



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

Find ways to calm themselves, through being calmed and comforted by their key person.

Establish their sense of self.

### Examples of how to support this:

When settling a baby or toddler into nursery, the top priority is for the key person to develop a strong and loving relationship with the young child.

Learn from the family about what they do to soothe their child and what to look out for – for example, a baby who scratches at their head when they are getting tired.

Find out what calms a baby – rocking, cuddling or singing.

Make sure babies and toddlers can get hold of their comfort object when they need it.

Explain to parents that once babies establish ‘object permanence’, they become more aware of the presence or absence of their parents. Object permanence means knowing that something continues to exist even when out of sight. This can make separations much more distressing and difficult between 6–24 months.

Babies develop a sense of self by interacting with others, and by exploring their bodies and objects around them, inside and outdoors.

Respond and build on babies’ expressions and gestures, playfully exploring the idea of self/other. Suggestion: point to your own nose/eyes/mouth, point to the baby’s.



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

Express preferences and decisions. They also try new things and start establishing their autonomy.

Engage with others through gestures, gaze and talk.

Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.

Find ways of managing transitions, for example from their parent to their key person.

Thrive as they develop self-assurance.

## Examples of how to support this:

Be positive and interested in what babies do as they develop their confidence in trying new things.

Help toddlers and young children to make informed choices from a limited range of options. Suggestion: enable children to choose which song to sing from a set of four song cards, by pointing. Enable children to choose whether they want milk or water at snack time.

Support children as they find their own different ways to manage feelings of sadness when their parents leave them. Some children might need to hold onto a special object from home to feel strong and confident in the setting. Some might need to snuggle in and be comforted by their key person. Some might get busy straight away in their favourite play or with another child they feel close to.

Young children need to feel secure as they manage difficult emotions. Provide consistent and predictable routines, with flexibility when needed.

Provide consistent, warm and responsive care. At first, centre this on the key person. In time, children can develop positive relationships with other adults.

When the key person is not available, make sure that someone familiar provides comfort and support, and carries out intimate care routines.



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

Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting.

Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.

Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person.

## **Examples of how to support this:**

Acknowledge babies' and toddlers' brief need for reassurance as they move away from their key person. Encourage babies and toddlers to explore, indoors and outside. Help them to become more independent by smiling and looking encouraging, for example when a baby keeps crawling towards a rattle.

Arrange resources inside and outdoors to encourage children's independence and growing self-confidence. Suggestion: Treasure Basket play allows babies who can sit up to choose what to play with.

Store resources so that children can access them freely, without needing help.



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

Feel strong enough to express a range of emotions.

Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums.

Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.

Be increasingly able to talk about and manage their emotions.

## Examples of how to support this:

Help children to feel emotionally safe with a key person and, gradually, with other members of staff.

Show warmth and affection, combined with clear and appropriate boundaries and routines. Develop a spirit of friendly co-operation amongst children and adults.

Encourage children to express their feelings through words like ‘sad’, ‘upset’ or ‘angry’. Toddlers and young children may have periods of time when their favourite word is ‘no’ and when they want to carry out their wishes straight away. Maintain sensible routines and boundaries for children during these testing times. Negative or harsh responses can cause children to feel unduly anxious and emotionally vulnerable.

Offer supervision or work discussion sessions to staff. Staff will need to talk about the strong feelings that children may express. How are practitioners feeling about these and developing their understanding of the children’s feelings?

When appropriate, notice and talk about children’s feelings. For example: “I can see it’s hard to wait, just a minute and then it’s your turn to go down the slide.”

Model useful phrases like “Can I have a turn?” or “My turn next.”





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

### Examples of how to support this:

Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on.

Be open to what children say about differences and answer their questions straightforwardly. Help children develop positive attitudes towards diversity and inclusion.

Help all children to feel that they are valued, and they belong.

Develop friendships with other children.

Support children to find ways into the play and friendship groups of others. For example, encourage them to stand and watch from the side with you. Talk about what you see, and suggest ways for the child to join in.

Safely explore emotions beyond their normal range through play and stories.

Story times with props can engage children in a range of emotions. They can feel the family's fear as the bear chases them at the end of 'We're Going on a Bear Hunt'. They can feel relief when the Gruffalo is scared away by the mouse.

Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".

Recognise, talk about and expand on children's emotions. For example, you might say: "Sara is smiling. She really wanted a turn with the truck."



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

Learn to use the toilet with help, and then independently.

### Examples of how to support this:

You cannot force a child to use the potty or toilet. You need to establish friendly co-operation with the child. That will help them take this important step. Children can generally control their bowels before their bladder.

Notice when young children are ready to begin toilet training and discuss this with their parents:

- they know when they have got a wet or dirty nappy
- they get to know when they are peeing and may tell you they are doing it
- the gap between wetting is at least an hour
- they show they need to pee by fidgeting or going somewhere quiet or hidden
- they know when they need to pee and may say so in advance

Potty training is fastest if you start it when the child is at the last stage. By the age of 3, 9 out of 10 children are dry most days. All children will have the occasional 'accident', though, especially when excited, busy or upset.



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

### Examples of how to support this:

#### Observational Checkpoint

Around 7 months, does the baby respond to their name and respond to the emotions in your voice?

Around 12 months, does the baby start to be shy around strangers and show preferences for certain people and toys?

Around 18 months, is the toddler increasingly curious about their world and wanting to explore it and be noticed by you?

Around the age of 2, does the child start to see themselves as a separate person? For example, do they decide what to play with, what to eat, what to wear?

Between the ages of 2 and 3, does the child start to enjoy the company of other children and want to play with them?

Note: watch out for children who get extremely upset by certain sounds, smells or tastes, and cannot be calmed. Or children who seem worried, sad or angry for much of the time. You will need to work closely with parents and other agencies to find out more about these developmental difficulties.





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

### Examples of how to support this:

Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.

Respond to children's increasing independence and sense of responsibility. As the year proceeds, increase the range of resources and challenges, outdoors and inside. One example of this might be starting the year with light hammers, plastic golf tees and playdough. This equipment will offer children a safe experience of hammering. Wait until the children are ready to follow instructions and use tools safely. Then you could introduce hammers with short handles, nails with large heads, and soft blocks of wood.

Widen the range of activities that children feel confident to take part in, outdoors and inside. Model inviting new activities that encourage children to come over and join in, such as folding paper to make animals, sewing or weaving.

Develop their sense of responsibility and membership of a community.

Give children appropriate tasks to carry out.

Suggestion: they can fetch milk cartons or fruit. They can wash up their own plates after their snack.

Become more outgoing with unfamiliar people, in the safe context of their setting.

Invite trusted people into the setting to talk about and show the work they do.

Show more confidence in new social situations.

Take children out on short walks around the neighbourhood. When ready, take them on trips to interesting places like a local museum, theatre or place of worship.



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

### Examples of how to support this:

Play with one or more other children, extending and elaborating play ideas.

Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.

Involve children in making decisions about room layout and resources. Suggestion: you could set up a special role-play area in response to children's fascination with space. Support children to carry out decisions, respecting the wishes of the rest of the group.

Further resource and enrich children's play, based on their interests. Suggestion: children often like to talk about their trips to hairdressers and barbers. You could provide items that reflect different ethnicities, such as combs and brushes etc. to stimulate pretend play around their interests.

Notice children who find it difficult to play. They may need extra help to share and manage conflicts. You could set up play opportunities in quiet spaces for them, with just one or two other children. You may need to model positive play and co-operation.

Teach children ways of solving conflicts. Suggestion: model how to listen to someone else and agree a compromise.

Increasingly follow rules, understanding why they are important.

Remember rules without needing an adult to remind them.

Explain why we have rules and display a small number of necessary rules visually as reminders. Suggestion: display a photo showing a child taking just one piece of fruit at the snack table.



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

### Examples of how to support this:

Develop appropriate ways of being assertive.

Talk with others to solve conflicts.

Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.

Children who often express angry or destructive feelings need clear boundaries and routines. They also need practitioners to interact calmly and sensitively with them.

Model ways that you calm yourself down, such as stopping and taking a few deep breaths. This can help children to learn ways to calm themselves. If adults are excessively challenging or controlling, children can become more aggressive in the group. They may increasingly 'act out' their feelings. For example, when they feel sad, they might hit another child to make that child feel sad as well.

Understand gradually how others might be feeling.

Help children explore situations from different points of view. Talk together about how others might be feeling. Bring these ideas into children's pretend play: "I wonder how the chicken is feeling, now the fox is creeping up on her?"



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

## Examples of how to support this:

### Observational Checkpoint

#### Around the age of 3

Can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'?

Can the child settle to some activities for a while?

#### Around the age of 4

Does the child play alongside others or do they always want to play alone?

Does the child take part in pretend play (for example, being 'mummy' or 'daddy'?)

Does the child take part in other pretend play with different roles – being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play?

**Note:** watch out for children who seem worried, sad or angry for much of the time, children who seem to flit from one thing to the next or children who seem to stay for over-long periods doing the same thing, and become distressed if they are encouraged to do something different. You will need to work closely with parents and other agencies to find out more about these developmental difficulties.



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

### Examples of how to support this:

Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.

Make healthy choices about food, drink, activity and toothbrushing.

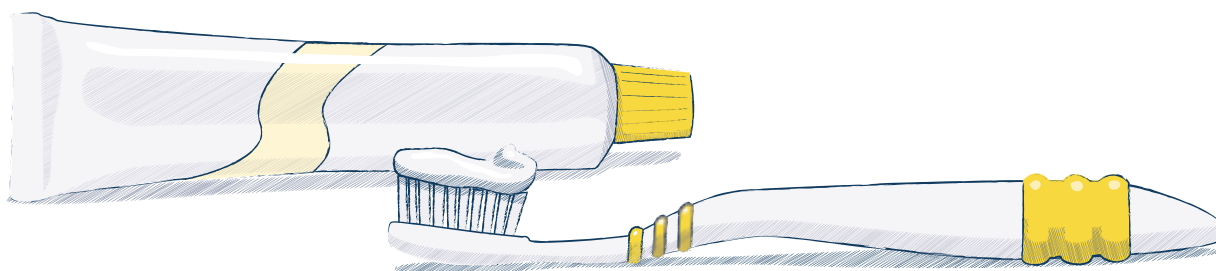
Talk to children about the importance of eating healthily and brushing their teeth. Consider how to support oral health. For example, some settings use a toothbrushing programme.

Talk to children about why it's important to wash their hands carefully and throughout the day, including before they eat and after they've used the toilet.

### Observational checkpoint

Look out for children who appear to be overweight or to have poor dental health, where this has not been picked up and acted on at an earlier health check. Discuss this sensitively with parents and involve the child's health visitor. Adapt activities to suit their particular needs, so all children feel confident to move and take part in physical play.

Most, but not all, children are reliably dry during the day by the age of 4. Support children who are struggling with toilet training, in partnership with their parents. Seek medical advice, if necessary, from a health visitor or GP.







## Children in reception will be learning to:

### Examples of how to support this:

See themselves as a valuable individual.

Make time to get to know the child and their family. Ask parents about the child's history, likes, dislikes, family members and culture.

Take opportunities in class to highlight a child's interests, showing you know them and about them.

Build constructive and respectful relationships.

Make sure children are encouraged to listen to each other as well as the staff.

Ensure children's play regularly involves sharing and cooperating with friends and other peers.

Congratulate children for their kindness to others and express your approval when they help, listen and support each other.

Allow children time in friendship groups as well as other groupings.

Have high expectations for children following instructions, with high levels of support when necessary.

Express their feelings and consider the feelings of others.

Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.

Encourage children to express their feelings if they feel hurt or upset using descriptive vocabulary. Help and reassure them when they are distressed, upset or confused.

Undertake specific activities that encourage talk about feelings and their opinions.



## Children in reception will be learning to:

### Examples of how to support this:

Show resilience and perseverance in the face of challenge.

Offer constructive support and recognition of child's personal achievements.

Provide opportunities for children to tell each other about their work and play. Help them reflect and self-evaluate their own work.

Help them to develop problem-solving skills by talking through how they, you and others resolved a problem or difficulty. Show that mistakes are an important part of learning and going back is trial and error not failure.

Help children to set own goals and to achieve them.

Identify and moderate their own feelings socially and emotionally.

Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on.

Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios. Give children space to calm down and return to an activity.

Support all children to recognise when their behaviour was not in accordance with the rules and why it is important to respect class rules and behave correctly towards others.

Think about the perspectives of others.

Use dialogic story time (talking about the ideas arising from the story whilst reading aloud) to discuss books that deal with challenges, explaining how the different characters feel about these challenges and overcome them.

Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.



## Children in reception will be learning to:

Manage their own needs.

- Personal hygiene

Know and talk about the different factors that support their overall health and wellbeing:

- regular physical activity
- healthy eating
- toothbrushing
- sensible amounts of 'screen time'
- having a good sleep routine
- being a safe pedestrian

## Examples of how to support this:

Model practices that support good hygiene, such as insisting on washing hands before snack time.

Narrate your own decisions about healthy foods, highlighting the importance of eating plenty of fruits and vegetables.

Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.

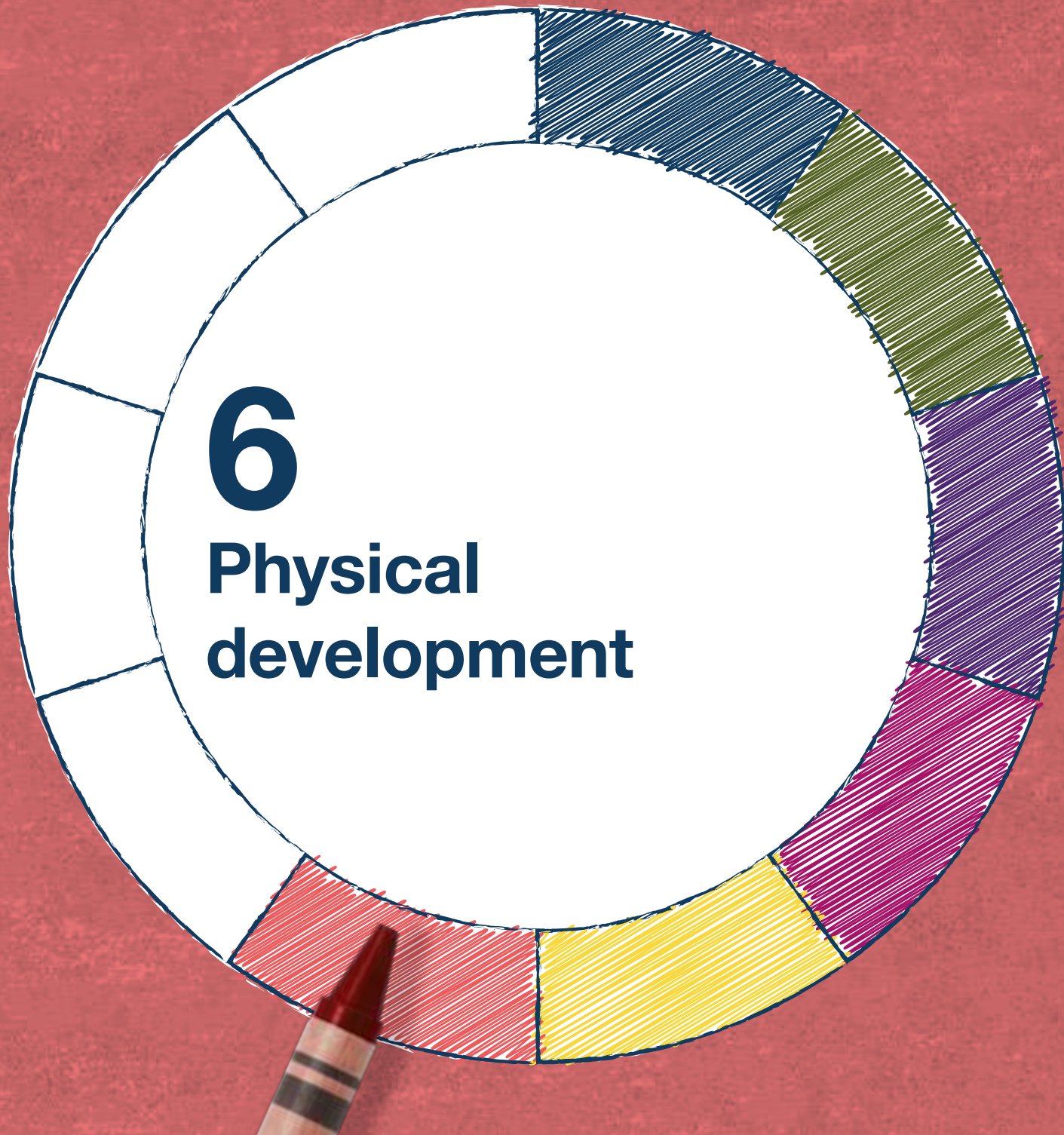
Work with parents and health visitors or the school nurse to help children who are not usually clean and dry through the day.

Talk with children about exercise, healthy eating and the importance of sleep.

Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.

Explain to children and model how to travel safely in their local environment, including: staying on the pavement, holding hands and crossing the road when walking, stopping quickly when scootering and cycling, and being sensitive to other pedestrians.







# Physical Development

**EYFS Statutory Educational Programme: Physical** activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults.

By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.





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

### Examples of how to support this:

Lift their head while lying on their front.  
Push their chest up with straight arms.  
Roll over: from front to back, then back to front.  
Enjoy moving when outdoors and inside.

Some babies need constant physical contact, attention and physical intimacy. Respond warmly and patiently to them.

Provide adequate, clean floor space for babies to experience tummy-time and back time. Offer this frequently throughout the day so that they can develop their gross motor skills (kicking, waving, rolling and reaching).

Sit without support.  
Begin to crawl in different ways and directions.  
Pull themselves upright and bouncing in preparation for walking.

Encourage babies to sit on you, climb over you, and rock, bounce or sway with you.

Notice, cherish and applaud the physical achievements of babies and toddlers.

Give babies time to move freely during care routines, like nappy-changing.

Encourage independence. Suggestion: offer a range of opportunities for children to move by themselves, making their own decisions about direction and speed.

Reach out for objects as co-ordination develops.  
Pass things from one hand to the other. Let go of things and hand them to another person, or drop them.

Use everyday, open-ended materials to support overall co-ordination. Suggestions: sponges and cloths to hold, squash and throw, or wet and squeeze.

Provide a range of surfaces and materials for babies to explore, stimulating touch and all the senses.



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

### Examples of how to support this:

#### Observation checkpoint

Does the baby move with ease and enjoyment?

At around 12 months, can the baby pull to stand from a sitting position and sit down?

Can the baby pick up something small with their first finger and thumb (such as a piece of string)?

Note: look out for babies and young toddlers who appear underweight, overweight or to have poor dental health. You will need to work closely with parents and health visitors to help improve the child's health.

Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.

Clap and stamp to music.

Provide a wide range of opportunities for children to move throughout the day: indoors and outside, alone or with others, with and without apparatus. Include risky and rough and tumble play, as appropriate.

Join in with children's movement play when invited and if it is appropriate. Then you can show different ways of moving and engaging with the resources.



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

### Examples of how to support this:

Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.

Enjoy starting to kick, throw and catch balls.

Build independently with a range of appropriate resources.

Help young children learn what physical risks they are confident and able to take. Encourage children to climb unaided and to stop if they do not feel safe. If you lift them onto the apparatus and hold them so they balance, they will not develop a sense of what they can do safely.

Offer outdoor play every day for at least 45 minutes. Include lots of opportunities for children to move freely and explore their surroundings like a slope, a large hole, puddles or a sandpit. Consider wider opportunities for movement. Suggestions: using large moveable resources like hollow blocks, swinging on monkey bars, soft play, climbing walls, crawling into tunnels and dens. Consider going to suitable local facilities.

Begin to walk independently – choosing appropriate props to support at first.

Walk, run, jump and climb – and start to use the stairs independently.

As soon as children are able, encourage ‘active travel’ to and from the setting – for example, walking, scooter or bike.

Spin, roll and independently use ropes and swings (for example, tyre swings).

Sit on a push-along wheeled toy, use a scooter or ride a tricycle.

Provide materials and equipment that support physical development – both large and small motor skills. Encourage children to use materials flexibly and combine them in different ways.

Check that children’s clothing and footwear are not too tight or too large.





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

### Examples of how to support this:

Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.

Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.

Start eating independently and learning how to use a knife and fork.

Provide babies and toddlers with lots of opportunities to feed themselves. Encourage them to dress and undress independently. Be patient, do not rush and take time to talk about what they are doing and why: “It’s a bit cold and wet today – what do we need to wear to keep warm and dry?”

At meal and snack times, encourage children to try a range of foods as they become more independent eaters. Encourage children to help with carrying, pouring drinks, cleaning and sorting.

Encourage young children’s personal decision-making by offering real choices – water or milk, for example. They can comment on how to eat healthily, listen to children’s responses and develop conversations about this.

Encourage good eating habits and behaviours, such as not snatching, sharing and waiting for a second helping.

### Observation checkpoint

Around their second birthday, can the toddler run well, kick a ball, and jump with both feet off the ground at the same time?

Around their third birthday, can the child climb confidently, catch a large ball and pedal a tricycle?

Develop manipulation and control.

Explore different materials and tools.

Provide different types of paper for children to tear, make marks on and print on.

Provide lots of different things for young children to grasp, hold and explore, like clay, finger paint, spoons, brushes, shells.



**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.

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### 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.

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.

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

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.

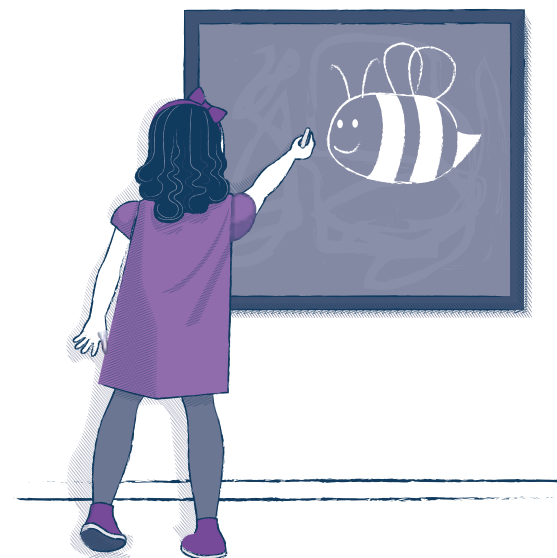
## Examples of how to support this:

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:

## Examples of how to support this:

Read individual letters by saying the sounds for them.

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

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

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

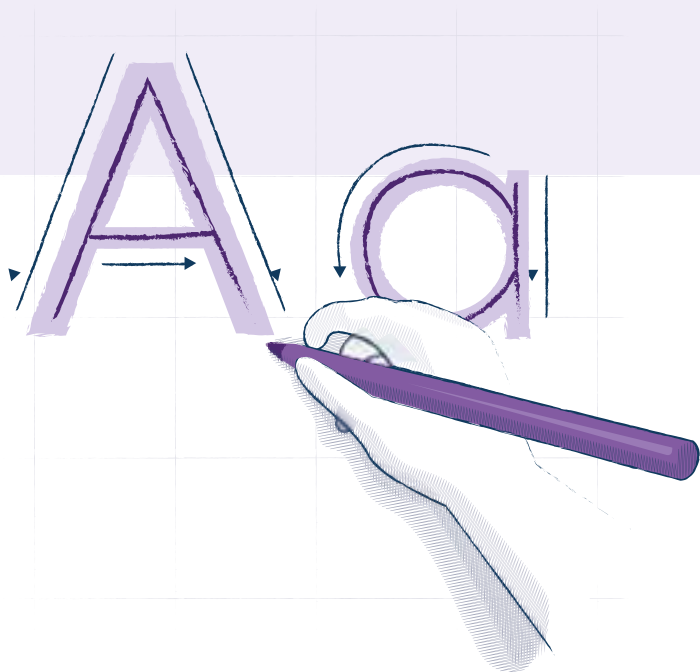
Show how to say sounds for the letters from left to right and blend them, for example, big, stamp.

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

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.	<p>Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge.</p> <p>Do not include words that include letter-sound correspondences that children cannot yet read, or exception words that have not been taught.</p> <p>Children should not be required to use other strategies to work out words.</p>
Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	<p>Make the books available for children to share at school and at home.</p> <p>Avoid asking children to read books at home they cannot yet read.</p>
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.	<p>Show children how to touch each finger as they say each sound.</p> <p>For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.</p>



## 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.