



Birth to three – babies, toddlers and young children will be learning to:

Observation checkpoint

Examples of how to support this:

Look out for children who find it difficult to sit comfortably on chairs. They may need help to develop their core muscles. You can help them by encouraging them to scoot on sit-down trikes without pedals and jump on soft-play equipment.



3 and 4-year-olds will be learning to:

Examples of how to support this:

Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.

Go up steps and stairs, or climb up apparatus, using alternate feet.

Skip, hop, stand on one leg and hold a pose for a game like musical statues.

Use large-muscle movements to wave flags and streamers, paint and make marks.

Start taking part in some group activities which they make up for themselves, or in teams.

Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.

Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.

Encourage children to transfer physical skills learnt in one context to another one. Suggestion: children might first learn to hammer in pegs to mark their Forest school boundary, using a mallet. Then, they are ready to learn how to use hammers and nails at the woodwork bench.

Encourage children to paint, chalk or make marks with water on large vertical surfaces. Suggestion: use walls as well as easels to stimulate large shoulder and arm movements. These experiences help children to 'cross the mid-line' of their bodies. When they draw a single line from left to right, say, they do not need to pass the paintbrush from one hand to another or have to move their whole body along.

Lead movement-play activities when appropriate. These will challenge and enhance children's physical skills and development – using both fixed and flexible resources, indoors and outside.

Model the vocabulary of movement – 'gallop', 'slither' – and encourage children to use it. Also model the vocabulary of instruction – 'follow', 'lead', 'copy' – and encourage children to use it.

Encourage children to become more confident, competent, creative and adaptive movers. Then, extend their learning by providing opportunities to play outdoors in larger areas, such as larger parks and spaces in the local area, or through Forest or Beach school.



3 and 4-year-olds will be learning to:

Examples of how to support this:

Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.

Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.

Use one-handed tools and equipment, for example, making snips in paper with scissors.

Use a comfortable grip with good control when holding pens and pencils.

Show a preference for a dominant hand.

Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

Explain why safety is an important factor in handling tools and moving equipment and materials. Have clear and sensible rules for everybody to follow.

You can begin by showing children how to use onehanded tools (scissors and hammers, for example) and then guide them with hand-over-hand help. Gradually reduce the help you are giving and allow the child to use the tool independently.

The tripod grip is a comfortable way to hold a pencil or pen. It gives the child good control. The pen is pinched between the ball of the thumb and the forefinger, supported by the middle finger with the other fingers tucked into the hand. You can help children to develop this grip with specially designed pens and pencils, or grippers. Encourage children to pick up small objects like individual gravel stones or tiny bits of chalk to draw with.

Encourage children by helping them, but leaving them to do the last steps, such as pulling up their zip after you have started it off. Gradually reduce your help until the child can do each step on their own.



Children in reception will be learning to:

Revise and refine the fundamental movement skills they have already acquired:

- rolling
- crawling
- walking
- jumping
- running
- hopping
- skipping
- climbing

Examples of how to support this:

Provide regular access to appropriate outdoor space. Ensure there is a range of surfaces to feel, move and balance on, such as grass, earth and bark chippings.

Give children experience of carrying things up and down on different levels (slopes, hills and steps).

Provide a choice of open-ended materials to play that allow for extended, repeated and regular practising of physical skills like lifting, carrying, pushing, pulling, constructing, stacking and climbing.

Provide regular access to floor space indoors for movement.

Ensure that spaces are accessible to children with varying confidence levels, skills and needs.

Provide a wide range of activities to support a broad range of abilities.

Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in.

Create low-pressure zones where less confident children can practise movement skills on their own, or with one or two others.

Model precise vocabulary to describe movement and directionality, and encourage children to use it.



Children in reception will be learning to:

Examples of how to support this:

Progress towards a more fluent style of moving, with developing control and grace.

Provide children with regular opportunities to practise their movement skills alone and with others.

Challenge children with further physical challenges when they are ready, such as climbing higher, running faster and jumping further.

Encourage children to conclude movements in balance and stillness.

Allow for time to be still and quiet. Suggestion: looking up at the sky, or sitting or lying in a den.

Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.

Encourage children to be highly active and get out of breath several times every day.

Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.

Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options.



Children in reception will be learning to:

Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

Examples of how to support this:

Before teaching children the correct pencil grip and posture for writing, or how to use a knife and fork and cut with scissors, check:

- that children have developed their upper arm and shoulder strength sufficiently: they do not need to move their shoulders as they move their hands and fingers
- that they can move and rotate their lower arms and wrists independently

Help children to develop the core strength and stability they need to support their small motor skills. Encourage and model tummy-crawling, crawling on all fours, climbing, pulling themselves up on a rope and hanging on monkey bars.

Offer children activities to develop and further refine their small motor skills. Suggestions: threading and sewing, woodwork, pouring, stirring, dancing with scarves, using spray bottles, dressing and undressing dolls, planting and caring for plants, playing with small world toys, and making models with junk materials, construction kits and malleable materials like clay.

Regularly review the equipment for children to develop their small motor skills. Is it appropriate for the different levels of skill and confidence of children in the class? Is it challenging for the most dexterous children?

Continuously check how children are holding pencils for writing, scissors and knives and forks. Offer regular, gentle encouragement and feedback. With regular practice, the physical skills children need to eat with a knife and fork and develop an efficient handwriting style will become increasingly automatic.



Children in reception will be learning to:

Examples of how to support this:

Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

Provide areas for sitting at a table that are quiet, purposeful and free of distraction.

Give children regular, sensitive reminders about correct posture.

Provide different chairs at the correct height for the range of children in the class, so that their feet are flat on the floor or a footrest.

Provide different tables at the correct height for the range of children in the class. The table supports children's forearms. The top of the table is slightly higher than the height of the child's elbow flexed to 90 degrees.

Combine different movements with ease and fluency.

Create obstacle courses that demand a range of movements to complete, such as crawling through a tunnel, climbing onto a chair, jumping into a hoop and running and lying on a cushion.

Provide opportunities to move that require quick changes of speed and direction. Suggestions: run around in a circle, stop, change direction and walk on your knees going the other way.

Encourage precision and accuracy when beginning and ending movements.

Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

Encourage children to use a range of equipment. These might include: wheeled toys, wheelbarrows, tumbling mats, ropes to pull up on, spinning cones, tunnels, tyres, structures to jump on/off, den-making materials, logs and planks to balance on, A-frames and ladders, climbing walls, slides and monkey bars.

Develop overall body-strength, balance, co-ordination and agility.



Children in reception will be learning to:

Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.

Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

Develop the foundations of a handwriting style which is fast, accurate and efficient.

Examples of how to support this:

Provide a range of different sized 'balls' made from familiar materials like socks, paper bags and jumpers that are softer and slower than real balls.

Introduce full-sized balls when children are confident to engage with them.

Introduce tennis balls, ping pong balls, beach balls and balloons.

Introduce a range of resources used to bat, pat and hit a ball, modelling how to do this and giving children plenty of time for practice.

Introduce children to balls games with teams, rules and targets when they have consolidated their ball skills.

Encourage children to draw freely.

Engage children in structured activities: guide them in what to draw, write or copy.

Teach and model correct letter formation.

Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.

Plan for regular repetition so that correct letter formation becomes automatic, efficient and fluent over time.



Children in reception will be learning to:

Further develop the skills they need to manage the school day successfully:

- lining up and queuing
- mealtimes

Examples of how to support this:

Carefully explain some of the rules of lining up and queuing, such as not standing too close or touching others. Give children simple verbal and visual reminders.

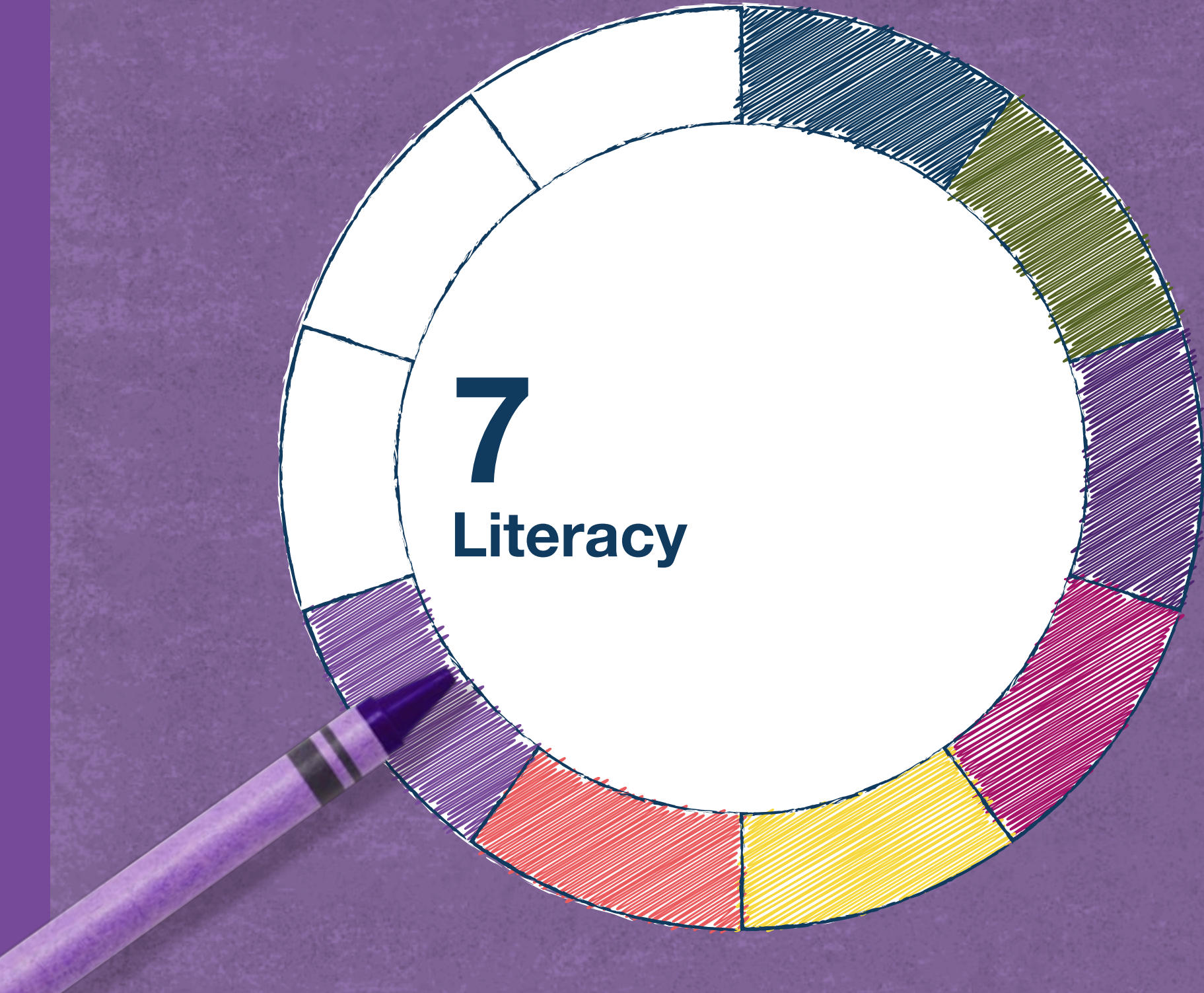
Celebrate, praise and reward children as they develop patience, turn-taking and self-control when they need to line up and wait.

Teach and model for children how to eat with good manners in a group, taking turns and being considerate to others.



7

Literacy



Literacy

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





Birth to three – babies, toddlers and young children will be learning to:

Enjoy songs and rhymes, tuning in and paying attention.

Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.

Say some of the words in songs and rhymes.

Copy finger movements and other gestures.

Sing songs and say rhymes independently, for example, singing whilst playing.

Examples of how to support this:

Song and rhyme times can happen spontaneously throughout the day, indoors and outside, with individual children, in pairs or in small groups.

You can make song and rhyme times engaging for young children by using a wide range of props or simple instruments.

Children can choose the songs and rhymes they would like to join in with, using picture cards or by speaking

You could learn songs and rhymes from parents. You could also teach parents the songs and rhymes you use in the setting, to support learning at home.

Choose songs and rhymes which reflect the range of cultures and languages of children in the twenty-first century. Avoid songs which include gender, cultural or racial stereotypes.



Birth to three – babies, toddlers and young children will be learning to:

Examples of how to support this:

Enjoy sharing books with an adult.

Pay attention and respond to the pictures or the words.

Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.

Repeat words and phrases from familiar stories.

Ask questions about the book. Make comments and shares their own ideas.

Develop play around favourite stories using props.

Provide enticing areas for sharing books, stocked with a wide range of high-quality books, matching the many different interests of children in the setting.

Provide a comfortable place for sharing books, like a sofa. In warm weather, share books outside on a picnic rug or in small tents. Themed book areas can build on children's interests. Suggestions: relevant books close to small world play about dinosaurs, or cookbooks in the home corner.

Help children to explore favourite books through linked activities.

Suggestions:

- visiting the park or the countryside to splash through puddles and squelch through mud for 'We're Going on a Bear Hunt'
- going out to buy chillies for 'Lima's Red Hot Chilli'
- small world play linked to favourite books

Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.

Point out print in the environment and talk about what it means. Suggestions: on a local walk, point out road signs, shop names and door numbers.



Birth to three – babies, toddlers and young children will be learning to:

Enjoy drawing freely.

Add some marks to their drawings, which they give meaning to. For example: “That says mummy.”

Make marks on their picture to stand for their name.

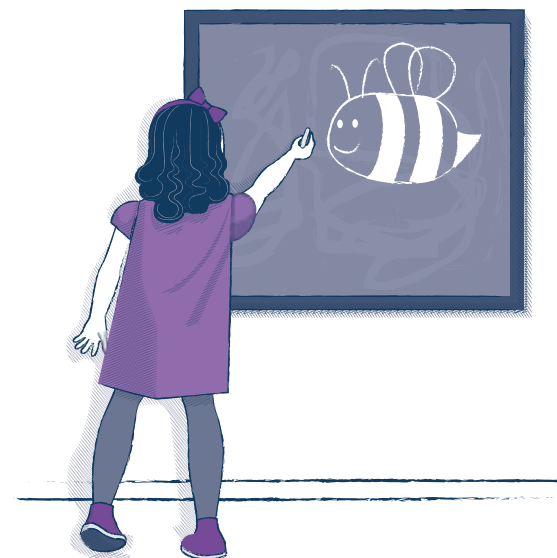
Examples of how to support this:

Provide a wide range of stimulating equipment to encourage children’s mark-making. Suggestions:

- large-scale sensory play, such as making marks with fingers in wet sand or in a tray of flour
- using sticks and leaves to make marks during Forest school sessions
- large brushes with paint or water
- dragging streamers through puddles

Once large-muscle co-ordination is developing well, children can develop small-muscle coordination.

Playground chalk, smaller brushes, pencils and felt pens will support this.





3 and 4-year-olds will be learning to:

Examples of how to support this:

Understand the five key concepts about print:

- print has meaning
- print can have different purposes
- we read English text from left to right and from top to bottom
- the names of the different parts of a book
- page sequencing

Draw children's attention to a wide range of examples of print with different functions. These could be a sign to indicate a bus stop or to show danger, a menu for choosing what you want to eat, or a logo that stands for a particular shop.

When reading to children, sensitively draw their attention to the parts of the books, for example, the cover, the author, the page number. Show children how to handle books and to turn the pages one at a time. Show children where the text is, and how English print is read left to right and top to bottom. Show children how sentences start with capital letters and end with full stops. Explain the idea of a 'word' to children, pointing out how some words are longer than others and how there is always a space before and after a word.

Develop their phonological awareness, so that they can:

- spot and suggest rhymes
- count or clap syllables in a word
- recognise words with the same initial sound, such as money and mother

Help children tune into the different sounds in English by making changes to rhymes and songs, like changing a word so that there is still a rhyme, for example: "Twinkle, twinkle yellow car"

Making rhymes personal to children: "Hey diddle diddle, the cat and fiddle, the cow jumped over Haroon."

Deliberately miss out a word in a rhyme, so the children have to fill it in: "Run, run, as fast as you **can**, you can't catch me I'm the gingerbread —."

Use magnet letters to spell a word ending like 'at'. Encourage children to put other letters in front to create rhyming words like 'hat' and 'cat'.



3 and 4-year-olds will be learning to:

Examples of how to support this:

Engage in extended conversations about stories, learning new vocabulary.

Choose books which reflect diversity.

Regular sharing of books and discussion of children's ideas and responses (dialogic reading) helps children to develop their early enjoyment and understanding of books. Simple picture books, including those with no text, can be powerful ways of learning new vocabulary (for example, naming what's in the picture). More complex stories will help children to learn a wider range of vocabulary. This type of vocabulary is not in everyday use but occurs frequently in books and other contexts. Examples include: 'caterpillar', 'enormous', 'forest', 'roar' and 'invitation'.

Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.

Write some or all of their name.

Motivate children to write by providing opportunities in a wide range of ways. Suggestions: clipboards outdoors, chalks for paving stones, boards and notepads in the home corner. Children enjoy having a range of pencils, crayons, chalks and pens to choose from. Apps on tablets enable children to mix marks, photos and video to express meanings and tell their own stories. Children are also motivated by simple home-made books, different coloured paper and paper decorated with fancy frames.

Write some letters accurately.

Help children to learn to form their letters accurately. First, they need a wide-ranging programme of physical skills development, inside and outdoors. Include large-muscle co-ordination: whole body, leg, arm and foot. This can be through climbing, swinging, messy play and parachute games, etc. Plan for small muscle co-ordination: hands and fingers. This can be through using scissors, learning to sew, eating with cutlery, using small brushes for painting and pencils for drawing. Children also need to know the language of direction ('up', 'down', 'round', 'back', etc).

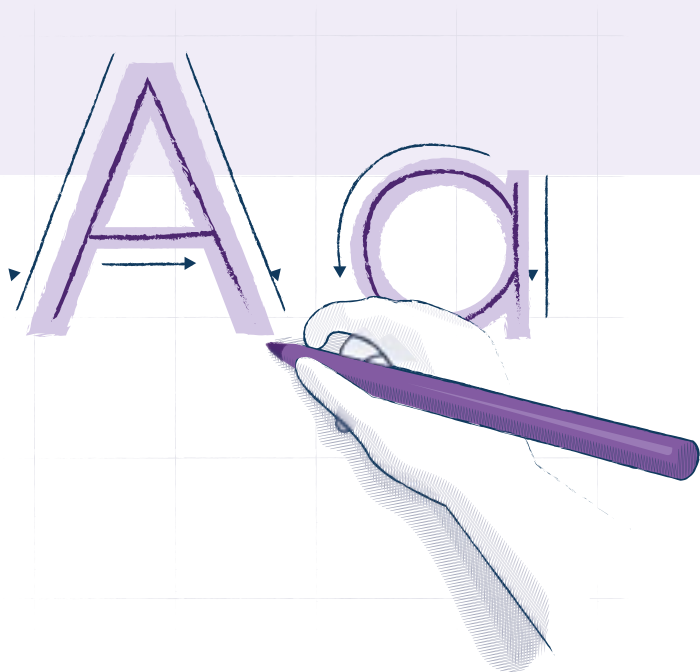


Children in reception will be learning to:

Read individual letters by saying the sounds for them.

Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.

Read some letter groups that each represent one sound and say sounds for them.



Examples of how to support this:

Help children to read the sounds speedily. This will make sound-blending easier.

Ask children to work out the word you say in sounds: for example, h-a-t > hat; sh-o-p > shop.

Show how to say sounds for the letters from left to right and blend them, for example, big, stamp.

Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'.

Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.

Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.



Children in reception will be learning to:

Examples of how to support this:

Read a few common exception words matched to the school's phonic programme.	Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.
Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge. Do not include words that include letter-sound correspondences that children cannot yet read, or exception words that have not been taught. Children should not be required to use other strategies to work out words.
Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read.
Form lower-case and capital letters correctly.	Teach formation as they learn the sounds for each letter using a memorable phrase, encouraging an effective pen grip. When forming letters, the starting point and direction are more important at this stage than the size or position of the letter on a line.
Spell words by identifying the sounds and then writing the sound with letter/s.	Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.



Children in reception will be learning to:

Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.

Re-read what they have written to check that it makes sense.

Examples of how to support this:

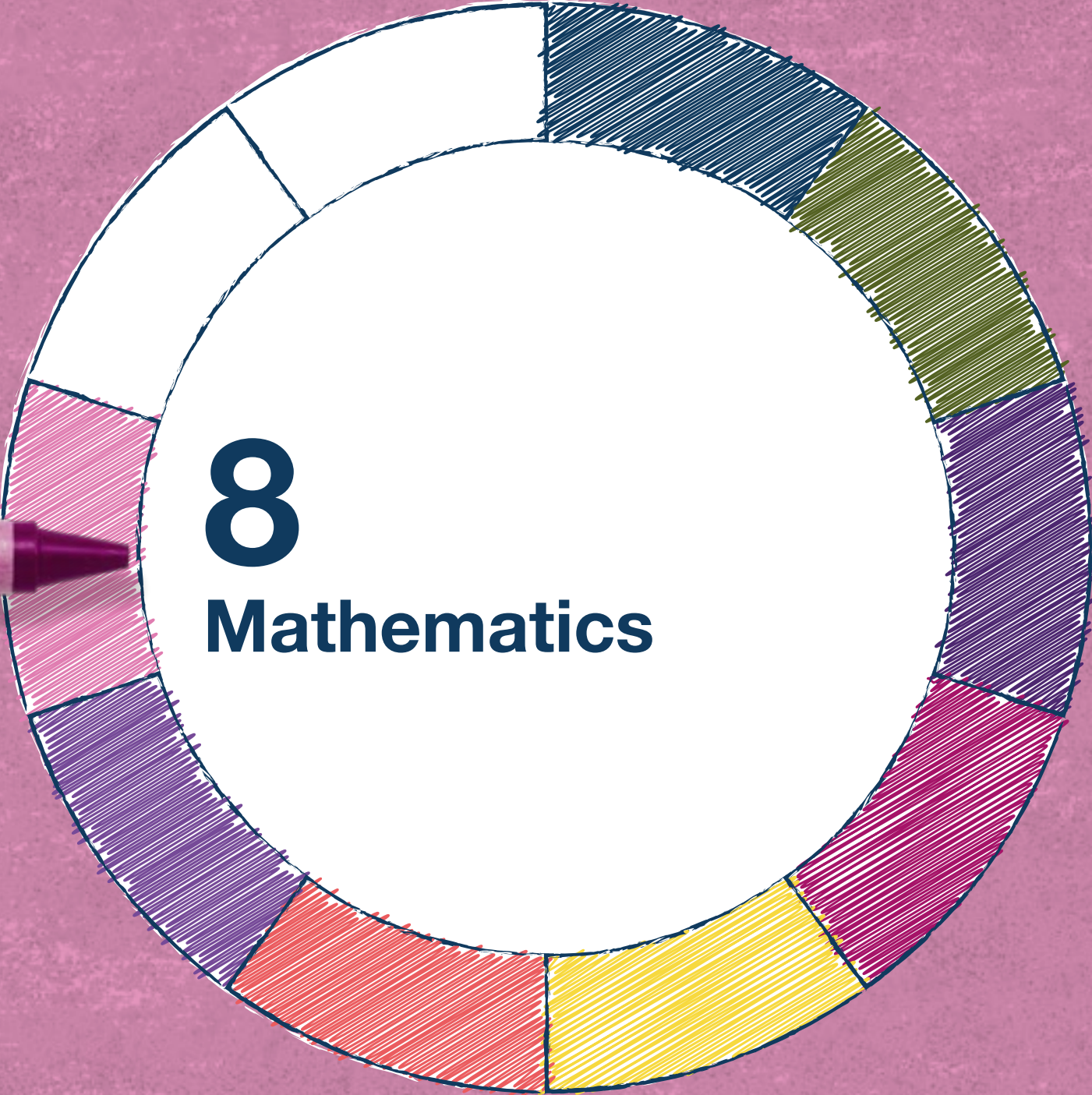
Support children to form the complete sentence orally before writing.

Help children memorise the sentence before writing by repeatedly saying it aloud.

Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences. Dictate sentences to ensure they contain only the taught sound-letter correspondences.

Model how you read and re-read your own writing to check it makes sense.





8

Mathematics

Mathematics

EYFS Statutory Educational Programme:

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.

By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop 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.





Birth to three – babies, toddlers and young children will be learning to:

Examples of how to support this:

Combine objects like stacking blocks and cups.
Put objects inside others and take them out again.

Encourage babies and young toddlers to play freely with a wide range of objects - toddlers engage spontaneously in mathematics during nearly half of every minute of free play. Suggestions: when appropriate, sensitively join in and comment on:

- interestingly shaped objects like vegetables, wooden pegs, spoons, pans, corks, cones, balls
- pots and pans, boxes and objects to put in them, shape sorters
- stacking cups: hiding one, building them into a tower, nesting them and lining them up.

Take part in finger rhymes with numbers.
React to changes of amount in a group of up to three items.

Use available opportunities, including feeding and changing times for finger-play, outdoors and inside, such as 'Round and round the garden'.

Sing finger rhymes which involve hiding and returning, like 'Two little dicky birds'.

Compare amounts, saying 'lots', 'more' or 'same'.
Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.

Draw attention to changes in amounts, for example, by adding more bricks to a tower, or eating things up.

Offer repeated experiences with the counting sequence in meaningful and varied contexts, outside and indoors. Suggestions: count fingers and toes, stairs, toys, food items, sounds and actions.

Count in everyday contexts, sometimes skipping numbers – '1-2-3-5'.

Help children to match their counting words with objects. Suggestions: move a piece of apple to one side once they have counted it. If children are saying one number word for each object, it is not always necessary to correct them if they skip a number. Learning to count accurately takes a long time and repeated experience. Confidence is important.



Birth to three – babies, toddlers and young children will be learning to:

Examples of how to support this:

Climb and squeeze themselves into different types of spaces.

Build with a range of resources.

Complete inset puzzles.

Describe children's climbing, tunnelling and hiding using spatial words like 'on top of', 'up', 'down' and 'through'.

Provide blocks and boxes to play freely with and build with, indoors and outside.

Provide inset puzzles and jigsaws at different levels of difficulty.

Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.

Use the language of size and weight in everyday contexts.

Provide objects with marked differences in size to play freely with. Suggestions: dolls' and adult chairs, tiny and big bears, shoes, cups and bowls, blocks and containers.

Notice patterns and arrange things in patterns.

Provide patterned material – gingham, polka dots, stripes etc. – and small objects to arrange in patterns. Use words like 'repeated' and 'the same' over and over.



3 and 4-year-olds will be learning to:

Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').

Recite numbers past 5.

Say one number for each item in order: 1,2,3,4,5.

Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').

Show 'finger numbers' up to 5.

Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.

Examples of how to support this:

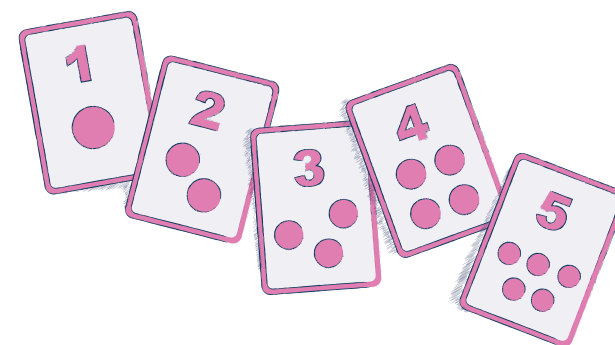
Point to small groups of two or three objects: "Look, there are two!" Occasionally ask children how many there are in a small set of two or three.

Regularly say the counting sequence, in a variety of playful contexts, inside and outdoors, forwards and backwards, sometimes going to high numbers. For example: hide and seek, rocket-launch countdowns.

Count things and then repeat the last number. For example: "1, 2, 3 – **3 cars**". Point out the number of things whenever possible; so, rather than just 'chairs', 'apples' or 'children', say 'two chairs', 'three apples', 'four children'.

Ask children to get you several things and emphasise the total number in your conversation with the child.

Use small numbers to manage the learning environment. Suggestions: have a pot labelled '5 pencils' or a crate for '3 trucks'. Draw children's attention to these throughout the session and especially at tidy-up time: "How many pencils should be in this pot?" or "How many have we got?" etc.





3 and 4-year-olds will be learning to:

Examples of how to support this:

Experiment with their own symbols and marks as well as numerals.

Solve real world mathematical problems with numbers up to 5.

Compare quantities using language: 'more than', 'fewer than'.

Encourage children in their own ways of recording (for example) how many balls they managed to throw through the hoop. Provide numerals nearby for reference. Suggestions: wooden numerals in a basket or a number track on the fence.

Discuss mathematical ideas throughout the day, inside and outdoors. Suggestions:

- "I think Jasmin has got more crackers..."
- support children to solve problems using fingers, objects and marks: "There are four of you, but there aren't enough chairs...."
- draw children's attention to differences and changes in amounts, such as those in stories like 'The Enormous Turnip'.

Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.

Encourage children to play freely with blocks, shapes, shape puzzles and shape-sorters.

Sensitively support and discuss questions like: "What is the same and what is different?"

Encourage children to talk informally about shape properties using words like 'sharp corner', 'pointy' or 'curvy'. Talk about shapes as you play with them: "We need a piece with a straight edge."



3 and 4-year-olds will be learning to:

Examples of how to support this:

Understand position through words alone – for example, “The bag is under the table,” – with no pointing.

Describe a familiar route.

Discuss routes and locations, using words like ‘in front of’ and ‘behind’.

Discuss position in real contexts. Suggestions: how to shift the leaves **off** a path or sweep water away **down** the drain.

Use spatial words in play, including ‘in’, ‘on’, ‘under’, ‘up’, ‘down’, ‘besides’ and ‘between’. Suggestion: “Let’s put the troll under the bridge and the billy goat beside the stream.”

Take children out to shops or the park: recall the route and the order of things seen on the way.

Set up obstacle courses, interesting pathways and hiding places for children to play with freely. When appropriate, ask children to describe their route and give directions to each other.

Provide complex train tracks, with loops and bridges, or water-flowing challenges with guttering that direct the flow to a water tray, for children to play freely with.

Read stories about journeys, such as ‘Rosie’s Walk’.

Make comparisons between objects relating to size, length, weight and capacity.

Provide experiences of size changes. Suggestions: “Can you make a puddle larger?”, “When you squeeze a sponge, does it stay small?”, “What happens when you stretch dough, or elastic?”

Talk with children about their everyday ways of comparing size, length, weight and capacity. Model more specific techniques, such as lining up ends of lengths and straightening ribbons, discussing accuracy: “Is it **exactly**...?”



3 and 4-year-olds will be learning to:

Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.

Combine shapes to make new ones – an arch, a bigger triangle, etc.

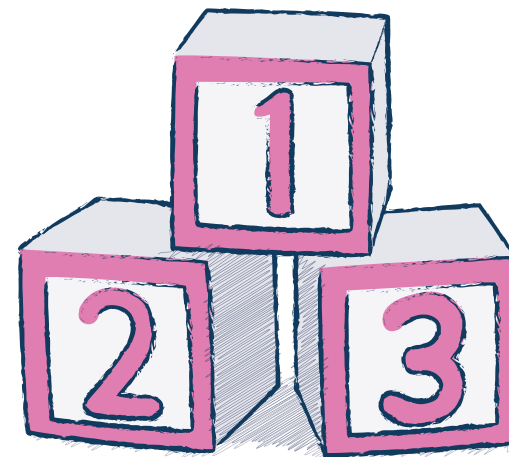
Examples of how to support this:

Provide a variety of construction materials like blocks and interlocking bricks. Provide den-making materials. Allow children to play freely with these materials, outdoors and inside. When appropriate, talk about the shapes and how their properties suit the purpose.

Provide shapes that combine to make other shapes, such as pattern blocks and interlocking shapes, for children to play freely with. When appropriate, discuss the different designs that children make.

Occasionally suggest challenges, so that children build increasingly more complex constructions.

Use tidy-up time to match blocks to silhouettes or fit things in containers, describing and naming shapes. Suggestion: “Where does this triangular one /cylinder /cuboid go?”





3 and 4-year-olds will be learning to:

Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.

Extend and create ABAB patterns – stick, leaf, stick, leaf.

Notice and correct an error in a repeating pattern.

Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

Examples of how to support this:

Provide patterns from different cultures, such as fabrics.

Provide a range of natural and everyday objects and materials, as well as blocks and shapes, for children to play with freely and to make patterns with. When appropriate, encourage children to continue patterns and spot mistakes.

Engage children in following and inventing movement and music patterns, such as clap, clap, stamp.

Talk about patterns of events, in cooking, gardening, sewing or getting dressed. Suggestions:

- 'First', 'then', 'after', 'before'
- "Every day we..."
- "Every evening we..."

Talk about the sequence of events in stories.

Use vocabulary like 'morning', 'afternoon', 'evening' and 'night-time', 'earlier', 'later', 'too late', 'too soon', 'in a minute'.

Count down to forthcoming events on the calendar in terms of number of days or sleeps. Refer to the days of the week, and the day before or day after, 'yesterday' and 'tomorrow'.



Children in reception will be learning to:

Count objects, actions and sounds.

Examples of how to support this:

Develop the key skills of counting objects including saying the numbers in order and matching one number name to each item.

Say how many there are after counting – for example, “...6, 7, 8. There are **8 balls**” – to help children appreciate that the last number of the count indicates the total number of the group. This is the cardinal counting principle.

Say how many there might be before you count to give a purpose to counting: “I think there are about 8. Shall we count to see?”

Count out a smaller number from a larger group: “Give me seven...”
Knowing when to stop shows that children understand the cardinal principle.

Build counting into everyday routines such as register time, tidying up, lining up or counting out pieces of fruit at snack time.

Sing counting songs and number rhymes and read stories that involve counting.

Play games which involve counting.

Identify children who have had less prior experience of counting and provide additional opportunities for counting practice.



Children in reception will be learning to:

Examples of how to support this:

Subitise.

Show small quantities in familiar patterns (for example, dice) and random arrangements.

Play games which involve quickly revealing and hiding numbers of objects.

Put objects into five frames and then ten frames to begin to familiarise children with the tens structure of the number system.

Prompt children to subitise first when enumerating groups of up to 4 or 5 objects: “I don’t think we need to count those. They are in a square shape so there must be 4.” Count to check.

Encourage children to show a number of fingers ‘all at once’, without counting.

Link the number symbol (numeral) with its cardinal number value.

Display numerals in order alongside dot quantities or tens frame arrangements.

Play card games such as snap or matching pairs with cards where some have numerals, and some have dot arrangements.

Discuss the different ways children might record quantities (for example, scores in games), such as tallies, dots and using numeral cards.



Children in reception will be learning to:

Examples of how to support this:

Count beyond ten.

Count verbally beyond 20, pausing at each multiple of 10 to draw out the structure, for instance when playing hide and seek, or to time children getting ready.

Provide images such as number tracks, calendars and hundred squares indoors and out, including painted on the ground, so children become familiar with two-digit numbers and can start to spot patterns within them.

Compare numbers.

Provide collections to compare, starting with a very different number of things. Include more small things and fewer large things, spread them out and bunch them up, to draw attention to the number not the size of things or the space they take up. Include groups where the number of items is the same.

Use vocabulary: 'more than', 'less than', 'fewer', 'the same as', 'equal to'. Encourage children to use these words as well.

Distribute items evenly, for example: "Put 3 in each bag," or give the same number of pieces of fruit to each child. Make deliberate mistakes to provoke discussion.

Tell a story about a character distributing snacks unfairly and invite children to make sure everyone has the same.

Understand the 'one more than/one less than' relationship between consecutive numbers.

Make predictions about what the outcome will be in stories, rhymes and songs if one is added, or if one is taken away.

Provide 'staircase' patterns which show that the next counting number includes the previous number plus one.



Children in reception will be learning to:

Explore the composition of numbers to 10.

Examples of how to support this:

Focus on composition of 2, 3, 4 and 5 before moving onto larger numbers

Provide a range of visual models of numbers: for example, six as double three on dice, or the fingers on one hand and one more, or as four and two with ten frame images.

Model conceptual subitising: “Well, there are three here and three here, so there must be six.”

Emphasise the parts within the whole: “There were 8 eggs in the incubator. Two have hatched and 6 have not yet hatched.”

Plan games which involve partitioning and recombining sets. For example, throw 5 beanbags, aiming for a hoop. How many go in and how many don’t?



Children in reception will be learning to:

Automatically recall number bonds for numbers 0–5 and some to 10.

Examples of how to support this:

Have a sustained focus on each number to and within 5. Make visual and practical displays in the classroom showing the different ways of making numbers to 5 so that children can refer to these.

Help children to learn number bonds through lots of hands-on experiences of partitioning and combining numbers in different contexts, and seeing subitising patterns.

Play hiding games with a number of objects in a box, under a cloth, in a tent, in a cave, etc.: “6 went in the tent and 3 came out. I wonder how many are still in there?”

Intentionally give children the wrong number of things. For example: ask each child to plant 4 seeds then give them 1, 2 or 3. “I’ve only got 1 seed, I need 3 more.”

Spot and use opportunities for children to apply number bonds: “There are 5 of us but only 2 clipboards. How many more do we need?”

Place objects into a five frame and talk about how many spaces are filled and unfilled.



Children in reception will be learning to:

Examples of how to support this:

Select, rotate and manipulate shapes to develop spatial reasoning skills.

Provide high-quality pattern and building sets, including pattern blocks, tangrams, building blocks and magnetic construction tiles, as well as found materials.

Challenge children to copy increasingly complex 2D pictures and patterns with these 3D resources, guided by knowledge of learning trajectories: “I bet you can’t add an arch to that,” or “Maybe tomorrow someone will build a staircase.”

Teach children to solve a range of jigsaws of increasing challenge.

Compose and decompose shapes so that children recognise a shape can have other shapes *within* it, just as numbers can.

Investigate how shapes can be combined to make new shapes: for example, two triangles can be put together to make a square. Encourage children to predict what shapes they will make when paper is folded. Wonder aloud how many ways there are to make a hexagon with pattern blocks.

Find 2D shapes within 3D shapes, including through printing or shadow play.

Continue, copy and create repeating patterns.

Make patterns with varying rules (including AB, ABB and ABBC) and objects and invite children to continue the pattern.

Make a deliberate mistake and discuss how to fix it.

Compare length, weight and capacity.

Model comparative language using ‘than’ and encourage children to use this vocabulary. For example: “This is heavier than that.”

Ask children to make and test predictions. “What if we pour the jugful into the teapot? Which holds more?”



9

Understanding the world

Understanding the world

EYFS Statutory Educational Programme:

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





Birth to three – babies, toddlers and young children will be learning to:

Repeat actions that have an effect.

Explore materials with different properties.

Explore natural materials, indoors and outside.

Examples of how to support this:

Encourage babies' explorations and movements, such as touching their fingers and toes. Show delight at their kicking and waving.

Provide open-ended play materials inside and outdoors.

Suggestion:

- Treasure Baskets for repeated exploration of textures, sounds, smells and tastes.
- Offer lots of different textures for exploration with fingers, feet and whole body. Suggestions: wet and dry sand, water, paint and playdough.



Birth to three – babies, toddlers and young children will be learning to:

Explore and respond to different natural phenomena in their setting and on trips.

Examples of how to support this:

Encourage toddlers and young children to enjoy and explore the natural world.

Suggestions:

- standing in the rain with wellies and umbrellas
- walking through tall grass
- splashing in puddles
- seeing the spring daffodils and cherry blossom
- looking for worms and minibeasts
- visiting the beach and exploring the sand, pebbles and paddling in the sea

Encourage children's exploration, curiosity, appreciation and respect for living things.

Suggestions:

- sharing the fascination of a child who finds woodlice teeming under an old log
- modelling the careful handling of a worm and helping children return it to the dug-up soil
- carefully planting, watering and looking after plants they have grown from seeds

Encourage children to bring natural materials into the setting, such as leaves and conkers picked up from the pavement or park during autumn.



Birth to three – babies, toddlers and young children will be learning to:

Make connections between the features of their family and other families.

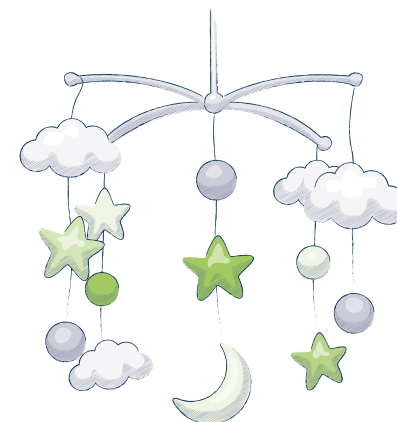
Notice differences between people.

Examples of how to support this:

Be open to children talking about differences and what they notice. For example, when children ask questions like: “Why do you wear a scarf around your head?” or “How come your hair feels different to mine?” Point out the similarities between different families, as well as discussing differences.

Model positive attitudes about the differences between people including differences in race and religion. Support children’s acceptance of difference. Have resources which include:

- positive images of people who are disabled
- books and play materials that reflect the diversity of life in modern Britain including racial and religious diversity
- materials which confront gender stereotypes.





3 and 4-year-olds will be learning to:

Examples of how to support this:

Use all their senses in hands-on exploration of natural materials.

Explore collections of materials with similar and/or different properties.

Talk about what they see, using a wide vocabulary.

Provide interesting natural environments for children to explore freely outdoors.

Make collections of natural materials to investigate and talk about.

Suggestions:

- contrasting pieces of bark
- different types of leaves and seeds
- different types of rocks
- different shells and pebbles from the beach

Provide equipment to support these investigations.

Suggestions: magnifying glasses or a tablet with a magnifying app.

Encourage children to talk about what they see.

Model observational and investigational skills. Ask out loud: “I wonder if...?”

Plan and introduce new vocabulary, encouraging children to use it to discuss their findings and ideas.

Begin to make sense of their own life-story and family's history.

Spend time with children talking about photos and memories. Encourage children to retell what their parents told them about their life-story and family.



3 and 4-year-olds will be learning to:

Examples of how to support this:

Show interest in different occupations.

Invite different people to visit from a range of occupations, such as a plumber, a farmer, a vet, a member of the emergency services or an author.

Plan and introduce new vocabulary related to the occupation and encourage children to use it in their speech and play. Consider opportunities to challenge gender and other stereotypes.

Explore how things work.

Provide mechanical equipment for children to play with and investigate. Suggestions: wind-up toys, pulleys, sets of cogs with pegs and boards.

Plant seeds and care for growing plants.

Show and explain the concepts of growth, change and decay with natural materials.

Understand the key features of the life cycle of a plant and an animal.

Suggestions:

Begin to understand the need to respect and care for the natural environment and all living things.

- plant seeds and bulbs so children observe growth and decay over time
- observe an apple core going brown and mouldy over time
- help children to care for animals and take part in first-hand scientific explorations of animal life cycles, such as caterpillars or chick eggs.

Plan and introduce new vocabulary related to the exploration. Encourage children to use it in their discussions, as they care for living things.

Encourage children to refer to books, wall displays and online resources. This will support their investigations and extend their knowledge and ways of thinking.



3 and 4-year-olds will be learning to:

Examples of how to support this:

Explore and talk about different forces they can feel.

Draw children's attention to forces.

Suggestions:

- how the water pushes up when they try to push a plastic boat under it
- how they can stretch elastic, snap a twig, but cannot bend a metal rod
- magnetic attraction and repulsion

Plan and introduce new vocabulary related to the exploration and encourage children to use it.

Talk about the differences between materials and changes they notice.

Provide children with opportunities to change materials from one state to another.

Suggestions:

- cooking – combining different ingredients, and then cooling or heating (cooking) them
- melting – leave ice cubes out in the sun, see what happens when you shake salt onto them (children should not touch to avoid danger of frostbite)

Explore how different materials sink and float.

Explore how you can shine light through some materials, but not others. Investigate shadows.

Plan and introduce new vocabulary related to the exploration and encourage children to use it.



3 and 4-year-olds will be learning to:

Examples of how to support this:

Continue developing positive attitudes about the differences between people.

Ensure that resources reflect the diversity of life in modern Britain.

Encourage children to talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities.

Answer their questions and encourage discussion. Suggestion: talk positively about different appearances, skin colours and hair types.

Celebrate and value cultural, religious and community events and experiences.

Help children to learn each other's names, modelling correct pronunciation.

Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Practitioners can create books and displays about children's families around the world, or holidays they have been on. Encourage children to talk about each other's families and ask questions.

Use a diverse range of props, puppets, dolls and books to encourage children to notice and talk about similarities and differences.



Children in reception will be learning to:

Examples of how to support this:

Talk about members of their immediate family and community.

During dedicated talk time, listen to what children say about their family.

Share information about your own family, giving children time to ask questions or make comments.

Encourage children to share pictures of their family and listen to what they say about the pictures.

Using examples from real life and from books, show children how there are many different families.

Name and describe people who are familiar to them.

Talk about people that the children may have come across within their community, such as delivery and shop staff, hairdressers, the police, the fire service, nurses, doctors and teachers.

Listen to what children say about their own experiences with people who are familiar to them.



Children in reception will be learning to:

Examples of how to support this:

Comment on images of familiar situations in the past.

Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences.

Offer hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance. Include a focus on the lives of both women and men.

Show images of familiar situations in the past, such as homes, schools, and transport.

Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past.

Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.

Compare and contrast characters from stories, including figures from the past.

Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present.

Feature fictional and non-fictional characters from a range of cultures and times in storytelling. Listen to what children say about them.

Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes.

In addition to storytelling, introduce characters, including those from the past using songs, poems, puppets, role play and other storytelling methods.



Children in reception will be learning to:

Examples of how to support this:

Draw information from a simple map.

Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate.

Familiarise children with the name of the road, and or village/town/city the school is located in.

Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features.

Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.

Understand that some places are special to members of their community.

Name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own experiences where possible.

Take children to places of worship and places of local importance to the community.

Invite visitors from different religious and cultural communities into the classroom to share their experiences with children.

Recognise that people have different beliefs and celebrate special times in different ways.

Weave opportunities for children to engage with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year.

Help children to begin to build a rich bank of vocabulary with which to describe their own lives and the lives of others.



Children in reception will be learning to:

Recognise some similarities and differences between life in this country and life in other countries.

Explore the natural world around them.

Examples of how to support this:

Teach children about places in the world that contrast with locations they know well.

Use relevant, specific vocabulary to describe contrasting locations.

Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see.

Avoid stereotyping and explain how children's lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on.

Provide children with have frequent opportunities for outdoor play and exploration.

Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.

Create opportunities to discuss how we care for the natural world around us.

Offer opportunities to sing songs and join in with rhymes and poems about the natural world.

After close observation, draw pictures of the natural world, including animals and plants.

Observe and interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water.



Children in reception will be learning to:

Examples of how to support this:

Describe what they see, hear and feel whilst outside.

Encourage focused observation of the natural world.

Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.

Encourage positive interaction with the outside world, offering children a chance to take supported risks, appropriate to themselves and the environment within which they are in.

Name and describe some plants and animals children are likely to see, encouraging children to recognise familiar plants and animals whilst outside.

Recognise some environments that are different from the one in which they live.

Teach children about a range of contrasting environments within both their local and national region.

Model the vocabulary needed to name specific features of the world, both natural and made by people.

Share non-fiction texts that offer an insight into contrasting environments.

Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.



Children in reception will be learning to:

Understand the effect of changing seasons on the natural world around them.

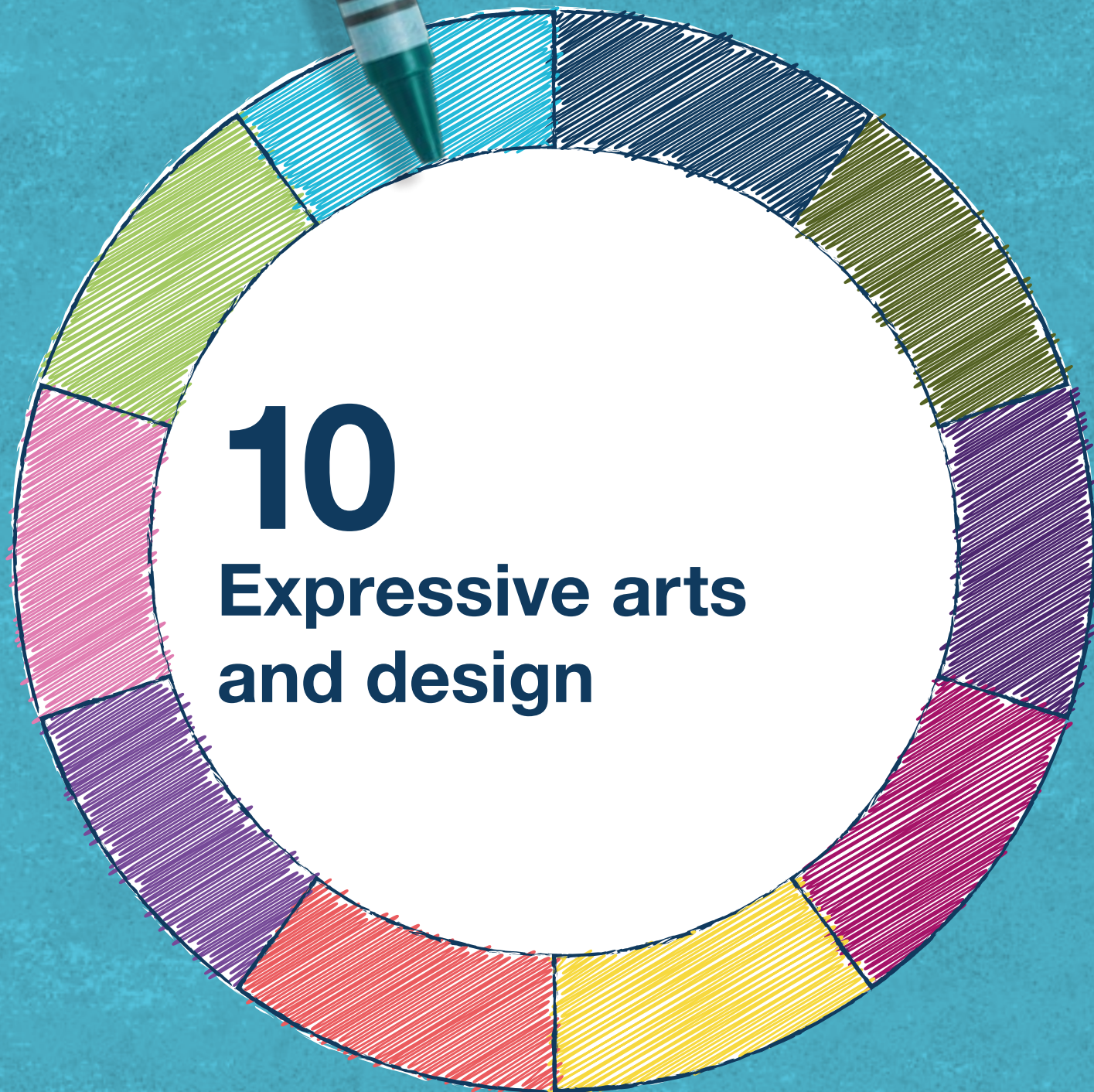
Examples of how to support this:

Guide children's understanding by draw children's attention to the weather and seasonal features.

Provide opportunities for children to note and record the weather. Select texts to share with the children about the changing seasons.

Throughout the year, take children outside to observe the natural world and encourage children to observe how animals behave differently as the seasons change.

Look for children incorporating their understanding of the seasons and weather in their play.



10

Expressive arts and design

Expressive arts and design

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





Birth to three – babies, toddlers and young children will be learning to:

Examples of how to support this:

Show attention to sounds and music.

Respond emotionally and physically to music when it changes.

Move and dance to music.

Anticipate phrases and actions in rhymes and songs, like 'Peepo'.

Explore their voices and enjoy making sounds.

Babies are born ready to enjoy and make music from birth.

Stimulate their enjoyment of music through singing and playing musical and singing games which are attuned to the baby.

Provide babies, toddlers and young children with a range of different types of singing, sounds and music from diverse cultures. Music and singing can be live as well as pre-recorded.

Play and perform music with different:

- dynamics (loud/quiet)
- tempo (fast/slow)
- pitch (high/low)
- rhythms (pattern of sound)

Join in with songs and rhymes, making some sounds.

Make rhythmical and repetitive sounds.

Explore a range of soundmakers and instruments and play them in different ways.

Notice patterns with strong contrasts and be attracted by patterns resembling the human face.

Introduce children to songs, including songs to go with routines. Suggestion: when washing hands, sing "This is the ways we wash our hands..."

Provide children with instruments and with 'found objects'. Suggestions: tapping a bottle onto the table or running a twig along a fence. Encourage children to experiment with different ways of playing instruments.

Ensure that the physical environment includes objects and materials with different patterns, colours, tones and textures for babies and young children to explore.



Birth to three – babies, toddlers and young children will be learning to:

Examples of how to support this:

Start to make marks intentionally.

Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.

Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.

Stimulate babies' and toddlers' early interest in making marks. Offer a wide range of different materials and encourage children to make marks in different ways.

Suggestions:

- invite them to submerge their fingers in cornflour
- play with a stick in the mud
- place hands and feet in paint
- use tablets or computers
- introduce colour names

Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.

Introduce children to a broad selection of action songs from different cultures and languages. Sing songs regularly so that children learn the words, melody and actions off by heart.

Encourage children to accompany action songs. They can do this with their own movements or by playing instruments.

Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.

Children generally start to understand the difference between pretend and real from around the age of 2.

Help children to develop their pretend play by modelling, sensitively joining in and helping them to elaborate it. Suggestion: help to develop a child's home corner play of feeding a 'baby', by suggesting a nappy-change and then a song as you settle the 'baby' to sleep.



Birth to three – babies, toddlers and young children will be learning to:

Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.

Use their imagination as they consider what they can do with different materials.

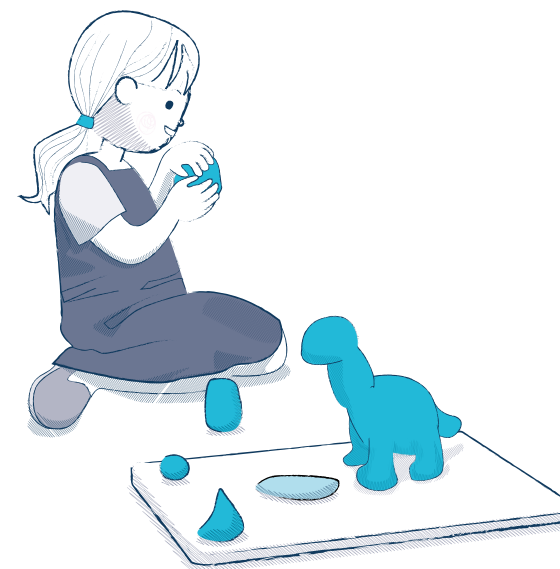
Make simple models which express their ideas.

Examples of how to support this:

Stimulate young children's interest in modelling.

Suggestions: provide a wide range of found materials ('junk') as well as blocks, clay, soft wood, card, offcuts of fabrics and materials with different textures. Provide appropriate tools and joining methods for the materials offered.

Encourage young children to explore materials/ resources finding out what they are/what they can do and decide how they want to use them.





3 and 4-year-olds will be learning to:

Take part in simple pretend play, using an object to represent something else even though they are not similar.

Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.

Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.

Examples of how to support this:

Children generally start to develop pretend play with 'rules' when they are 3 or 4 years old. Suggestion: offer pinecones in the home corner for children to pour into pans and stir like pasta.

Some rules are self-created (the pole is now a horse, or the pinecones are now pasta in the pot). Other rules are group-created (to play in the home corner, you must accept the rule that one of your friends is pretending to be a baby).

Provide lots of flexible and open-ended resources for children's imaginative play.

Help children to negotiate roles in play and sort out conflicts.

Notice children who are not taking part in pretend play, and help them to join in.



3 and 4-year-olds will be learning to:

Explore different materials freely, to develop their ideas about how to use them and what to make.

Develop their own ideas and then decide which materials to use to express them.

Join different materials and explore different textures.

Examples of how to support this:

Offer opportunities to explore scale.

Suggestions:

- long strips of wallpaper
- child size boxes
- different surfaces to work on e.g., paving, floor, tabletop or easel

Listen and understand what children want to create before offering suggestions.

Invite artists, musicians and craftspeople into the setting, to widen the range of ideas which children can draw on.

Suggestions: glue and masking tape for sticking pieces of scrap materials onto old cardboard boxes, hammers and nails, glue guns, paperclips and fasteners.



3 and 4-year-olds will be learning to:

Create closed shapes with continuous lines and begin to use these shapes to represent objects.

Draw with increasing complexity and detail, such as representing a face with a circle and including details.

Use drawing to represent ideas like movement or loud noises.

Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.

Explore colour and colour mixing.

Show different emotions in their drawings – happiness, sadness, fear, etc.

Listen with increased attention to sounds.

Respond to what they have heard, expressing their thoughts and feelings.

Examples of how to support this:

Help children to develop their drawing and modelmaking. Encourage them to develop their own creative ideas. Spend sustained time alongside them. Show interest in the meanings children give to their drawings and models. Talk together about these meanings.

Encourage children to draw from their imagination and observation.

Help children to add details to their drawings by selecting interesting objects to draw, and by pointing out key features to children and discussing them.

Talk to children about the differences between colours. Help them to explore and refine their colour mixing – for example: “How does blue become green?”

Introduce children to the work of artists from across times and cultures. Help them to notice where features of artists’ work overlap with the children’s, for example in details, colour, movement or line.

Help children to develop their listening skills through a range of active listening activities. Notice ‘how’ children listen well, for example: listening whilst painting or drawing, or whilst moving.

Play, share and perform a wide variety of music and songs from different cultures and historical periods.

Play sound-matching games.



3 and 4-year-olds will be learning to:

Examples of how to support this:

Remember and sing entire songs.

Sing the pitch of a tone sung by another person ('pitch match').

Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.

Create their own songs or improvise a song around one they know.

When teaching songs to children be aware of your own pitch (high/low). Children's voices are higher than adult voices. When supporting children to develop their singing voice use a limited pitch range. For example, 'Rain rain' uses a smaller pitch (high/low) range than many traditional nursery rhymes. Children's singing voices and their ability to control them is developing. Encourage them to use their 'singing' voice: when asked to sing loudly, children often shout.

Sing slowly, so that children clearly hear the words and the melody of the song.

Use songs with and without words – children may pitch-match more easily without words. Try using one-syllable sounds such as 'ba'.

Clap or tap to the pulse of songs or music and encourage children to do this.

Play instruments with increasing control to express their feelings and ideas.

Offer children a wide range of different instruments, from a range of cultures. This might also include electronic keyboards and musical apps on tablets.

Encourage children to experiment with different ways of playing instruments. Listen carefully to their music making and value it. Suggestion: record children's pieces, play the pieces back to the children and include them in your repertoire of music played in the setting.



Children in reception will be learning to:

Explore, use and refine a variety of artistic effects to express their ideas and feelings.

Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Create collaboratively, sharing ideas, resources and skills.

Examples of how to support this:

Teach children to develop their colour-mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate.

Provide opportunities to work together to develop and realise creative ideas.

Provide children with a range of materials for children to construct with. Encourage them to think about and discuss what they want to make. Discuss problems and how they might be solved as they arise. Reflect with children on how they have achieved their aims.

Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.

Provide a range of materials and tools and teach children to use them with care and precision. Promote independence, taking care not to introduce too many new things at once.

Encourage children to notice features in the natural world. Help them to define colours, shapes, texture and smells in their own words. Discuss children's responses to what they see.

Visit galleries and museums to generate inspiration and conversation about art and artists.



Children in reception will be learning to:

Examples of how to support this:

Listen attentively, move to and talk about music, expressing their feelings and responses.

Give children an insight into new musical worlds. Introduce them to different kinds of music from across the globe, including traditional and folk music from Britain.

Invite musicians in to play music to children and talk about it.

Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.

Watch and talk about dance and performance art, expressing their feelings and responses.

Offer opportunities for children to go to a live performance, such as a pantomime, play, music or dance performance.

Provide related costumes and props for children to incorporate into their pretend play.

Sing in a group or on their own, increasingly matching the pitch and following the melody.

Play pitch-matching games, humming or singing short phrases for children to copy.

Use songs with and without words – children may pitch match more easily with sounds like ‘ba’.

Sing call-and-response songs, so that children can echo phrases of songs you sing.

Introduce new songs gradually and repeat them regularly.

Sing slowly, so that children can listen to the words and the melody of the song.



Children in reception will be learning to:

Develop storylines in their pretend play.

Examples of how to support this:

Provide a wide range of props for play which encourage imagination. Suggestions: different lengths and styles of fabric can become capes, the roof of a small den, a picnic rug or an invisibility cloak.

Support children in deciding which role they might want to play and learning how to negotiate, be patient and solve conflicts.

Help children who find it difficult to join in pretend play. Stay next to them and comment on the play. Model joining in. Discuss how they might get involved.



Children in reception will be learning to:

Explore and engage in music making and dance, performing solo or in groups.

Examples of how to support this:

Notice and encourage children to keep a steady beat, this may be whilst singing and tapping their knees, dancing to music, or making their own music with instruments and sound makers.

Play movement and listening games that use different sounds for different movements. Suggestions: march to the sound of the drum or creep to the sound of the maraca.

Model how to tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song.

Play music with a pulse for children to move in time with and encourage them to respond to changes: they could jump when the music suddenly becomes louder, for example.

Encourage children to create their own music.

Encourage children to replicate choreographed dances, such as pop songs and traditional dances from around the world.

Encourage children to choreograph their own dance moves, using some of the steps and techniques they have learnt.

Many thanks to

Dr Julian Grenier, lead of the East London Research School and headteacher of Sheringham Nursery School and Children's Centre, for his work in developing this guidance, alongside the early years organisations, practitioners and professionals who kindly contributed their advice and expertise.

ICAN for giving permission for some of their materials on Communication and Language to be used and replicated within this guidance.

Nicola Burke, author of Musical Development Matters (MDM) and Early Education for giving permission for material from MDM to be used and replicated within this guidance. MDM can be downloaded in full from Early Education: <https://www.earlyeducation.org.uk/musical-development-matters>

© Crown copyright 2021

This publication (not including logos) is licensed under the terms of the Open Government Licence v3.0 except where otherwise stated. Where we have identified any third-party copyright information you will need to obtain permission from the copyright holders concerned.

To view this licence:

visit www.nationalarchives.gov.uk/doc/open-government-licence/version/3 email psi@nationalarchives.gsi.gov.uk

write to Information Policy Team, The National Archives, Kew, London, TW9 4DU

About this publication:

enquiries www.education.gov.uk/contactus download www.gov.uk/government/publications

Reference: DfE-00150-2020



Follow us on Twitter:
[@educationgovuk](https://twitter.com/educationgovuk)



Like us on Facebook:
facebook.com/educationgovuk