to talk to you about theirs. • Value these early mark making activities by sharing them with others including parents and carers. • Listen and support what children tell you about their drawings and early writing. • Write down (scribe) children's own stories, read them back to children. 	<ul style="list-style-type: none"> • Provide a range of materials: sand, paint, early writing apps etc. for children to make marks with their hands and fingers, feet and bodies. • Give children large sheets of paper, trays of gloop, paint, soil etc. to make marks collaboratively. • Introduce a range of appropriate implements including large brushes, chalk and crayons, sticks and sponges for children to trace patterns and shapes. • Offer children a range of different surfaces to make marks on, inside and out, e.g. chalkboards, light boxes, sand and pathways. • Provide a broad range of opportunities for early writing experiences through sensory and symbolic play. • Draw attention to marks, signs and symbols in the environment and talk about what they represent. Ensure this involves recognition of English, other languages and scripts. • Provide materials which reflect cultural diversity, so children see symbols and marks with which they are familiar, and learn that there are many different script systems e.g. Arabic, Chinese, Greek and Braille.

<ul style="list-style-type: none"> • Sometimes gives meaning to their drawings and paintings. • Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves. • Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right. • Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes. • Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words. • Begins to make letter-type shapes to represent the initial sound of their name and other familiar words. 	<ul style="list-style-type: none"> • Notice and encourage children's drawing, painting and early writing and the meanings that they give to them, such as when a child covers a whole piece of paper and says, "I'm writing". • Celebrate and value children's early attempts at graphic representation – focusing on the meaning and content rather than letter formation. • Model and include children in using signs and writing to expand playful experiences such as making signs for a shop or car wash, instructions for a ball game, a list of names for a taking turns. • Support children in recognising and writing their own names. • Make paper and digital books with children of activities they have been doing, using photographs of them as illustrations. 	<ul style="list-style-type: none"> • Write down things children say to support their developing understanding that what they say can be written down, and then read and understood by someone else. Encourage parents to do this as well. • Model writing for a purpose, e.g. a shopping list, message for parents, labels in children's play areas or reminders for ourselves. • Model writing poems and short stories, writing down ideas suggested by the children. • Scribe children's stories and re-read and enact their stories in small group activities. • Involve children when you make lists or write notes and messages. • Think out loud and talk through what you are doing when writing on typing on screen. • Break down your flow of speech into individual words, exemplifying the correspondence between the spoken and written word. • Provide activities during which children can experiment with writing, for example, leaving a message. • Provide a range of accessible materials and tools for writing as part of everyday play activity, including role play, both indoors and outdoors. • Encourage children to use their phonic knowledge when writing, and model this in your own writing.
<p>Characteristics of Effective Learning</p> <p>Sam and Leo planned together that they were going to make books. Sam said his would be about football because it was for his dad who liked football, and Leo said his would be about trains. They chose paper, folded and stapled it while discussing what would be in the books. They both drew pictures, and wrote some words on the pages. They helped each other think of letters they needed to represent some of the sounds of words they wanted to say.</p>	<p>Their teacher listened carefully to their initial ideas, and encouraged them to tell her a bit more about their plans. Sam and Leo chose to work together, and supported each other's ideas and efforts. When they were finished they eagerly took them to show to their teacher, and she drew them to the attention of the boys' parents at the end of the day.</p>	<p>Sam and Leo knew that the routine of the day gave them a period of uninterrupted time when they were in charge of their own activities, and it was framed in a plan-do-review structure. Resources were readily available for them to choose and use according to their own ideas, and they had the responsibility of leaving the area with tools and resources returned to where they belonged.</p>
<ul style="list-style-type: none"> • Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats. 	<ul style="list-style-type: none"> • Talk to children about the letters that represent the sounds they hear at the beginning of their own names and other familiar words. • Find out about, show interest in and legitimise children's out-of-school 	<ul style="list-style-type: none"> • Provide word banks and writing resources for both indoor and outdoor play. • Ensure resources enable children to draw on their out-of-school practices and personal interests, such as children's popular culture or sports teams.

<ul style="list-style-type: none"> • Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology. • Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together. • Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name. • Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences. 	<p>writing practices and interests. Remember that not all writing formats go from left to right.</p> <ul style="list-style-type: none"> • Demonstrate writing on paper and using digital technology so that children can see spelling in action. • Demonstrate how to segment the sounds(phonemes) in simple words and how the sounds are represented by letters (graphemes). • Encourage children to apply their own grapheme/phoneme knowledge to what they write in meaningful contexts. • Support and scaffold individual children's writing as opportunities arise. 	<ul style="list-style-type: none"> • Include oral stories and explore ways for both adults and children to develop oral storytelling skills. • Provide a range of opportunities to write for different purposes about things that interest children. • Resource role-play areas with listening and writing equipment, and ensure that role-play areas encourage writing of signs with a real purpose, e.g. a pet shop. • Plan fun activities and games that help children create rhyming strings of real and imaginary words, e.g. <i>Maddie, daddy, baddie, laddie</i>. • Support children to understand that the letter shapes they write (graphemes) link to units of sound (phonemes). • Provide regular playful multisensory systematic phonics activities that help children to represent phonemes in their writing. • When reading stories, talk with children about the author and illustrator, to help children identify with these roles. For example, ask children why they think the author wrote the story, if the author knew the people in the story, or why the illustrator chose to draw a particular moment in the story (e.g. to make people laugh, to help readers understand how a character felt). Ask children if they would like to be an author and/or illustrator.
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Statutory ELG: Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

Mathematics

A Unique Child: observing what a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
<p>Number</p> <ul style="list-style-type: none"> Reacts to changes of amount when those amounts are significant (more than double). <p>Spatial awareness</p> <ul style="list-style-type: none"> Explores space when they are free to move, roll and stretch. Developing an awareness of their own bodies, that their body has different parts and where these are in relation to each other. <p>Shape</p> <ul style="list-style-type: none"> Explores differently sized and shaped objects. Beginning to put objects of similar shapes inside others and take them out again. Beginning to explore how objects with flat surfaces fit together, e.g. stacking blocks and cups. <p>Pattern</p> <ul style="list-style-type: none"> Shows interest in patterned songs and rhymes, perhaps with repeated actions. Shows interest in repeated movements. Experiences patterned objects and images. Begins to predict what happens next in predictable situations, e.g. hearing footsteps and turning to look for the person. <p>Measures</p> <ul style="list-style-type: none"> Responds to size, reacting to very big or very small items that they see or try to pick up. Shows an interest in emptying containers. 	<ul style="list-style-type: none"> Notice and mirror children's reactions to changes in amount. Add to objects & draw attention to the change in amount, using words like <i>more</i>. When feeding babies comment on whether they would like more after being winded, e.g. 'Oh, you want <i>more</i>'. Use feeding, changing and bathing times for finger-play with young babies, e.g. <i>Round and round the garden like a teddy bear, one step, two step...</i> Support babies' developing awareness of their own bodies e.g. through baby massage, baby yoga and singing songs like <i>This Little Piggy Went to Market</i>. During floor play sometimes place objects that are just in or just out of reach, including small objects on cloths that babies can pull towards themselves. Encourage babies' explorations of the characteristics of objects, e.g. by rolling a ball to them or sliding a block. Demonstrate putting items inside others of similar shape, e.g. a smaller stacking cup inside a larger one. Sing patterned songs and rhymes with predictable movements or actions, e.g. side-to-side for <i>tick-tock</i> in <i>Hickory Dickory Dock</i> Move with babies to the rhythm patterns in familiar songs, e.g. gently pat or rock children to lullabies. Encourage older babies to join in tapping and clapping along to simple rhythms. Use repeated noises, movements and activities, e.g. 'Pop, pop, wheee!', walking fingers to baby and touching their nose, playing <i>Peek-a-boo</i>. Play simple 'to and fro' games, passing and rolling between the adult and child so they begin to predict which comes next. Comment on the size and weight of objects when babies grasp objects that are 'big' or 'heavy'. During water play and bathing routines, show filling and emptying containers. At the end of meal times show and comment on the empty bowl, cup or bottle: 'All gone!' 	<ul style="list-style-type: none"> Provide small groups of the same objects in treasure baskets, as well as single items, e.g. two fir cones or three shells. Provide opportunities for babies to move freely on carpets, grass etc. Observe and sensitively support babies' play and give them long stretches of uninterrupted time to explore. Provide low mirrors to support babies to develop a body awareness. Provide interestingly shaped objects to explore e.g. vegetables, spoons, corks, pinecones, balls. Make towers for children to knock down using objects that stack e.g. wooden blocks, stacking cups, toilet rolls. Plan for adults to have time to enjoy repetitive activities with babies. Provide resources with high-contrast patterns, e.g. books or a mobile with bold geometric patterns. Provide a range of objects of various lengths and weights in treasure baskets to excite and encourage babies' interests including larger and smaller items.

<p>Number</p> <ul style="list-style-type: none"> Developing an awareness of number names through their enjoyment of action rhymes and songs that relate to their experience of numbers. Looks for things which have moved out of sight. <p>Spatial Awareness</p> <ul style="list-style-type: none"> Engages with positions and directions, using gestures and words like 'on,' 'in,' 'on,' 'under,' 'up,' 'down' as instructions or pointing to where they would like to go. <p>Shape</p> <ul style="list-style-type: none"> Arranges objects using flat surfaces to stack. Responds to changes of shape Attempts, sometimes successfully, to match shapes with spaces on inset puzzles. <p>Pattern</p> <ul style="list-style-type: none"> Responds to patterns around them. Joins in with repeated actions in songs and stories. Initiates and continues repeated actions, e.g. carry bricks back and forth. <p>Measures</p> <ul style="list-style-type: none"> Shows an interest in objects of contrasting sizes in meaningful contexts, e.g. selecting a big spade or a small spade. Gets to know and enjoys daily routines, such as mealtimes and nap time. 	<ul style="list-style-type: none"> Take opportunities during play to sing number rhymes, e.g. <i>Peter Hammers with One Hammer</i> when a child is hammering pegs. During personal care routines make a point of using numbers, e.g. <i>'Let's put one arm through here and one arm through here'</i>. Play <i>peek-a-boo</i> hiding games with toys and people, <i>'Let's pull this up over your head. Where's he gone? There he is!'</i> Use spatial words during everyday play and routines, e.g. <i>'There's your teddy up on the shelf'</i> or one-word comments as you get children <i>'in'</i> and <i>'out'</i> of a highchair. Take opportunities to play hide and reveal games with objects in boxes and under cups. Support babies' physical experience of positions and direction, e.g. taking them on a laundry basket ride and saying <i>'Up, up, up'</i> as you sweep them up into the air, and <i>'down, down, down!'</i> as you come down. Comment on the shape properties of everyday items indoors and outside, e.g. flat, round, curvy, bumpy, pointy, 'sticky-out bits'. When playing with malleable materials draw attention to shapes as they are created and changed. Talk about patterns in the environment e.g. spots and stripes on clothing or bumps in the pavement. Spot opportunities to play 'back and forth' and repetitive 'again' games. Comment on the sizes of objects using a range of language such as <i>big, huge, enormous, long</i> and <i>tall</i>. During play and everyday contexts comment on weight, e.g. when the child manages to pick up a heavy object commenting, <i>'Heavy!'</i> Talk about what is going to happen and what has happened during the day using <i>first, next</i> and <i>then</i>. 	<ul style="list-style-type: none"> Plan to sing number rhymes with actions, e.g. <i>Two Little Dickie Birds</i> or <i>Five Little Monkeys</i>. Involve families in sharing number rhymes from home cultures. Play games that involve curling and stretching, popping <i>up</i> and bobbing <i>down</i>. Provide boxes, cloths and bags for items to be stored, hidden and transported. Provide nested boxes, cups and toys of different sizes that fit inside each other. Share books that provide opportunities to use spatial language and describe movement. Provide blocks and boxes to stack and build with. Provide a range of inset puzzles and support children as they explore matching shapes with spaces. Sing familiar songs with repeated actions, jig to and tap out simple beats, encouraging children to join in. Provide items to make repetitive sounds, e.g. drums, pan/pots and spoons. Provide big and little versions of objects to invite comparison e.g. dolls, chairs, bears, blocks and containers. Share picture books showing objects of contrasting sizes e.g. a big truck and a little truck, a big cat and a small kitten.
<p>Comparison</p> <ul style="list-style-type: none"> Knows that things exist, even when out of sight. Compares amounts using words like 'lots' or 'more'. <p>Counting</p> <ul style="list-style-type: none"> Says some counting words. Engages in counting-like behaviour, making sounds and pointing or saying some numbers in sequence. 	<ul style="list-style-type: none"> Talk to young children about <i>'lots', 'more', 'not many' / 'not enough'</i> and <i>'few'</i> as they play. Draw attention to contrasting differences and changes in amounts e.g. adding more bricks to a tower or eating things up. Model counting things in everyday situations, e.g. count stairs, toys, food items, passing cars, sounds, actions. Take opportunities to say number words in order with children as they play, e.g. <i>'1,2,3 go!'</i> as children prepare to slide down a slide, race on wheeled toys or run across the outdoor space. 	<ul style="list-style-type: none"> Play hiding games so children notice that something has 'gone', e.g. put a few similar toys under a cloth, secretly remove one, then reveal. Provide varied playful opportunities to explore <i>'lots', 'more', 'not many', 'not enough'</i> and <i>'few'</i>, e.g. a huge pile of leaves for throwing, a chocolate box or bun tray to put items into

Cardinality

- Uses number words, like 'one' or 'two' and sometimes responds accurately when asked to give one or two things.

Spatial Awareness

- Enjoys filling and emptying containers.
- Investigates fitting themselves inside and moving through spaces.
- Pushes objects through different shaped holes, moving them around to see if they fit.

Shape

- Attempts to fit shapes into spaces on inset boards or puzzles, beginning to select a shape for a specific space.
- Uses blocks to create their own simple structures and arrangements including lines of identical shapes.
- **Pattern**
- Becoming familiar with patterns in daily routines.
- Joins in with and predicts what comes next in a story or rhyme.
- Notices, predicts and continues patterns in familiar contexts.

Measures

- Shows an interest in size and weight.
- Explores capacity by selecting, filling and emptying containers.
- Associates a sequence of actions with daily routines. Beginning to understand that things might happen 'now' or at another time.

- Use number words in meaningful contexts, e.g. *'Here is your other mitten. Now we have two'* or point to small groups of 2 objects, saying e.g. *'Look, there are two!'*
- In everyday routines, take opportunities to demonstrate object counting, e.g. *1, 2, 3 - that's 3 pieces for you.*
- Model thinking during tidy up routines to promote logic and reasoning about where things fit in or are kept, e.g. *'Can we fit all of these teddies in this basket?'*
- Support children's interest in body-sized spaces and provide commentary on the child going *'inside'*, *'through'*, *'under'*, *'over'* and *'between'*.
- Look for opportunities to use spatial language during play activities e.g. *'Look the train is going under the bridge'*.
- Model thinking about the properties of shapes when selecting them to fit into spaces, e.g. *'Oh look, we need a round one'*.
- When playing alongside children who are building provide commentary about the shapes you are using.
- Highlight different times of the day, e.g. dinner time, nap time, and talk about what comes next within the pattern of the day.
- Leave a space for children to do the next action or word in familiar songs and stories with repeating elements.
- Comment on what is *'the same'* and what is *'over and over again'* in patterns found in the environment, e.g. wrapping paper, clothing, tiles, carpets, railings.
- Use the language of size and weight as children are involved in everyday play and routines, e.g. when trying to lift and carry heavy logs say, *'Wow, that's heavy'*.
- Use the language of capacity as children explore water or sand to encourage them to think about when something is *'full'*, *'empty'* or *'holds more'*.
- Throughout the day, talk about daily routines.

- Count in routines e.g. counting *1,2,3!* before revealing something, or counting down *'5, 4, 3, 2, 1, 0, Lift off!'*
- Sing songs with counting strings e.g. *1, 2, 3, 4, 5 Once I Caught a Fish Alive.*
- Designate specific places or spaces for items to be kept and fitted into for tidying.
- Respect children's urge to explore spaces e.g. allowing them to find and create spaces to get inside and move through, providing materials for dens.
- Build towers *'up'* for the child to knock *'down'*.
- Provide shape sorters and other toys where items can be hidden, enclosed or posted through holes.
- Provide a range of inset board and puzzles with large pieces.
- Provide a range of construction materials, e.g. wooden blocks, packaging
- Organise storage with photos or silhouettes to show where things are kept, by their shape.
- Plan to share stories and songs that contain repeated elements which help children to anticipate what might come next.
- Provide a range of objects, including big, heavy and awkward ones that can be transported, both indoors and outdoors.
- Provide different sizes and shapes of containers in water and sand play so that children can experiment with quantities and measures.
- Plan to share images and books which show the order of daily routines, e.g. getting dressed.

Comparison

- Beginning to compare and recognise changes in numbers of things, using words like 'more', 'lots' or 'same'.

Counting

- Says the number sequence, maybe skipping some numbers (e.g. 1-2-3-5) and beginning to count on their fingers.

Cardinality

- Gets 2 or 3 objects from a group.
- Beginning to notice numerals (number symbols).

Spatial Awareness

- Recognises and predicts familiar routes
- Moves their bodies and toys around objects and spaces.
- Finds their way around familiar environments.
- Responds to spatial and positional language when used in conversation, e.g. pointing things out.
- Explores how things look from different viewpoints

Shape

- Predicts and fits pieces into inset puzzles.
- Recognise that two objects have the same shape.
- Makes simple constructions with blocks, combining identical shapes to make walls, towers, etc.

Pattern

- Beginning to arrange items in their own patterns, e.g. lining up toys.
- Joins in and anticipates repeated sound and action patterns.
- Predict using the pattern of everyday routines.

Measures

- Compares sizes, lengths, weights and capacities using gesture and informal language.
- Beginning to understand some talk about immediate past and future.

- Support children to explore the collections they make, encouraging them to compare amounts and to count some of the items, emphasising the last number, e.g. *'Shall we count all of the yellow leaves? 1, 2, 3. There are 3 leaves'*.
- Take opportunities to model and encourage counting on your fingers.
- When singing number rhymes with props, draw attention to contrasting differences and changes in numbers, making a point of checking *'How many now?'*
- Point out the number of things whenever possible, e.g. rather than just *'chairs'*, say *'four chairs'*.
- Ask children to give or get 2 or 3 items, e.g. during snack time ask children to take 2 pieces of fruit.
- Encourage children to predict what they will see next on a familiar route, e.g. so they say *garage* before they see it.
- Take opportunities to model language of position and direction, e.g. 'in', 'on', 'inside', 'under', 'over' (using equivalent terms for these in home languages through liaison with families where possible).
- Enjoy games involving jumping, running and hiding and model making very simple obstacle courses.
- Model your thinking when arranging things, e.g. setting the table in the home corner or lining up cars to roll down the slope.
- Help children to create simple roads and rail tracks and talk about position, e.g. *'Shall we put this piece next to the bridge or the river?'*
- Talk about the shape of the pieces and the holes when fitting pieces into inset puzzles, e.g. *'Let's look for a piece with one sticky out bit to fit into this space'*.
- Demonstrate comparing two objects to see if they have the same shape, e.g. two puzzle or collage pieces.
- Demonstrate choosing a particular shaped item for a purpose, e.g. a pointy carrot for a nose or two circles that are the *same* for eyes.
- Model your thinking when building, e.g. talk about the shape of the blocks you are selecting and why.
- Talk to children about the patterns you notice around you, e.g. fabric, building features.
- Talk about and help children to recognise the patterns they make, e.g. in their mark making, loose parts and construction.
- When making patterns, help children to solve problems, e.g. to continue when they have run out of one item, finding a suitable alternative that fits with their ideas of the pattern.

- Play games and provide equipment for counting indoors and outdoors, e.g. collecting buckets and bags with shells, twigs or leaves.
- Provide opportunities for children to explore cardinality in the environment using self-correcting resources, e.g. jigsaw with two ducks and the number two, or number lines that demonstrate the numeral and the amount of items.
- Sing counting songs and rhymes which help to develop children's understanding of number, such as *Two Little Dickie Birds*, *Five Currant Buns*.
- Say the counting sequence going to higher numbers, in a variety of contexts, indoors and out (e.g. playing hide and seek, going up and down stairs), and sometimes counting backwards.
- Provide spaces for children to hide, travel through, over, down and around.
- Plan stimulating indoor and outdoor spaces where children make choices about where to go and create their own routes, e.g. with wheeled toys. Provide materials to create trails, e.g. blocks, planks, crates, logs and tyres.
- Provide resources for transporting, e.g. wheelbarrows, bags and buckets.
- Allow children to explore spaces and viewpoints, noticing when they are interested in how things look different, e.g. *crouching down* or *hanging upside down from a sofa*.
- Provide a range of inset and jigsaw puzzles of increasing complexity.
- Provide a variety of construction materials including some with identical pieces so that children explore *same* and *different*.
- Provide a range of natural and everyday materials, as well as blocks and shapes, to make patterns with patterned resources (including those representing

<ul style="list-style-type: none"> Anticipates events such as mealtimes or home time. 	<ul style="list-style-type: none"> Draw children's attention to the patterns in their routines by asking what comes next, e.g. <i>'We have tidied up, what do we do next?'</i> Use opportunities to describe everyday items and contexts using informal language of size (<i>giant, teeny, big, little, huge, small</i>), length (<i>long, tall, short</i>), weight (<i>heavy, light</i>) and capacity (<i>full, empty</i>). Support children to order things by comparing sizes, e.g. stacking cups. Look out for opportunities to compare things purposefully such as finding out whether a teddy will fit in a bed. Encourage children to participate in seesaw and balance scale play. During everyday interactions about their experiences at home and in the setting, use some language of time, e.g. <i>before, later, soon, next, after, morning, afternoon, evening, night-time</i>. In activities, make a commentary about the sequence of events e.g. in cooking or getting dressed. Share stories and books, drawing attention to routines and time sequences within them. 	<p>a range of cultures) such as clothing and fabrics or wrapping.</p> <ul style="list-style-type: none"> Play body percussion, music and action games that involve repeated sounds or actions. Provide similar items and toys of different sizes such as dolls, trucks, bottles, cups, boxes or spoons. Provide resources with clearly different weights to support direct comparison, including big light things e.g. sponges and small heavy things e.g. stones. Provide equipment with varied capacities in the sand, water, mud kitchen and role play areas, including containers of varying capacities, e.g. tall, thin and short, fat containers, boxes and baskets of various shapes and sizes.
<p>Comparison</p> <ul style="list-style-type: none"> Compares two small groups of up to five objects, saying when there are the same number of objects in each group. Compares the value of numerals in context. <p>Counting</p> <ul style="list-style-type: none"> Recites numbers from 0 to 10. 'Tags', saying one number for each item, using the stable order of 1,2,3,4,5. Begin to recognise numerals 0 to 10. <p>Cardinality</p> <ul style="list-style-type: none"> Subitises: recognising 3 or 4 objects without counting. Uses some number names and number language. Recognises that the last number said represents the total counted so far (cardinal principle) with numbers to 5. Shows finger numbers, up to 5. Links numerals with amounts up to 5. <p>Composition</p>	<ul style="list-style-type: none"> Encourage children to share items between two people or toys, e.g. playdough cakes, trains or mud pies. Count in daily routines, e.g. referring to number labels on containers when tidying. Model using objects to illustrate counting songs, rhymes and number stories, sometimes using pictures and numerals. Encourage counting and recording numbers within role play. Enjoy counting forwards and back (sometimes to much higher numbers). Use different voices, e.g. high or growly. Playfully make deliberate mistakes when counting. Model counting items rhythmically, including objects into a container, claps or drumbeats. When counting objects with children emphasise the cardinal principle: <i>'1, 2, 3, there are three cups'</i>. Ask children to count out a number of things from a larger group e.g. <i>'Give me 5 crackers'</i>. Arrange collections of 2s, 3s and 4s in different ways e.g. on matching cards. Help children to represent numbers in different ways with objects and in displays. Use finger numbers in a range of contexts. 	<ul style="list-style-type: none"> Provide a numeral rich environment, e.g. role-play areas, mud-kitchen recipes, numbers on trikes and toilet doors. Model writing numerals, e.g. on badges, birthday cards and banners. Play games with dot and numeral dice to do a number of actions or collect a number of things, e.g. discussing that six on the dice is worth more than the four. Provide a variety of number books; and share them as part of 'warm and cuddly' maths times. Explore different arrangements of the same number, e.g. partitioning 5 in different ways; hiding one group and 'guessing' the number. Play games involving children positioning themselves <i>inside, behind, on top</i> and so on. Provide books to stimulate discussion about position and direction.

- Beginning to recognise that each counting number is one more.
- Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.

Spatial Awareness

- Responds to and uses language of position and direction.
- Beginning to notice objects that are near or far away.
- Predicts, moves and rotates objects to fit the space or create the shape they would like.

Shape

- Selects items by their shape so they are appropriate for specific tasks and responds to informal language and common shape names.
- Shows awareness of similarities and differences between shapes in the environment.
- Partitions and combines shapes to make new shapes with 2D and 3D shapes.
- Creates arches and enclosures when building, using trial and improvement to select blocks.

Pattern

- Creates their own spatial patterns showing some organisation or regularity, e.g. items arranged in the corners, equally spaced and around the edge.
- Adds to simple linear patterns of two or three repeating items (AB or ABC).
- Join in with simple patterns in sounds, objects, games and stories, predicting what comes next.

Measures

- Identify the longer or shorter, heavier or lighter and more/less full of two items.
- Sequence a small number of familiar events, beginning to respond to and use

- Emphasise the *one more, one less* pattern in rhymes and traditional tales, asking children to predict the next number e.g. when one frog jumps off the log.
- Model wondering and talking about how you might solve a problem, e.g. having enough sandwiches for everyone.
- Use language of position and direction e.g. 'in', 'on', 'inside', 'under', 'over' progressing to 'between', 'beside', 'next to', 'through', 'along' (using equivalent terms for these in home languages through liaison with families where possible).
- Model the language of relative position and direction which depends on where you are, e.g. 'behind', 'in front of', 'forwards', 'backwards' (using equivalent terms for these in home languages through liaison with families where possible).
- On walks, in pictures or whilst playing, point out how things or people that are a long way away look smaller.
- Play alongside children to create rail tracks and road layouts.
- Sensitively support and challenge experienced builders to make bridges and enclosures.
- Demonstrate moving jigsaw pieces to check if they will fit.
- Help a child to choose shapes for a purpose, e.g. a triangular block for a roof and the wedge shaped block for a ramp.
- Offer an appropriate or inappropriate shape for what you think the child's purpose might be (to investigate their thinking).
- Use informal language (e.g. slanty, pointy), common shape names (e.g. cylinder, cone, circle, square) and 'nearly' shapes, e.g. *This is almost a square but it's got curvy corners*. Find out and use equivalent terms for shapes in home languages.
- Partition shapes in everyday contexts, e.g. cutting 'square' sandwiches into different shapes.
- Value children's constructions (e.g. helping to display them or taking photos of them) and talk about how the shapes have combined to make new shapes.
- Whilst playing alongside children, model simple repeating patterns of two items (e.g. shell, leaf, shell, leaf...) and encourage children to create and continue patterns.
- Demonstrate arranging objects in spatial patterns when building, collaging or loose parts play, e.g. show that you are putting one wheel on each side of the car or sticking a sequin in each corner of the paper.
- Draw children's attention to patterns around them including from a range of cultures, e.g. talk about how patterns with mirror symmetry are 'the same but the other way around'.

- Create trails and treasure hunts, e.g. using voice-recorded instructions, '*Look under the bench*'.
- Shadow silhouettes or specific places and containers for children to tidy up items by fitting them into the designated space.
- Provide differently shaped resources to handle, crawl through, move around and explore, e.g. obstacle course, packaging for box modelling, shaped crackers /sandwiches.
- Provide large and small blocks and boxes for construction both indoors and outdoors including for making entrances, bridges, walls and dens.
- Provide a range of items for patterning including natural materials, pattern blocks and loose parts alongside mats, trays and strips to create patterns on.
- Encourage children to join in with body patterns or repeating sections of songs.
- Encourage prediction when enjoying stories and rhymes with predictable elements, sometimes using props.
- Play turn-taking games with a repetitive structure, e.g. clapping games, dice rolling and movement games.
- Provide similar items in different sizes, e.g. nested containers, ribbons of different lengths, parcels of different weights.
- Provide opportunities indoors and outdoors for comparing length, weight and capacity, e.g. *Which is the best bottle so we have enough drink for everyone at the picnic?*
- Ask children to predict '*What happens next?*' using visual timetables, books and stories.

<p>words such as 'before', 'after', 'soon' or 'later'.</p>	<ul style="list-style-type: none"> During play, model comparing lengths and distances e.g. by matching the ends of a bead necklace or throwing a bean bag from the same starting point. In role-play, encourage children to order items by size, such as plates and clothes. Look out for meaningful opportunities which prompt children to compare by length, weight, capacity and time using comparative language, e.g. <i>longer/shorter, heavier/lighter, holds more/holds less, longer time/shorter time.</i> 	
<p>Comparison</p> <ul style="list-style-type: none"> Compares number names and symbols, showing interest in large numbers Makes reasonable estimates of numbers of things, showing understanding of relative size. <p>Counting</p> <ul style="list-style-type: none"> Counts items beyond 10. Puts numerals in order, 0 to 10 and sometimes beyond. Counts verbally from 20, beginning to spot repeating patterns. <p>Cardinality</p> <ul style="list-style-type: none"> Subitises numbers to 4 or 5 Having counted, says the total (cardinal principle). Counts out up to 10 objects from a larger group. Selects the correct numeral for up to 10 objects. <p>Composition</p> <ul style="list-style-type: none"> Conceptually subitises larger numbers by subitising smaller groups within the number. Partitions a number of things in different ways, including when problem solving and talks about the ways a number can be made. Adds one and subtracts one, with numbers to 10 and uses some addition and subtraction vocabulary in practical activities. Records solutions to problems in their own ways, including standard notation. <p>Spatial Awareness</p>	<ul style="list-style-type: none"> Model comparing numbers in sharing problems Discuss examples and display large numbers including hundreds, thousands and a million, e.g. making stars for the sky in the space station. Sing counting songs and count together forwards and backwards, sometimes starting from different numbers and in different step sizes. Discuss numbers coming 'before' 'after' and 'between' and stress patterns. Subitise with children, talking about how they see numbers of things made up in a variety of arrangements. Play games such as hide and seek that involve counting, forwards and backwards. Jump with children along a number track, counting each jump or counting on, e.g. you are on 6, throw 2 on the dice, then say 7, 8. Talk with children about the strategies they have used to solve a problem. Spot opportunities to playfully pose composition problems for children to explore, e.g. what if there are five people hiding in the tent and two come out? Encourage cardinal counting by saying how many there are after counting e.g. '...6, 7, 8. <i>There are 8 balls.</i>' Ask children to get you a number of things e.g. 'Give me seven...' When counting groups as part of routines e.g. story voting, self-registration, dinner chart etc. record the final total as a label for children to see. Encourage children to make predictions about what the outcome will be in stories, rhymes and songs if one is added or taken away; vary the number. Share, discuss and model different informal ways of recording their mathematical thinking, e.g. using arrows, plus and minus signs. Encourage the use of spatial language such as in front of, behind, before and after in a line, and next to and between. 	<ul style="list-style-type: none"> Involve children in voting, e.g. for books to read at story time, using linking cubes with children's names on. Set up an estimation station, e.g. objects in a jar, pine cones in a crate, where everyone records guesses; later count and order the guesses. Build counting and recording into everyday routines. Pose everyday estimation problems and establish mental estimation benchmarks, e.g. <i>more or less than 10.</i> Provide numeral cards for children to order on a washing line. Play subitising games which involve quickly revealing and hiding numbers of objects, perhaps showing numeral cards and fingers. Drop marbles into a tin and ask the children to listen (without looking) to count how many there are. Provide displays and opportunities for children to match a number of objects and the written numeral, including zero, e.g. resources to help them to self-correct. Provide dice and board games, sometimes involving older children, families and members of the local community. Provide resources to make 'staircase' patterns which show that the next counting number includes the previous number plus one.

<ul style="list-style-type: none"> • Uses spatial language, including relative terms depending on viewpoints. • Follows and gives directions. • Turns and flips objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning). • Explores what can be seen from different viewpoints. • Engages with 3D & 2D map-making in familiar environments, sequencing landmarks and designing small worlds. <p>Shape</p> <ul style="list-style-type: none"> • Begins to use mathematical terms to describe shapes. • Composes and decomposes shapes, learning which shapes combine to make other shapes. • Builds complex compositions including repeating units and selecting shapes to solve a problem. • Plans to make models, selecting blocks needed and visualising what they will build. <p>Pattern</p> <ul style="list-style-type: none"> • Spots patterns in the environment, identifying the pattern 'rule'. • Uses familiar objects to create and recreate repeating patterns beyond AB to ABC and perhaps ABB and ABBC. • Begins to identify the core unit in a repeating pattern and beginning to use symbols. • Makes border patterns where the repeating pattern continues around an object or frame. <p>Measures</p> <ul style="list-style-type: none"> • Solves problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy • Becomes familiar with measuring tools in everyday experiences and play 	<ul style="list-style-type: none"> • Encourage children to describe position and give directions such as in small world play, making obstacle courses, playing with programmable toys and in everyday routines. • Encourage children to create scaled down models such as small world play. • Help children to select spatially challenging activities where they fit shapes into an outline or make a model from a 2D picture. • Encourage children to make maps. • Encourage and use shape names (e.g. cylinder, cone, square) and properties (e.g. straight, curved, edges). • Discuss different examples of the same shape (e.g. different types of triangle such as equilateral and right-angled) in a variety of orientations (e.g. squares positioned on a corner). • Take opportunities to discuss the shapes that children paint, draw and collage including shapes noticed in their local environment. • When constructing, sensitively discuss which shapes make other shapes, e.g. triangles making rectangles and hexagons with pattern blocks or mosaic tiles. • Challenge children to make more complex constructions (perhaps in story contexts) such as towers of arches, a window or a staircase. • Encourage children to notice and appreciate a range of patterns in their environment, e.g. branching, spiral, alternating, radiating. Talk about how they are organised and model creating patterns of increasing complexity with familiar objects. • Model using patterns of symbols to represent the pattern in other ways, e.g. using a spot/cross/dash pattern of symbols and doing a twirl/jump/glide or clap/stomp/click ABC pattern in response. • Make deliberate mistakes when creating patterns alongside children and playfully challenge them to fix the problem. • When comparing things in play and everyday activities, encourage children to predict and give reasons. • Discuss accuracy e.g. matching ends or starting points, balancing exactly or 'fullness'. • Support timed challenges by timing runs, trails obstacle courses, etc. and teach children how to use the stopwatch. • Discuss the order and sequence of events in routines and role play using the language of time e.g. 'first', 'then', 'after', 'before', 'next', 'sooner', 'later'. • Draw children's attention to visual timetables and clock times, focusing on the hour hand. 	<ul style="list-style-type: none"> • Play barrier games where you give instructions to a partner, e.g. making an arrangement of objects hidden behind a screen from a partner who has an identical set of objects to make the same arrangement. • Ask children to describe and recall familiar routes. • Engage families in taking photos of familiar things from different viewpoints • Provide resources for shape play including unit blocks, pattern blocks, mosaic tiles and jigsaw puzzles with different levels of challenge. • Teach strategies for solving shape and jigsaw puzzles, e.g. describing shape properties and modelling the mathematical vocabulary such as <i>straight, corner, edges</i>. • Play games focussing on the properties of shapes, e.g. hiding and partially revealing a shape, asking children to say what different shapes it could be or could not be and why. • Provide opportunities for printing patterns e.g. using a variety of objects. • Using photos, challenge children to copy and continue patterns. • Invite children to create a pattern with the same structure using different objects, e.g. generalise a red/blue pattern to create a sheep/cow pattern. • Have areas where children can explore the properties of objects, compare lengths, weigh and measure. • Provide objects in a range of contexts varying in length, capacity or weight, including tall thin, short fat, large light and small heavy things. • Provide pictorial sequences for instructions, e.g. for making playdough. • Model using measuring tools including height charts, tape-measures, scales and timers.
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- Orders and sequences events using everyday language related to time
- Beginning to experience measuring time with timers and calendars.

- Sing songs about the days of the week and months of the year, referring to a calendar. Countdown to events: count up to 100 days in school.

Statutory ELG: Number

Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Statutory ELG: Numerical Patterns

Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Statutory Educational Programme: Mathematics

In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Understanding the world: People and communities

A Unique Child: what a child might be learning	Positive Relationships: what adults might do	Enabling Environments: what adults might provide
<ul style="list-style-type: none"> Starts to realise the effect they can have on people around them e.g. as they laugh and smile so do the adults that are in close proximity to them. Develops a sense of belonging to their family and their key carer Recognises key people in their own lives Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them . Is interested in photographs of themselves and other familiar people and objects. 	<p>See Personal, Social and Emotional Development <i>and</i> Communication and Language</p> <ul style="list-style-type: none"> Help children to learn each other's names, e.g. through songs and rhymes, and use them when addressing children. Be positive about differences between people and support children's acceptance of difference. Be aware that negative attitudes towards difference are learned from examples the children witness. Ensure that each child is recognised as a valuable contributor to the group. Celebrate and value cultural, religious and community events and experiences. 	<p>See Personal, Social and Emotional Development <i>and</i> Communication and Language.</p> <ul style="list-style-type: none"> Provide opportunities, both indoors and out, for babies to see people and things beyond the baby room, including the activities of older children. Collect stories for, and make books about, children in the group, showing things they like to do and things that are important to them, in languages that are relevant to them wherever possible. Provide books and resources which represent children's diverse backgrounds and which avoid negative stereotypes, ensuring different cultures are represented but especially the backgrounds of the children in the room. Make photographic books about the children in the setting and encourage parents to contribute to these. Provide positive images of all children including those with diverse physical characteristics, including disabilities. Support good ecological habits in daily life by providing first-hand experiences, e.g. waste disposal by putting papers in recycling bins, helping planting flowers and seeds.
<ul style="list-style-type: none"> Has a sense of own immediate family and relations. In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers. Beginning to have their own friends. Learns that they have similarities and differences that connect them to, and distinguish them from, others. 	<ul style="list-style-type: none"> Talk to children about their friends, their families, and why they are important. Be sensitive to the possibility of children who may have lost special people or pets, either through death, separation, displacement or fostering/adoption. 	<ul style="list-style-type: none"> Share photographs of children's families, friends, pets or favourite people, both indoors and out. Support children's understanding of difference and of empathy by using props such as puppets and dolls to tell stories about diverse experiences, ensuring that negative stereotyping is avoided. Ensure children have resources so that they can imitate everyday actions and events from their lives and that represent their culture.
<ul style="list-style-type: none"> Shows interest in the lives of people who are familiar to them. 	<ul style="list-style-type: none"> Encourage children to talk about their own home and community life, and to find out about other children's experiences. Be aware 	<ul style="list-style-type: none"> Plan extra time for helping children in transition, such as when they move from one setting to another or between different groups in the same setting.

<ul style="list-style-type: none"> • Enjoys joining in with family customs and routines. • Remembers and talks about significant events in their own experience. • Recognises and describes special times or events for family or friends. • Shows interest in different occupations and ways of life. • 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. 	<p>that some children's home lives may be complicated or disrupted, and talking about them may be difficult.</p> <ul style="list-style-type: none"> • Ensure that children learning English as an additional language have opportunities to express themselves in their home language some of the time. • Encourage children to develop positive relationships with community members who visit the setting, such as fire fighters, refuse collectors, delivery personnel, care home resident, artists. • Share stories about people from the past who have an influence on the present. 	<ul style="list-style-type: none"> • Provide activities and opportunities for children to share experiences and knowledge from different parts of their lives with each other. • Provide ways of preserving memories of special events, e.g. making a book, collecting photographs, tape recording, drawing and writing. • Invite children and families with experiences of living in other countries to bring in photographs and objects from their home cultures including those from family members living in different areas of the UK and abroad. • Ensure the use of modern photographs of parts of the world that are commonly stereotyped and misrepresented, • Help children to learn positive attitudes and challenge negative attitudes and stereotypes, e.g. using puppets, Persona Dolls, stories and books showing black heroes or disabled kings or queens or families with same sex parents, having a visit from a male midwife or female fire fighter. • Visit different parts of the local community, including areas where some children may be very knowledgeable, e.g. Chinese supermarket, local church, elders lunch club, Greek café. • Provide role-play areas with a variety of resources reflecting diversity. • Make a display with the children, showing all the people who make up the community of the setting. • Share stories that reflect the diversity of children's experiences. • Invite people from a range of cultural backgrounds to talk about aspects of their lives or the things they do in their work, such as a volunteer who helps people become familiar with the local area.
<ul style="list-style-type: none"> • Enjoys joining in with family customs and routines. • Talks about past and present events in their own life and in the lives of family members. • Knows that other children don't always enjoy the same things, and is sensitive to this. • Knows about similarities and differences between themselves and others, and among families, communities and traditions. 	<ul style="list-style-type: none"> • Encourage children to share their feelings and talk about why they respond to experiences in particular ways. • Explain carefully why some children may need extra help or support for some things, or why some children feel upset by a particular thing. • Help children and parents to see the ways in which their cultures and beliefs are similar, sharing and discussing practices, resources, celebrations and experiences. • Strengthen the positive impressions children have of their own cultures and faiths, and those of others in their community, by sharing and celebrating a range of practices and special events. 	

Statutory ELG: Past and Present

Children at the expected level of development will:

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

Statutory ELG: People, Culture and Communities

Children at the expected level of development will:

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

Understanding the world: The world

A Unique Child: what a child might be learning	Positive Relationships: what adults might do	Enabling Environments: what adults might provide
<ul style="list-style-type: none"> • Moves eyes, then head, to follow moving objects. • Reacts with abrupt change when a face or object suddenly disappears from view. • Looks around a room with interest; visually scans environment for novel, interesting objects and events. • Smiles with pleasure at recognisable playthings. • Repeats actions that have an effect, e.g. kicking or hitting a mobile or shaking a rattle. 	<ul style="list-style-type: none"> • Encourage young babies' movements through your interactions, e.g. touching their fingers and toes and showing delight at their kicking and waving. <p><i>See also Characteristics of Effective Learning – Playing and Exploring, and Physical Development</i></p>	<ul style="list-style-type: none"> • Provide a range of everyday objects for babies to explore and investigate such as treasure baskets. • Provide novelty – make small changes in the predictable environment. • Provide spaces that give young babies different views of their surroundings, such as a soft play area, with different levels to explore.
<ul style="list-style-type: none"> • Closely observes what animals, people and vehicles do. • Watches toy being hidden and tries to find it. • Looks for dropped objects. • Becomes absorbed in combining objects, e.g. banging two objects or placing objects into containers. • Knows things are used in different ways, e.g. a ball for rolling or throwing, a toy car for pushing. 	<ul style="list-style-type: none"> • Play hiding and finding games inside and outdoors. • Plan varied arrangements of equipment and materials that can be used with babies in a variety of ways to maintain interest and provide challenges. • Draw attention to things in different areas that stimulate interest, such as a patterned surface. 	<ul style="list-style-type: none"> • Provide lift-the-flap books to show something hidden from view. • Play hide-and-seek outside. • Provide a variety of interesting things for babies to see when they are looking around them, looking up at the ceiling or peering into a corner. • Display and talk about photographs of babies' favourite places.
<ul style="list-style-type: none"> • Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking. • Remembers where objects belong. • Matches parts of objects that fit together, e.g. puts lid on teapot. 	<ul style="list-style-type: none"> • Talk with children about their responses to sights, sounds and smells in the environment and what they like about playing outdoors. • Encourage young children to explore puddles, trees and surfaces such as grass, concrete or pebbles. • Introduce principles of recycling, planting and care for our resources. 	<ul style="list-style-type: none"> • Develop the use of the outdoors so that young children can investigate features, e.g. a mound, a path or a wall, and experience weather, large spaces and seasonal change. • Provide a collection of sets of items for children to explore how objects can be combined together in heuristic play sessions.
<ul style="list-style-type: none"> • Enjoys playing with small-world models such as a farm, a garage, or a train track. • Notices detailed features of objects in their environment. 	<ul style="list-style-type: none"> • Tell stories about places and journeys. 	<ul style="list-style-type: none"> • Make use of outdoor areas to give opportunities for investigations of the natural world, for example, provide chimes, streamers, windmills and bubbles to investigate the effects of wind. • Provide story and information books about places, such as a zoo or the beach, to remind children of visits to real places.

<ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. • Can talk about some of the things they have observed such as plants, animals, natural and found objects. • Talks about why things happen and how things work. • Developing an understanding of growth, decay and changes over time. • Shows care and concern for living things and the environment. • Begin to understand the effect their behaviour can have on the environment. 	<ul style="list-style-type: none"> • Use parents' knowledge to extend children's experiences of the world • Support children with sensory impairment by providing supplementary experience and information to enhance their learning about the world around them. • Arouse awareness of features of the environment in the setting and immediate local area, e.g. make visits to shops or a park. • Introduce vocabulary to enable children to talk about their observations and to ask questions. • Ensure adults know and use the widest vocabulary that they can, e.g. using the correct name for a plant or geographical feature 	<ul style="list-style-type: none"> • Use the local area for exploring both the built and the natural environment. Regularly take small groups of children on local walks, taking the time to notice what the children notice. • Provide opportunities to observe things closely through a variety of means, including magnifiers and photographs. • Provide play maps and small world equipment for children to create their own environments as well as represent the familiar environment. • Teach skills and knowledge in the context of practical activities, e.g. learning about the characteristics of liquids and solids by involving children in melting chocolate or cooking eggs, or observing ice outdoors. • Share stories related to pollution, climate change, habitat erosion, etc.
<p>Characteristics of Effective Learning</p> <p>The class had recently been to the bird sanctuary and the warden (Theo's Dad) had come into class to share bird stories. Robin listened attentively as the Theo's Dad read the story of the thirsty crow. As soon as the story was finished, Robin said to Theo 'Shall we find out if the water goes to the top?' Together they went to the water area, took the tallest tubes from the shelf and filled them half full of water. Theo picked up the basket of stones and the children added them one by one to the tubes. "Look" said Robin excitedly, "the water's getting higher". "Mine was on number 7, now it's on number 8" said Theo. Both boys continued adding stones until the water ran over the top. "Now the crow will be able to drink and he won't die", said Theo. They went quickly to tell the teacher what they had found out.</p>	<p>Their teacher took note of the children's fascination with birds. She planned trips, activities and visitors to support this. The teacher had been watching the boys from a distance. She took an interest and supported their satisfaction in their achievement by making time that afternoon for the boys to demonstrate to the class their experiment. She introduced vocabulary to help the children explain what was happening.</p>	<p>The environment was planned with rich, open-ended resources that allowed children to experiment and investigate. Practitioners regularly modelled and encouraged this. Resources were organised in such a way that children knew where to find and return them. Engaging in the wider community through the visit to the bird sanctuary supported the boys to make connections between their experience, the book, and their previous knowledge about water and volume.</p> <p>Children had extended time to follow their own enquiries and had freedom and permission to use resources in open-ended ways to explore their ideas. The structure of the day was flexible to allow children to share and celebrate what they were learning.</p>
<ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns and change. • Knows about similarities and differences in relation to places, objects, materials and living things. • Talks about the features of their own immediate environment and how environments might vary from one another. 	<ul style="list-style-type: none"> • Help children to notice and discuss patterns around them, e.g. rubbings from grates, covers, or bricks. • Examine change over time, for example, growing plants, and change that may be reversed, e.g. melting ice. • Use appropriate words, e.g. 'town', 'village', 'path', 'house', 'flat', 'skyscraper', 'hydrant', 'cirrus', 'cumulonimbus', 'temple' and 'synagogue', to help children make distinctions in their observations. 	<ul style="list-style-type: none"> • Give opportunities to record findings by, e.g. drawing, writing, making a model or photographing. • Provide stories that help children to make sense of different environments. • Provide first-hand experiences to support children in making sense of micro environments, the specific conditions which

<ul style="list-style-type: none"> • Makes observations of animals and plants and explains why some things occur, and talks about changes. 	<ul style="list-style-type: none"> • Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places. • Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment. • Encourage the use of words that help children to express opinions, e.g. '<i>busy</i>', '<i>quiet</i>' and '<i>pollution</i>'. • Use correct terms so that, e.g. children will enjoy naming a chrysalis if the practitioner uses its correct name. • Pose carefully framed open-ended questions and prompts, such as "<i>How can we...?</i>", "<i>What would happen if...?</i>", "<i>I wonder...</i>".. 	<p>enable each plant or animal needs to live and thrive.</p> <ul style="list-style-type: none"> • Provide stimuli and resources for children to create simple maps and plans, paintings, drawings and models of observations of known and imaginary landscapes. • Give opportunities to design practical, attractive environments, for example, taking care of the flowerbeds or organising equipment outdoors. • Make connections with places and spaces locally, such as museums, galleries, open spaces, arts centres, sports centres. Encourage parents to join you on regular outings, which can result in family visits to the same places.
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Statutory ELG: The Natural World

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Understanding the world: Technology

A Unique Child: what a child might be learning	Positive Relationships: what adults might do	Enabling Environments: what adults might provide
<i>The beginnings of understanding technology lie in babies exploring and making sense of objects and how they behave (see Playing and exploring, Creating and thinking critically)</i>	See Playing and exploring, Creating and thinking critically	See Playing and exploring, Creating and thinking critically
<ul style="list-style-type: none"> • Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times. • Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them. 	<ul style="list-style-type: none"> • Comment on the ways in which young children investigate how to push, pull, lift or press parts of toys and domestic equipment. • Talk about the effect of children's actions, as they investigate what things can do. 	<ul style="list-style-type: none"> • Have available robust resources with knobs, flaps, keys or shutters. • Incorporate technology resources that children recognise into their play, such as a camera.
<ul style="list-style-type: none"> • Seeks to acquire basic skills in turning on and operating some ICT equipment. • Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car. 	<ul style="list-style-type: none"> • Support children in exploring the control technology of toys, e.g. toy electronic keyboard. • Talk about ICT apparatus, what it does, what they can do with it and how to use it safely. 	<ul style="list-style-type: none"> • Provide safe equipment to play with, such as torches and walkie-talkies. • Let children use machines like the photocopier to copy their own pictures.
<ul style="list-style-type: none"> • Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support. • Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets. • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. • Knows that information can be retrieved from technological devices and the internet.. 	<ul style="list-style-type: none"> • Support and extend the skills children develop as they become familiar with simple equipment, such as twisting or turning a knob. • Draw young children's attention to pieces of ICT apparatus they see or that they use with adult supervision. • Talk to children about their uses of technologies at home and in other environments to begin to understand what they already know about different technologies. • Ask open-ended questions and have conversations about children's interest in technological toys to enable children to learn about different technologies. 	<ul style="list-style-type: none"> • When out in the locality, ask children to help to press the button at the pelican crossing, or speak into an intercom to tell somebody you have come back. • When in the community, encourage children to take photographs of things that interest them, ready to revisit later.
<ul style="list-style-type: none"> • Completes a simple program on a computer. • Uses ICT hardware to interact with age-appropriate computer software. • Can create content such as a video recording, stories, and/or draw a picture on screen. • Develops digital literacy skills by being able to access, understand and interact with a range of technologies. 	<ul style="list-style-type: none"> • Encourage children to speculate on the reasons why things happen or how things work. • Support children to coordinate actions to use technology, for example, call a telephone number or create a video recording. • Teach and encourage children to click on different icons to cause things to happen in a computer program. 	<ul style="list-style-type: none"> • Provide a range of materials and objects to play with that work in different ways for different purposes, for example, egg whisk, torch, other household implements, pulleys, construction kits. • Provide a range of programmable toys for children to play with, as well as equipment involving ICT, such as computers,

<ul style="list-style-type: none"> • Can use the internet with adult supervision to find and retrieve information of interest to them. 	<ul style="list-style-type: none"> • Talk to children about their actions, and support children to understand different purposes of different technologies. • Retrieve content and use to facilitate discussions, allowing children to recall trips/ past events to enable them to connect to their wider community. 	<p>touchscreen devices and internet connected toys.</p>
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Statutory ELG: NONE

Birth to Five Matters: Children require access to a range of technologies, both digital and non-digital, in their early lives. Opportunities to explore different technologies support their growing technological skills, which children will go on to refine and develop in their lifetime in order to thrive within a technological society. Through technology children are afforded additional opportunities to learn across all areas in both formal and informal ways, and as such technology should be positioned as both a tool to learn from and with, in order for effective integration within early years practice.

Expressive arts and design: Exploring and using media and materials

A Unique Child: what a child might be learning	Positive Relationships: what adults might do	Enabling Environments: what adults might provide
<p><i>Babies explore media and materials as part of their exploration of the world around them. See Characteristics of Effective Learning – Playing and Exploring, Physical Development, Understanding the World – The World</i></p>	<p>See Characteristics of Effective Learning – Playing and Exploring, Physical Development, Understanding the World – The World</p>	<p>See Characteristics of Effective Learning – Playing and Exploring, Physical Development, Understanding the World – The World</p>
<ul style="list-style-type: none"> • Explores and experiments with a range of media (tools and materials including sound) and whole body movement, through multi-sensorial exploration. • Moves their bodies to sounds such as music or a regular beat. • Mirrors and improvises actions they have observed, e.g. clapping or waving. • Moves while singing/vocalising. • Moves while playing with sound makers/instruments. • Sings/vocalises whilst listening to music or playing with instruments/sound makers. • Notices and becomes interested in the transformative effect of their action on materials and resources 	<ul style="list-style-type: none"> • Attend to how babies and children are using their whole body in sensing, exploring and experimenting with space, sounds, rhythms, materials, and tools. • Welcome the ways in which babies and children arrange, combine, transform, group, and sequence materials that both natural and manmade. Offer a range of opportunities to encounter and explore materials of the world both manmade and natural. 	<ul style="list-style-type: none"> • Create a rich and well-ordered environment that enables babies and children to use all their senses. • Choose and select with intention the materials and tools available to children. • Create the time and space that will ensure that children can engage in depth with a diverse range of materials.
<ul style="list-style-type: none"> • Joins in singing songs. • Creates sounds by rubbing, shaking, tapping, striking or blowing. 	<ul style="list-style-type: none"> • Listen to and enjoy with children a variety of sounds, and music from diverse cultures. • Sensitively introduce children to language to describe sounds and rhythm, e.g., loud and soft, fast and slow. • Understand that young children's creative and expressive processes are part of their development of thinking and communicating as well as being important in their own right. • Become familiar with and increasingly knowledgeable about the properties and characteristics of materials and tools offered to children. • Observe, analyse and document the processes involved in a child's creative and expressive processes, to support greater understanding, inform planning and share with families, carers, and other professionals. • Help children to listen to music and watch dance when opportunities arise, encouraging them to focus on how sound and movement develop from feelings and ideas. 	<ul style="list-style-type: none"> • Create a sound line using a variety of objects strung safely, that will make different sounds, such as wood, pans and plastic bottles filled with different things. • Provide opportunities to encounter and revisit key materials, resources and tools where children can further explore their properties including form colour, texture, composition. • Provide space and time for movement and dance both indoors and outdoors, as part of child-led continuous provision as well as in adult-led sessions. • Invite dancers and musicians from theatre groups, the locality or a nearby school so that children begin to experience live performances.

<ul style="list-style-type: none"> • Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow. • Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects. • Enjoys and responds to playing with colour in a variety of ways, for example combining colours.. • Uses 3D and 2D structures to explore materials and/or to express ideas. 	<ul style="list-style-type: none"> • Recognise that children can become fascinated by a pattern of actions or interactions with tools and materials, gaining confidence over long periods of time. • Encourage and support the inventive ways in which children-use space, combine and transform both 3D and 2D materials. • Be sensitive in how you support a child who is using line, colour, tone and form. It is not necessary for them to have the language to explain, for example, drawing. The drawing itself is one of their multi-modal languages. 	<ul style="list-style-type: none"> • Draw on a wide range of musicians and story-tellers and artists from a variety of cultural backgrounds to extend children's experiences and to reflect their cultural heritages. • Continue to provide opportunities to encounter and revisit key materials, resources and tools through which children can further explore their properties including form, colour, texture and composition. • Ensure the children have opportunities to look and touch unusual or interesting materials, artefacts and resources in their everyday environment, chosen for their design, beauty, pattern. and ability to inspire exploration.
<ul style="list-style-type: none"> • Enjoys joining in with moving, dancing and ring games. • Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home. • Begins to explore moving in a range of ways, sometimes rhythmically. • Mirrors and creates movement, sometimes in response to music. • Taps out simple repeated rhythms. • Explores and learns how sounds and movements can be changed. • Explores colour and how colours can be changed. • Develops an understanding of using lines to enclose a space, and begins to use these shapes to represent objects. • Uses various construction materials. • Begins to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Joins construction pieces together to build and balance. • Realises tools can be used for a purpose. • Begins to build a collection of songs and dances. • Makes music in a range of ways, e.g. play with sounds creatively, play along to the beat of the song they are singing or music they are listening to. 	<ul style="list-style-type: none"> • Support children's responses to different textures, e.g. touching sections of a texture display with their fingers, or feeling it with their cheeks to get a sense of different properties. • Introduce vocabulary to enable children to talk about their observations and experiences, using terms used by artists, potters, musicians, dancers. For example, as children show interest in the outcomes of exploring colour mixing, support them in using terms such as tint, shade, hue. • When children have a strong intention in mind, support them in thinking about what they want to make, the processes that may be involved and the materials and resources they might need. • Encourage children to notice changes in properties of media as they are transformed through becoming wet, dry, flaky or fixed. Talk about what is happening, helping them to think about cause and effect. 	<ul style="list-style-type: none"> • Lead imaginative movement sessions based on children's current interests such as space travel, zoo animals or shadows. • Provide resources for mixing colours, joining things together and combining materials, demonstrating where appropriate. • Provide a place where work in progress can be kept safely. • Talk with children about where they can see models and plans in the environment, such as at the local planning office, in the town square, or at the new apartments down the road. • Demonstrate and teach skills and techniques associated with the things children are doing, e.g. show them how to stop the paint from dripping or how to balance bricks so that they will not fall down. • Introduce new skills and techniques based on your knowledge of children's interests. • Introduce children to a wide range of music, painting and sculpture. • Encourage children to take time to think about painting or sculpture that is unfamiliar to them before they talk about it or express an opinion. • Provide children with opportunities to use their skills and explore concepts and ideas through their representations. • Have a 'holding bay' where models and works can be retained for a period for children to enjoy, develop, or refer to. • Plan imaginative, active experiences, such as 'Going on a bear hunt'. Help them remember the actions of

<ul style="list-style-type: none"> • Explores tools and materials with increasing expertise and skill over time • Experiments to create different effects. • Understands that different materials/ objects can be combined to create new effects. • Increasingly able to manipulate materials to achieve a planned effect. • Sometimes constructs with a purpose in mind, using a variety of resources. • Selects appropriate resources and adapts work where they feel this is necessary. • Selects tools and techniques needed to shape, assemble and join materials they are using. 		<p>the story (We're Going on a Bear Hunt by Michael Rosen and Helen Oxenbury) and think about the different ways of moving.</p>
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Statutory ELG: Creating with Materials

Children at the expected level of development will:

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

Expressive arts and design: Being imaginative

Unique Child: what a child might be learning	Positive Relationships: what adults might do	Enabling Environments: what adults might provide
<p><i>Babies and toddlers need to explore the world and develop a range of ways to communicate before they can express their own ideas through arts and design. See Characteristics of effective learning; Communication and Language; Physical Development; Personal, Social and Emotional Development</i></p>	<p>See Characteristics of effective learning; Communication and Language; Physical Development; Personal, Social and Emotional Development</p>	<p>See Characteristics of effective learning; Communication and Language; Physical Development; Personal, Social and Emotional Development</p>
<ul style="list-style-type: none"> Expresses self through physical actions and sound. Pretends that one object represents another, especially when objects have characteristics in common. Creates sound effects and movements, e.g. creates the sound of a car, animals. 	<ul style="list-style-type: none"> Show genuine interest and be willing to play along with a young child who is beginning to pretend. Model pretend play, such as pretending to drink from an empty toy cup. 	<ul style="list-style-type: none"> Provide a range of resources including familiar and non-specific items that can be used in a range of ways, such as magazines, real kitchen items, fabric, hoops, sponges, rope etc.
<ul style="list-style-type: none"> Begins to use everyday materials to explore, understand and represent their world e.g. their ideas, interests and fascinations. Begins to make-believe by pretending using sounds, movements, words, objects. Beginning to describe sounds and music imaginatively, e.g. "scary music." Creates rhythms. 	<ul style="list-style-type: none"> Observe and encourage children's make-believe play in order to gain an understanding of their interests. Sometimes speak quietly, slowly or gruffly for fun in pretend scenarios with children. Be interested in the children's creative processes and talk to them about what they mean to them. 	<ul style="list-style-type: none"> Provide story boxes filled with interesting items to spark children's own storytelling ideas. Offer additional resources reflecting interests such as fabric, boxes, hats and bags.
<ul style="list-style-type: none"> Can develop preferences for forms of expression. Uses movement and sounds to express experiences, expertise, ideas and feelings. Explores and creates movement in response to music, stories and ideas. Sings to self and makes up simple songs. Creates sound effects to accompany stories. Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously when the adult is not there. Engages in imaginative role-play based on own ideas or first-hand experiences. Uses available resources to create props or creates imaginary ones to support role-play. Responds to their experiences through a range of materials. 	<ul style="list-style-type: none"> Support children's excursions into imaginary worlds by encouraging inventiveness, offering support and advice on occasions and ensuring that they have experiences that stimulate their interest. 	<ul style="list-style-type: none"> Tell or co-create stories with children based on their ideas, experiences and the people and places they know well or imaginary ones. Offer a story stimulus by suggesting an imaginary event or set of circumstances, e.g., "This bear has arrived in the post. He has a letter pinned to his jacket. It says 'Please look after this bear.' We should look after him in our room. How can we do that?"
<p>Characteristics of Effective Learning Hetti was fascinated by the diving club at the swimming baths. In the role play area Hetti and Annabel dug out</p>	<p>Adults had encouraged children to help each other and work together on projects within the Foundation Stage unit. Adults created a</p>	<p>The Foundation Stage unit had a richly resourced design and technology area. During the months after starting school, children were introduced to all</p>

<p>flippers and decided to make some air tanks. 'Let's use these bottles,' said Annabel, pointing to the large tub of junk materials. The girls stuck the bottles together and attached string with tape. They looped some string around their arms but the bottles kept falling down. 'It's uncomfortable,' said Hetti. 'I know. Let's get my rucksack – that stays on my back without falling.' After some experimenting they made two loops out of ribbons, attached them to the bottles and added string each side, tied together at the front in a bow. They took their creation outside to play little mermaids.</p>	<p>culture where open-ended and possibility thinking was encouraged. If children needed to combine resources from different areas for a particular purpose, this was encouraged.</p> <p>Working together supported the girls' continued interest, and they returned to their project the following day, deciding to make goggles. They were given sensitive support to carry out their plans.</p>	<p>of the basic materials and taught how to use the tools. Through previous experience the children knew that tape was the best product to join together two bottles. Children in the unit were given time and space on a daily basis to take forward their own ideas. Children sometimes used simple A6 planning sheets to draw their model and added pictures or writing of what resources they needed.</p>
<ul style="list-style-type: none"> • Creates representations of both imaginary and real-life ideas, events, people and objects. • Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences. • Chooses particular colours to use for their own purpose. • Chooses particular instruments/sound for their own purpose • Combines moving, singing and playing instruments. • Thinks abstractly about music and expresses this physically or verbally, e.g. "this music sounds like dinosaurs". • Associates genres of music with characters and stories. • Introduces a storyline or narrative into their play. • Plays alongside other children who are engaged in the same theme. • Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative. 	<ul style="list-style-type: none"> • Help children to gain confidence in their own way of representing ideas. • Be aware of the link between imaginative play and children's ability to handle narrative. • Create imaginary words to describe, for example, monsters or other strong characters in stories and poems. • Carefully support children who are less confident. • Help children communicate through their bodies by encouraging expressive movement linked to their imaginative ideas. • Introduce descriptive language to support children, for example, '<i>rustle</i>' and '<i>shuffle</i>'. 	<ul style="list-style-type: none"> • Extend children's experience and expand their imagination through the provision of pictures, paintings, poems, music, dance and story. • Provide a stimulus for imagination by introducing atmospheric features in the role play area, such as the sounds of rain beating on a roof, or placing a spotlight to suggest a stage set. Provide curtains and place dressing-up materials and instruments close by. • Make materials accessible so that children are able to imagine and develop their projects and ideas while they are still fresh in their minds and important to them. • Provide children with opportunities to use their skills and explore concepts and ideas through their representations. • Provide opportunities indoors and outdoors and support the different interests of children, e.g. in role-play of a builder's yard, encourage narratives to do with building and mending.

ELG: Being Imaginative and Expressive

Children at the expected level of development will:

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