



Supporting 3 years + Development

The table below shows how our practitioners support preschoolers' (30-60 months) development through our practice and through the provision of an effective learning environment. It has been organised into the areas of the Early Years Foundation Stage.

Personal, Social and Emotional Development

Aspect	Effective Practice	Planning and Resources
<p>PSED:</p> <p>Attitudes and Dispositions</p>	<ul style="list-style-type: none"> Interact with children in support of their interests and give them scope to learn from many things, including their mistakes Encourage children to see adults as a resource and as partners in their learning Support children in developing positive relationships by challenging negative or detrimental comments and actions towards other peers or adults Teach children to use and care for materials, and then trust them to do so independently Give children the opportunity to complete projects to their satisfaction Encourage children to explore and talk about what they are learning, valuing their ideas and ways of doing things 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 they can participate fully 	<ul style="list-style-type: none"> Vary activities so that children are introduced to different materials. Plan activities that require collaboration. Make materials easily accessible to all children, to ensure everybody can make choices. Give time for children to pursue their learning without interruption, and to return to activities. Provide experiences and activities that are challenging but achievable. 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.
<p>PSED:</p> <p>Self-confidence and</p>	<ul style="list-style-type: none"> Ensure that key practitioners offer extra support to children in new situations Create positive relationships with parents by listening to them and offering information and support 	<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. Provide role-play areas with a variety of resources

Self-esteem	<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. Ensure that children learning English as an additional language have opportunities to express themselves in their home language some of the time • Anticipate the best from each child, and be alert for evidence of their strengths • Invite people from a range of cultural backgrounds to talk about aspects of their lives or things they do in their work, such as a volunteer who helps people become familiar with their local area • Support children's growing ability to express a wide range of feelings orally, and talk about their own experiences • Encourage children to share their feelings and talk about why they respond to experiences in particular ways • Explain carefully why some children might need extra help or support for some things, or why some children feel upset by a particular thing. This helps children understand that when it is required their individual needs will be met • Help children and parents to see the ways in which their cultures and beliefs are similar, encouraging them to contribute to the curriculum by sharing and discussing practises, resources, celebrations and experiences 	<p>reflecting diversity.</p> <ul style="list-style-type: none"> • Make a display with the children, showing all the people who make up the community of the setting. • Plan circle times when children can have an opportunity to talk about their feelings and support them by providing props, such as a sad puppet, that can be used to show how they feel. • Keep a diary with children, and refer to it from time to time to help them recall when they were happy, when they were excited, or when they felt lonely. • Collect information that helps children to understand why people do things differently from each other, and encourage children to talk about these differences. • Share stories that reflect the diversity of children's experiences.
<p>PSED:</p> <p>Making Relationships</p>	<ul style="list-style-type: none"> • Establish routines with predictable sequences and events • Encourage children to choose to play with a variety of friends, so that everyone in the group experiences being included • Prepare children for changes that may occur in the routine • Support children in linking openly and confidently with 	<ul style="list-style-type: none"> • Provide stability in staffing and in grouping of the children. • Provide time, space and materials for children to collaborate with one another in different ways, for example, and building constructions. • Provide a role-play area resourced with materials

	<p>others, for example, to seek help or check information</p> <ul style="list-style-type: none"> • Ensure that children and adults make opportunities to listen to each other and explain their actions • Be aware and respond to particular needs of children who are learning English as an additional language 	<p>reflecting children's family lives and communities.</p> <ul style="list-style-type: none"> • Provide activities that involve turn taking and sharing. • Involve children in agreeing codes of behaviour and taking responsibility for implementing them.
<p>PSED:</p> <p>Behaviour and Self-Control</p>	<ul style="list-style-type: none"> • Share with parents the rationale of boundaries and expectations to maintain a joint approach • Demonstrate concern and respect for others, living things and the environment • Be alert to injustices and let children see that they are addressed and resolved • Ensure that children have opportunities to identify and discuss boundaries, so that they understand why they are there and what they intend to achieve • Help children's understanding of what is right and wrong by explaining why it is wrong to hurt someone, or why it is acceptable to take a second piece of fruit after everybody else has had some • Involve children in identifying issues and finding solutions 	<ul style="list-style-type: none"> • Set, explain and maintain clear, reasonable and consistent limits so that children can play and work feeling safe and secure. • Collaborate with children in creating explicit rules for the care of the environment. • Make time to listen to children respectfully when they raise injustices, and involve them in finding a 'best fit' solution. • Provide books with stories about characters that follow or break rules, and the effects of their behaviour on others. • Affirm and praise positive behaviour, explaining that it makes children and adults feel happier. • Encourage children to think about issues from the viewpoint of others.
<p>PSED:</p> <p>Self-Care</p>	<ul style="list-style-type: none"> • Give children time to try before intervening to support and guide them 	<ul style="list-style-type: none"> • Plan opportunities for children to take the initiative in their learning. • Provide means for children to keep track of, and share, their achievements. • Build on children's ideas to plan new experiences that present challenges. • Provide opportunities for self-chosen activities, and for choices within adult-initiated activities.
PSED:	<ul style="list-style-type: none"> • Encourage children to develop positive relationships with 	<ul style="list-style-type: none"> • Provide activities and opportunities for children to share

Sense of Community	<p>community members, such as fire fighters who visit the setting</p> <ul style="list-style-type: none"> • Strengthen the positive impressions children have of their own cultures and faiths, and those of other, by sharing and celebrating a range of practises and special events • Encourage children to talk with each other about similarities and differences in their experiences, and the reasons for these, supported by props for story telling, reflecting experiences of children who are both like and different from them • Develop strategies to combat negative bias and, where necessary, support children and adults to unlearn discriminatory attitudes 	<p>experiences and knowledge from different parts of their lives with each other.</p> <ul style="list-style-type: none"> • Give children opportunities to be curious, enthusiastic, engaged and tranquil, so developing a sense of inner-self and peace. • Ensure that all children are given support for children learning English as an additional language.
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Communication, Language and Literacy

Aspect	Effective Practice	Planning and Resources
CLL: Language for Communication	<ul style="list-style-type: none"> • Talk with children to make links between their gestures and words, for example, "Your face does look cross. Has something upset you?" • Support children in using a variety of communication strategies, including signing, where appropriate • Listen to children, and take into account what they say in your responses to them • 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' • Share rhymes, books and stories from different 	<ul style="list-style-type: none"> • Encourage children to express their needs and feelings in words. • Provide opportunities for children whose home language is other than English, to use that language. • Find out from parents how children make themselves understood at home; confirm which is their preferred language. • Set up a listening area where children enjoy rhymes and stories. • 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

	<p>cultures, sometimes using languages other than English, particularly where children are learning English as an additional language</p> <ul style="list-style-type: none"> • Give children clear directions and help them to deal with those involving more than one action, for example, "Put the cars away, please, then come and wash your hands and get ready for lunch" • When introducing a new activity, use mime and gesture to support language development. Showing children a photograph of an activity such as hand washing helps to reinforce understanding • Provide practical experiences that encourage children to ask and respond to questions, for example, explaining pulleys or wet and dry sand • Introduce new words into the context of play and activities • Show interest in the words children use to communicate and describe their experiences • Help children expand on what they say, introducing and reinforcing the use of more complex sentences • Encourage conversation with others and demonstrate appropriate conversations: 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 alright...?", "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 	<p>rhymes in other languages.</p> <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. • Help children to build their vocabulary by extending the range of their experiences. • Ensure that all practitioners use correct grammar. • Give time 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 want to say it. • Set up collaborative tasks, for example, construction, food activities or story making through role-play. Help children to talk about and plan how they will begin, what parts each will play and what materials they will need. • Provide opportunities for talking for a wide range of purposes, for example, to present ideas to others as descriptions, explanations, instructions or justifications, and to discuss and plan individual or shared activities. • Foster children's enjoyment of spoken and written language by providing interesting and stimulating play opportunities. • Provide word banks and writing resources for both indoor and outdoor play. • Resource role-play areas with listening and writing equipment and provide easy access to word banks. • Provide opportunities for children to participate in meaningful speaking and listening activities. For example, taking models that they have made to show children in another class and explaining how they were made.
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	<p>stories and events</p> <ul style="list-style-type: none"> • Encourage children to experiment with words in sounds, for example, in nonsense rhymes 	
<p>CLL:</p> <p>Language for Thinking</p>	<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, for example, "You told me this model was going to be a tractor. What's the lever for?" • Ask children to think in advance about how they will accomplish a task. Talk through and sequence the stages together • Use stories from books to focus children's attention on predictions and explanations, for example, "Why did the boat turn over?" • Help children identify patterns, for example, what generally happens to 'good' and 'wicked' characters at the end of stories; to draw conclusions, "The sky has gone dark, it must be going to rain": to explain effect, "It sank because it was too heavy": to predict, "It might not grow in there if it is too dark" and to speculate, "What if the bridge falls down?" • Take an interest in what and how children think and not just what they know 	<ul style="list-style-type: none"> • Set up shared experiences that children can reflect upon, for example, 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. • Set up displays that remind children of what they have experienced, using objects, artefacts, photographs and books. • Provide for, initiate and join in imaginative play and role-play, encouraging children to talk about what is happening and to act out the scenarios in character.
<p>CLL:</p> <p>Linking Sounds and Letters</p>	<ul style="list-style-type: none"> • When singing or saying rhymes, talk about similarities in rhyming words. Make up alternative endings and encourage children to supply the last word of the second line, for example, 'Hickory, Dickory boot, The mouse ran down the ...' • Talk to children about the letters that represent the 	<ul style="list-style-type: none"> • When making up alliterative jingles, draw attention to the similarities in sounds at the beginning of the words and emphasise the initial sound, for example, "mmmmmmmy", "shshshshadow", "k-k-k-k-Katy". • Ensure that role-play areas encourage writing of signs with a real purpose, for example, a pet shop.

	<p>sounds they hear at the beginning of their own names and other familiar words. Incorporate these in games</p> <ul style="list-style-type: none"> • Demonstrate writing so that children can see spelling in action. Encourage them to use their own grapheme-phoneme knowledge to what they read and write • When children are ready (usually by the age of five) provide systematic regular phonics sessions. These should be multi-sensory in order to capture their interests, sustain motivation and reinforce learning 	<ul style="list-style-type: none"> • Plan fun activities and games that help children create rhyming strings of real and imaginary words, for example, Maddie, daddy, baddie, laddie. • When practitioners judge that children are ready to begin a programme a systematic phonic work they should refer to the guidance on the EYFS CD-ROM, which can be found in areas of learning and development: Communication, Language and Literacy: Early Reading. This will support practitioners working in the EYFS and beyond to start teaching the phonic knowledge and skills children need to be able to recognise words and read them with fluency by the end of KS1. Practitioners need to make principle professional judgements as to when individual children are ready to start such work. For most children this will be by the age of five.
<p>CLL: Reading</p>	<ul style="list-style-type: none"> • Encourage children to use the stories they hear in their play • Discuss with children the characters in books being read. Encourage them to predict outcomes, to think of alternative endings and to compare plots and the feelings of characters with their own experiences • Focus on meaningful print such as a child's name, words on a cereal packet or book title, 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 books • Read stories that children already know, pausing at intervals to encourage them to 'read' the next word • Create imaginary words to describe, for example, monsters or other strong characters in stories and 	<ul style="list-style-type: none"> • Create an attractive book area where children and adults can enjoy books together. • Provide some simple poetry, song, fiction and non-fiction books, include books containing photographs of the children that can be read by adults and that children can begin to read by themselves. • Create an environment rich in print where children can learn about words, for example, using names and labels. • Introduce children to books and other materials that provide information and instructions, such as reading a recipe to make a cake. • Ensure access to stories for all children by using a range of visual cues and story props. • Plan to include home language and bilingual story sessions by involving qualified bilingual adults, as well as enlisting the help of adults.

	<p>poems</p> <ul style="list-style-type: none"> • Discuss and model ways of finding out information from non-fiction texts • Explain to parents the importance of reading to children, ask about favourite books, and offer book loans • Help children identify the main events in story and to enact stories, as the basis for further imaginative play • Make story boxes with the children. Practitioners should maximise the opportunities that these reading activities present to reinforce and apply children's phonetic knowledge and skills, particularly once they have started a programme of systematic phonic work, which will enable children to recognise words and read them for meaning. For example, demonstrate using phonics as the prime approach to decode words while children can see the text, for example, using big books • Encourage children to recall words they see frequently, such as 'welcome', their own friends' names, 'open' and 'bus stop' • Play word bingo to develop children's grapheme correspondence, so they can rapidly decode words 	<ul style="list-style-type: none"> • When practitioners judge that children are ready to begin a programme of systematic phonic work they should refer to the guidance on the EYFS CD-ROM which can be found in areas of learning and development: Communication, Language and literacy: Early Reading. This will support practitioners working in the EYFS and beyond to start teaching the phonic knowledge and skills children need to be able to recognise words and read them with fluency by the end of KS1. Practitioners need to make principle professional judgements as to when individual children are ready to start such work. For most children this will be by the age of five. • Encourage children to add to their first-hand experience of the world through the use of books, other texts and information, and information and communication technology (ITC). • Provide storyboards and props, which encourage children to talk about the sequence of events and characters in a story. • Provide story sacks and boxes for use in the setting and at home. • Provide varied texts and encourage children to use their phonics knowledge to recognise words. • Provide some simple texts which children can decode to give them confidence and to practice their developing skills. • Provide picture books, books with flaps or hidden words, books with accompanying CDs or tapes, and story sacks.
CLL: Writing	<ul style="list-style-type: none"> • Make books with children of activities they have been doing, using photographs of them as illustrations • Write poems and short stories with children, scribing for them • Support children in recognising and writing their own 	<ul style="list-style-type: none"> • Provide activities during which children will experiment with writing, for example, leaving a message. • Include opportunities for writing during role-play and other activities. • Provide materials and opportunities for children to use

	<p>names</p> <ul style="list-style-type: none"> • Encourage children to use their phonetic knowledge when writing consonant-vowel-consonant (CVC) words • Act as a scribe for children. After they say a sentence, repeat the first part of it, say each word as you write, and include some pronunciation • Encourage children to use their ability to hear the sounds at the beginning of words and then in the order in which they occur through words in their writing • Play games that encourage children to link sounds to letters and then to write the letters and words • Encourage children to re-read their writing as they write 	<p>writing in their play, and create purposes for independent and group writing.</p> <ul style="list-style-type: none"> • Plan occasions where you can involve children in organising writing, for example, putting recipe instructions in the right order. • Provide word banks and other resources for segmenting and blending to support children to use their phonic knowledge.
CLL: Handwriting	<ul style="list-style-type: none"> • Provide activities that give children the opportunity and motivation to practise manipulative skills, for example, cooking and playing instruments • Teach children to form letters correctly, for example, when they label their painting • Encourage children to practise letter shapes as they paint, draw and record, and as they write for example, their names, the names of their friends and family or captions • Continue writing practise in imaginative contexts, joining some letters, if appropriate, for example, at, it, on 	<ul style="list-style-type: none"> • Provide opportunities for large shoulder movements, for example, swirling ribbons in the air, batting balls suspended on rope and painting. • Encourage children to make shapes like circles and zigzags in the air and in their play, for example, with sand and water and brushes. • Provide a variety of writing tools and paper, indoors and outdoors. • Give children practice in forming letters correctly, for example, labelling their work, making card and writing notices. • Provide opportunities to write meaningfully, for example, by placing notepads by phones or having appointment cards in the role-play doctor's surgery.

Problem Solving, Reasoning and Numeracy

Aspect	Effective Practice	Planning and Resources
PSRN: Numbers as Labels for Counting	<ul style="list-style-type: none"> • Use number language, for example, 'one', 'two', 'three', 'lots', 'hundreds', 'how many?' and 'count', in a variety of situations • Model and encourage use of mathematical language by, for, example, asking questions such as, "How many saucepans will fit on the shelf?" • Allow children to understand that one thing can be shared, example, a pizza • Encourage estimation, for example, estimate how many sandwiches to make for the picnic • Encourage the use of mathematical language, for example, number names to ten: "Have you got enough to give me three?" • Ensure that children are involved in making displays, for example, making their own pictograms of lunch choices. • Add numerals to all areas of the curriculum, for example, to a display of a favourite story • Make books about numbers that have meaning for the child such as favourite numbers, birth dates or telephone numbers • Use rhymes, songs and stories involving counting on and counting back in ones, twos, fives and tens • Emphasis the empty set and introduce the concept of nothing or zero 	<ul style="list-style-type: none"> • Give children a reason to count, for example, by asking them to select enough wristbands for three friends to play with the puppets. • Enable children to note the 'missing set', for example, "there are none left" when sharing things out. • Provide number labels for children to use, for example, by putting a number label on each bike and a corresponding number on each parking space. • Include counting money and change in role-play games. • Provide collections of interesting things for children to sort count and label in their play. • Display numerals in purposeful contexts, for example, a sign showing how many children can play on a number track. • Use tactile numeral cards made from sandpaper, velvet or string. • Create opportunities for children to experiment with a number of objects, the written numeral and the written number. Develop this through matching activities with a range of numbers, numerals and a selection of objects. • Use a 100 square to show number patterns. • Make number games readily available and teach children how to use them. • Display interesting books about numbers. • Play games such as hide and seek that involve counting. • Use rhymes, songs and stories involving counting on and counting back.
PSRN:	<ul style="list-style-type: none"> • Demonstrate language such as 'same as', 'less', or 'fewer' 	<ul style="list-style-type: none"> • Create opportunities for children to separate objects into

Calculating	<ul style="list-style-type: none"> • As you read number stories or rhymes, ask, for example, "how many will there be in the pool when one more frog jumps in?" • Use pictures and objects to illustrate counting songs, rhymes and number stories. This will benefit all children and be particularly supportive to children learning English as a foreign language • Show interest in how children solve problems and value their different solutions • Make sure children are secure about order of numbers before asking what number comes after or before each number • Discuss with children how problems relate to others they have met, and their different solutions • Encourage children to make up their own story problems for other children to solve • Encourage children to extend problems, for example. "Suppose there were three bricks between instead of two" • Use mathematical vocabulary and demonstrate methods of recording, using standard notation where appropriate • Give children learning English as an additional language opportunities to work in their home language to ensure accurate understanding of concepts 	<p>unequal groups as well as equal groups.</p> <ul style="list-style-type: none"> • Provide story props that children can use in their play, for example, varieties of fruit and several baskets like Handa's in the story <i>Handa's Surprise</i> by Eileen Browne. • Encourage children to record what they have done, for example, by drawing or tallying. • Use number staircases to show a starting point and how you arrive at another point when something is added or taken away. • Provide a large range of number resources and encourage children to be creative in thinking up problems and solutions in all areas of learning. • Encourage children to make links between cardinal numbers (quantity) and ordinal numbers (position). • Make number lines available for reference and encourage children to use them in their own play. • Help children to understand that five fingers on each hand make a total of ten fingers altogether, or that two rows of three eggs in the box make six eggs altogether.
PSRN: Shapes, Space and Measures	<ul style="list-style-type: none"> • Demonstrate the language for shape, position and measures in discussions, for example, 'ball shape', 'box shape', 'in', 'on', 'inside', 'under', 'longer', 'shorter', 'heavy', 'light', 'full' and 'empty'. Find out and use equivalent terms for these measures in home languages • Encourage children to talk about the shapes they see and use and how they are arranged • Value children's constructions by helping them or take photographs of them • Organise the environment to foster shape matching, for 	<ul style="list-style-type: none"> • Have large and small blocks and boxes available for construction both indoors and outdoors. • Play games involving children positioning themselves inside, behind, on top and so on. • Provide rich and varied opportunities for comparing length, weight and time. • Use stories such as <i>Rosie's Walk</i> by Pat Hutchins to talk about distance and stimulate discussion about non-standard units and the need for standard units.

	<p>example, pictures of different bricks on containers to show where they have been kept</p> <ul style="list-style-type: none"> • Ask 'silly' questions, for example, show a tiny box and ask if there is a bicycle in it • Play peek-a-boo, revealing shapes a little at a time and at different angles, asking children to say what they think the shape is, what else it could be or what it could not be • Make books about shape, time and measure: shapes found in the environment; long and short things; things of a specific length; and ones about patterns, or comparing things that are heavier or lighter • Be a robot and ask children to give you instructions to get to somewhere. Let them have a turn at being the robot for you to instruct • Introduce children to the use of mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and the mathematical terms to describe shapes • Ensure children use everyday words to describe position, for example, when following pathways or playing with outdoor apparatus 	<ul style="list-style-type: none"> • Show pictures that have symmetry or pattern and talk to children about them. • Provide a range of boxes and materials for models and constructions such as 'dens', indoors and outdoors. • Provide examples of the same in different sizes. • Have areas where children can explore the properties of objects and where they can weigh and measure, such as a cookery station or a building area. • Plan opportunities for children to describe and compare shapes, measures and distance. • Provide materials and resources for children to observe and describe patterns in the indoor and outdoor environment and in daily routines, orally, in pictures or using objects. • Provide a range of natural materials for children to arrange, compare and order.
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Knowledge and Understanding of the World

Aspect	Effective Practice	Planning and Resources
KUW: Exploration and Investigation	<ul style="list-style-type: none"> • Encourage and respond to children's signs of interest, and extend these through questions, discussions and further investigation • Give additional support to children who are learning English as an additional language, through pictorial support, or from familiar adults who can interpret for them • Help children notice and discuss patterns around them, for example, rubbings from grates, covers, or bricks • Encourage children to raise questions and suggest solutions and answers • Examine change over time, for example, growing plants, 	<ul style="list-style-type: none"> • Use the local area for exploring both the built and the natural environment. • Provide opportunities to observe things closely through a variety of means, including magnifiers and photographs. • Give opportunities to record findings by, for example, drawing, writing, making a model or photographing. • 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 and tape recorder.

	and change that may be reversed, for example, melting ice	<ul style="list-style-type: none"> • Encourage children to speculate on the reasons why things happen or how they work.
KUW: Design and Making	<ul style="list-style-type: none"> • Introduce children to appropriate tools for different materials • Provide a range of construction materials, including construction kits containing a variety of shapes, sizes and ways of joining, and support of children in their use • Discuss purposes of design and making tasks • Teach joining, measuring, cutting and finishing techniques and their names • Encourage children's evaluations, helping them to use words to explain, such as 'longer', 'shorter', 'lighter' 	<ul style="list-style-type: none"> • Provide ideas and stimuli for children, for example, photographs, books, visits and close observations of buildings. • Provide a range of tools, for example, scissors, hole punch. Stapler, junior hacksaw, glue spreader, rolling pin, cutter, knife, grater, and encourage children to handle them carefully and use their correct names. • Make links with children's experiences to provide opportunities to design and make things, such as a ladder for Anansi the spider (in the West African traditional tale). • Provide opportunities for children to practice skills, initiate and plan simple projects, and find their own solutions in the design and making process. • Ensure that the organisation of workshop areas allows children real choices of techniques, materials and resources.
KUW: ICT	<ul style="list-style-type: none"> • Draw young children's attention to pieces of ICT apparatus they see of that they use with adult supervision • Teach and encourage children to click on different icons to cause things to happen in a computer program • Ensure safe use of all ICT apparatus and make appropriate risk assessments for their use 	<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 to the setting. • Provide a range of programmable toys, as well as equipment involving ICT, such as computers.
KUW: Time	<ul style="list-style-type: none"> • Talk about and show interest in children's lives and experiences • Use, and encourage children to use, the language of time in conversations, for example, 'past', 'now' and 'then' • Encourage discussion of important events in the lives of people the children know, such as their family • Make books of events in settings, for example, building a 	<ul style="list-style-type: none"> • Plan time when children can discuss past events in their lives, such as what they did in the holidays or what happened when they went to have a splinter removed from their hand. • Ask parents to share photographs from home that show things such as a sunflower that their child took home from school in a pot, which has now grown taller than them.

	<p>climbing frame, shopping expedition or learning about a festival</p> <ul style="list-style-type: none"> • Encourage role-play of events in children's lives • Observe changes in the environment, for example, through the seasons or as a building extension is completed • Sequence events, for example, photographs of children since birth • Use stories that introduce a sense of time and people from the past • Encourage children to ask questions about events in each other's lives in discussions, and explore these experiences in role-play • Compare artefacts of different times, for example, garden and house hold tools • Make the most of opportunities to value children's histories. Involve families in sharing memories. This might include celebration of a travelling background or of African-Caribbean roots 	<ul style="list-style-type: none"> • Ensure the full participation of children learning English as an additional language by offering additional visual support and encouraging children to use their home language. • Provide long-term growing projects, for example, sowing seeds or looking after chicken eggs. • Provide reference material for children to use, for example, comparing old and recent photographs. • Draw on the local community to support projects about the seasons. Tap into knowledge and expertise of local farmers, gardeners, allotment holders and so on.
KUW: Place	<ul style="list-style-type: none"> • Arouse awareness of features of the environment in the setting and immediate local area, for example, make visits to local shops or parks • Introduce vocabulary to enable children to talk about their observations and to ask questions • Encourage parents to provide vocabulary in their home language to support language development and reinforce understanding • Use appropriate words, for example, 'town', 'village', 'road', 'path', 'house', 'flat', 'temple' and 'synagogue', to help children make distinctions in their observations • Help children 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 	<ul style="list-style-type: none"> • Plan time for visits to the local area. • Provide play maps and small-world equipment for children to create their own environments. • Provide stories that help children to make sense of different environments. • 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.

	<p>environments and give opportunities for them to hear different points of view on the quality of the environment</p> <ul style="list-style-type: none"> • Ensure all children have opportunities to express themselves and learn the vocabulary to talk about their surroundings, drawing on and encouraging the home language to support the learning of English • Encourage the use of words that help children to express opinion, for example, 'busy', 'quiet' and 'pollution' 	
KUW: Communities	<ul style="list-style-type: none"> • Introduce language that describes emotions in conversations when children express feeling about special events • Use group times to share events in children's lives • Listen carefully and ask questions that show respect for children's individual contributions • Explain the significance of special events to children • Visit workplaces and invite people who work in the community to talk to children about their roles. Wherever possible encourage the changing of stereotypes by, for example, using a male midwife or a female fire fighter • Introduce children to a range of cultures and religions. Use resources in role-play that reflect a variety of cultures • Extend children's knowledge of cultures within and beyond the setting through books, videos and DVDs, and photographs; listening to simple short stories in various languages; handling artefacts; inviting visitors from a range of religious and ethnic groups, and visiting local places of worship and cultural centres • Ensure that and cultural assumptions and stereotypes that are already held are countered in activities 	<ul style="list-style-type: none"> • Plan time to listen to children wanting to talk about significant events and give them time to formulate thoughts and words to express feelings. Provide the support of adults who share languages other than English with children. • Provide ways of preserving memories of special events, for example, making a book, collecting photographs, tape recording, drawing and writing. • Invite children and families with experience 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. • Provide opportunities for children to sample food from a variety of different cultures, such as a traditional Caribbean dish. • Provide books that show a range of languages, dress and customs. • Use appropriate resources at circle time to enable children to learn positive attitudes and behaviour towards people who are different to them. • Ensure the use of modern photographs of parts of the world that are commonly stereotyped and misrepresented.

Physical Development

Aspect	Effective Practice	Planning and Resources
PD: Movement and Space	<ul style="list-style-type: none"> • Tech skills that help children keep themselves safe • Encourage children to move with controlled effort, and use associated vocabulary • Use music to create moods and talk about how people move when they are sad, happy or cross • Lead imaginative movement sessions based on children's current interests such as space travel, zoo animals or shadows • Motivate children to be active through games such as follow the leader • Talk about how children should take care when moving freely, and help them to remember some simple rules to help them move about without endangering themselves or others • Praise children's efforts when they consider others or collaborate in tasks • Encourage children to persevere through praise, guidance or instruction when success is not immediate • Encourage children to use vocabulary of movement, instruction and feeling • Help children communicate through their bodies by encouraging expressive movement linked to their imaginative ideas • Talk with children about body parts and bodily activity, teaching the vocabulary of body parts • Help children to think about how their movements and actions impact on others • Pose challenging questions such as "Can you get all the way 	<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. • Ensure that equipment is appropriate to the size and weight of children in the group and offers challenges to children at different levels of development. • Plan activities where children can move in different ways and at different speeds. • Provide balancing challenges, such as a straight or curved chalk line for children to follow. • 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 sufficient equipment for children to share, so that waiting to take turns does not spoil enjoyment. • Provide construction materials such as crates, blocks or boxes to create personal and shared spaces and dens. • Take photographs to put in a book about 'Me and the things I can do'. • Plan target throwing, rolling, kicking and catching games. • Plan games where children can use skills in different ways, such as hopping backwards and galloping sideways. • Provide open-ended resources for large-scale building. • Use whole-body rhymes such as 'Head, shoulders, Knees and toes'. • Provide time and space to enjoy energetic play daily,

	<p>around the climbing frame with out your knees touching it?"</p> <ul style="list-style-type: none"> • Talk to children about the need to match their actions to the space they are in • Encourage children to be active and energetic by organising lively games • Provide opportunities for children to repeat and change their actions so they can think about, refine and improve them • Help children be aware of risks and to consider their and others' safety • Take time to review individual needs for space and equipment for a child who may require modifications to either or both • Show children how to collaborate in throwing, rolling, fetching and receiving games, encouraging children to play with one another once their skills are sufficient 	<p>either indoors or outdoors, visiting parks if other spaces are limited.</p> <ul style="list-style-type: none"> • Ensure children know the rules for being safe in different spaces.
<p>PSED:</p> <p>Health and bodily awareness</p>	<ul style="list-style-type: none"> • Talk to children about why you encourage them to rest when they are tired or why they need to wear Wellingtons when it is muddy outdoors • Create opportunities for moving towards independence • Encourage children to notice the change in their bodies after exercise, such as their heart beating faster • Promote health awareness by talking to children about exercise, its effect on their bodies and the positive contribution it can make to their health • Help children understand the thinking behind good practises they are encouraged to adopt • Be aware of specific health difficulties among children in the group, such as allergies • Be sensitive to varying family expectations and life patterns when encouraging thinking about health • Find ways to involve children so that they are able to be 	<ul style="list-style-type: none"> • Provide a cosy space 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. • Be aware that physical activity is important in maintaining good health and in guarding against children becoming overweight or obese in later life. • Ensure that children who get out of breath will have time to recover. • Place water containers where children can find them easily and get a drink when they need one. • Plan opportunities, particularly after exercise, for children to talk about how their body feels.

	<p>active in ways that interest them and that match their health and ability</p> <ul style="list-style-type: none"> • Discuss with children why they get hot and encourage them to think about the effect of the environment, such as whether opening windows helps everyone to be cooler • 	
<p>PD:</p> <p>Using Equipment and Materials</p>	<ul style="list-style-type: none"> • Teach children the skills they need to use equipment safely • Check children's clothes for safety • Introduce the vocabulary of direction, including, where appropriate, 'clockwise' and 'anticlockwise' • Encourage children's large arm and hand movements and activities that strengthen their hand and fingers • Introduce and encourage children to use vocabulary of manipulation and the language of description • Justify and explain why safety is an important factor in handling tools, equipment and materials, and have sensible rules for everybody to follow • Teach skills where necessary and give children the chance to practise them • Teach children how to use tools and materials effectively and safely • Talk with children about what they are doing, how they plan to do it, what worked well and what they would change next time 	<ul style="list-style-type: none"> • Make equipment available and accessible to all children for the whole of the day or session, if possible. • Provide activities that give children the opportunity and motivation to practice manipulative skills, for example, cooking, painting and playing instruments. • Provide opportunities for children to sometimes use all their fingers or the whole hand, for example with finger-paints or corn flour, and sometimes use just one finger, for example when making patterns in damp sand or paint. • Provide objects that can be handled safely, including small-world toys, construction sets, threading and posting toys, dolls' clothes and material for collage. • Provide a range of left-handed tools, especially left-handed scissors, for children who need them. • Provide a wide range of materials, such as clay, that encourage manipulation. • Offer different tools, techniques or materials when the available tools are inadequate to achieve the desired effects. • Provide tweezers, tongs and small scoops for use in play and investigation. • Provide a range of construction toys of different sizes, made of wood, rubber or plastic, that fix together in a variety of ways, for example by twisting, pushing, slotting or magnetism.

Creative Development

Aspect	Effective Practice	Planning and Resources
<p>CD:</p> <p>Being Creative –Responding to Experiences, Expressing and communicating Ideas</p>	<ul style="list-style-type: none"> • Provide appropriate materials and extend children's thinking through involvement in their play, using questions thoughtfully and appropriately • Encourage children to describe their experiences • Be interested in children's responses, observe their actions and listening carefully • Support children in expressing opinions and introduce language such a 'like', 'dislike', 'prefer' and 'disagree' • Be alert to children's changing interests and the way they respond to experiences differently when they are in a happy, sad or reflective mood 	<ul style="list-style-type: none"> • Ensure that there is enough time for children to express their thoughts, ideas and feelings in a variety of ways, such as in role-play, by painting and by responding to music. • Encourage children to discuss and appreciate the beauty around them in nature and the environment. • Introduce language that enables children to talk about their experiences in greater depth and detail. • Provide children with examples of how other people have responded to experiences, engage them in discussions of these examples and help them to make links and connections. • Provide and organise resources and materials so that children can make their own choices in order to express their ideas. • Be sensitive to the needs of children who may not be able to express themselves easily in English, using interpreter support from known adults, or strategies such as picture cards to enable children to express preferences.
<p>CD:</p> <p>Exploring Media and Materials</p>	<ul style="list-style-type: none"> • Make time and space for children to express their curiosity and explore the environment using all of their senses • Talk to children about images or effects that they see, such as the effect of light hitting a shiny piece of paper • Talk to children bout colours they like and why they like them • Demonstrate and teach skills and techniques associated 	<ul style="list-style-type: none"> • Introduce vocabulary to enable children to talk about their observations and experiences, for example, 'smooth', 'shiny', 'rough', 'prickly', 'flat', 'patterned', 'jagged', 'bumpy', 'soft', and 'hard'. • Provide a wide range of materials, resources and sensory experiences to enable children to explore colour, texture and space. Document the processes children go through to create their own 'work'. • Provide a place where work in progress can be kept

	<p>with the things children are doing</p> <ul style="list-style-type: none"> • Introduce children to a whole range of music, painting and sculpture • Encourage children to take time to think about a painting or sculpture that is unfamiliar to them before they talk about it or express an opinion • Make suggestions and ask questions to extend children's ideas of what is possible, for example, "I wonder what would happen if..." • Support children in thinking about what they want to make, the processes that may be involved and the materials and resources that they might need • Help children gain confidence in their own way of representing ideas • Talk to children about ways of finding out what they can do with different media and what happens when they put different things together • Help children develop a problem-solving approach to overcome hindrances as they explore possibilities that media combinations present. Offer advice and additional resources as appropriate 	<p>safely. Talk to 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.</p> <ul style="list-style-type: none"> • Provide resources for mixing colours, joining things together and combining materials, demonstrating where appropriate. • Introduce pieces of wood, stone, rock or seaweed for children to feel and discover. • Provide children with opportunities to use their skills and explore concepts and ideas through their representations. • Have a 'holding bay' where 2D and 3D models and works can be retained for a period for children to enjoy, develop, or refer to.
<p>CD:</p> <p>Creating Music and Dance</p>	<ul style="list-style-type: none"> • Widen children's experiences of music from different cultures, through experience with different instruments and styles so that they are inspired to experiment, imitate, enjoy and extend their own expressions • Support children's developing understanding of the ways in which paintings, pictures and music and dance can express different ideas, thoughts and feelings • Encourage discussion about the beauty of nature and people responsibility to care for it. Help children to support other children and offer another viewpoint 	<ul style="list-style-type: none"> • Provide experiences that involve all of the senses and movement. • Extend children's experience and expand their imagination through the provision of pictures, painting, poems, music, dance and story. • Provide a stimulus for imaginative recreation and composition 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.

<p>CD:</p> <p>Developing Imaginative Play</p>	<ul style="list-style-type: none"> • Support children's excursions into imaginary worlds by encouraging inventiveness, offering advice and support on occasions and ensuring that they have experiences that support their interests • Tell stories based on children's experiences and the people and places that they know well • Be aware of the link between imaginative play and children's ability to handle narrative • Carefully support children who are less confident • Introduce descriptive language to support children 	<ul style="list-style-type: none"> • Offer a story stimulus by suggesting an imaginary event or set of circumstances, for example, 'The 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? • Make materials accessible so that children are able to imagine and bring to fruition their projects and ideas while they are still fresh in their minds and important to them. • Provide opportunities indoors and outdoors and support the different interests of children, for example, in role-play of a builders yard, encourage narratives to do with building and mending.
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