CHARACTERISTICS OF EFFECTIVE TEACHING AND LEARNING	
	Our children will be learning to…
Playing and exploring	<u>investigate and experience things, and 'have a go'</u> • Realise that their actions have effect on the world, so they want to keep repeating them • Plan and think ahead about how they will explore or play with objects • Guide their own thinking and actions • Make independent choices • Bring their own interests and fascinations into our setting • Respond to new experiences that adults bring to their attention
Active leaning	<u>Concentrate and keep on trying if they encounter difficulties, and enjoy achievements</u> • Participate in routines • Begin to predict sequences • Begin to correct their mistakes themselves • Keep on trying when things are difficult
Creating and thinking critically	<u>Have and develop their own ideas, make links between ideas, and develop strategies for doing things</u> • Take part in simple pretend play • Review their progress as they try to achieve a goal and check how well they are doing • Solve real problems • Use pretend play to think beyond the 'here and now' and to understand another perspective • Know more, so feel confident about coming up with their own ideas • Make more links between those ideas • Concentrating on achieving something that's important to them, increasingly able to control their attention

PRIME AREA OF LEARNING

COMMUNICATION AND LANGUAGE

Overview: Being a confident communicator is an essential skill for life. The development of children's spoken language underpins all areas of learning and development within the EYFS. The number and quality of the conversations that our children have with adults and their peers throughout the day in a language rich environment is crucial. Their interactions from an early age form the foundations for language and cognitive development. We interact sensitively with our children, developing their communication and language skills through play. We support children's language development by commenting on what they are interested in or doing and by echoing back what they say with new vocabulary added. We read frequently to the children in our care and engage them actively in stories, non-fiction, rhymes and poems. Our curriculum is carefully thought out to provide children with extensive opportunities to use and embed new vocabulary in a range of contexts. Through conversation, storytelling and role play, our children are confident to share their ideas and are comfortable using a rich range of vocabulary and language structures.

	Nursery 3 & 4 year olds	Reception 4 & 5 year olds	Early Learning Goal EYFSP
Listening, Attention and Understanding	Enjoys listening to stories and can remember much of what happens. Pay attention to more than one thing at a time. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"	Understand how to listen carefully and why listening is important. Understands questions such as, 'who', 'why', 'when', 'where' and 'how'. Listens and responds appropriately to ideas expressed by others in conversation or discussion. Listen to and talk about stories to build familiarity and understanding.	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding, Hold conversation when engaged in back and forth exchanges with their teacher and peers.
Speaking	Use a wider range of vocabulary. Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a story. Develop their communication, but may continue to have problems with	Learn new vocabulary and use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences.	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary from stories,

	irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus… you sit there… I'll be the driver."	Describe events in some detail. Use talk to help work out problems and organise thinking and activities and to explain how things work and why they might happen.	non-fiction, rhymes and poems when appropriate; Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

PRIME AREA OF LEARNING PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT			
Overview: Children's Personal, Social and Emotional Development is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. We develop strong, warm and supportive relationships with the children in our care to enable them to learn how to understand their own feelings and those of others. Our curriculum supports children to manage their own emotions, develop a positive sense of self, set themselves simple goals, and have confidence in their own abilities and to become resilient learners. Through adult modelling and guidance, our children will learn how to look after their bodies and manage their personal needs independently. We support our children to develop the skills needed to make good friendships, cooperate and to resolve conflicts. We provide our children with a secure platform from which they can achieve in school and in their later life.			
	Nursery 3 & 4 year olds	**Reception 4 & 5 year olds**	**Early Learning Goal EYFSP**
Building relationships	Seeks out adults and other children, sharing experiences and play. Begins to find solutions to conflicts and looks to a supportive adult for help in resolving conflict with peers. Become more outgoing with unfamiliar people, in the safe context of their setting.	Develop positive and respectful relationships with peers and familiar adults. Develop particular friendships. Think about the perspectives of others. Will take steps to resolve conflicts with other children, sometimes by themselves and sometimes with support.	Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.
Managing self	Becoming more aware of the similarities and differences between themselves and others. Develop their sense of responsibility and membership of a community. Shows confidence and self-esteem through being outgoing towards new	See themselves as a valuable individual. Shows confidence in speaking to others about their own needs, wants, interests and opinions in a familiar group.	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge Explain the reasons for rules, know right from wrong and try to behave accordingly; Manage their own basic hygiene and personal needs, including dressing,

	people, taking risks and trying new things. 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. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Be increasingly independent in meeting their own care needs.	Show resilience and perseverance in the face of challenge. Manage their own needs. Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian. Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene	going to the toilet and understanding the importance of healthy food choices.
Self-regulation	Expresses a wide range of feelings in their interactions with others and through behaviour and play. Talk about their feelings. Beginning to understand how others might be feeling and is beginning to be able to recognise the impact of their choices/behaviour/actions on others. More able to adapt their behaviour in different situations. Develop appropriate ways of being assertive. Talk with others to solve conflicts.	Express and understand their own feelings and consider the feelings of others. Is more able to manage their feelings and tolerate situations in which their wishes cannot be met.	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity.

PRIME AREA OF LEARNING PHYSICAL DEVELOPMENT			
Overview: Our curriculum provides many opportunities for our children to develop physically, enabling them to pursue happy and healthy lives. Gross and fine motor experiences develop incrementally throughout early childhood, our indoor and outdoor environments are carefully thought out and resourced to ensure that children have the opportunities to develop their fine and gross motor skills. Through play our children are supported to develop their core strength, stability, balance, spatial awareness, coordination and agility. By promoting physical development, we provide the foundation for developing healthy bodies and social and emotional well-being. Our practitioners understand the importance of physical development and the development of our gross and fine motor skills and how it is linked to early writing. We provide repeated and varied opportunities to explore and play whilst developing their gross and fine motor skills, and with feedback and support from adults, our children are able to develop proficiency, control and confidence.			
	Nursery 3 & 4 year olds	**Reception 4 & 5 year olds**	**Early Learning Goal EYFSP**
Gross Motor Skills	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. 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.	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, and climbing. 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. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

	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.	Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.	
Fine Motor Skills	Use one-handed tools and equipment safely and confidently, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Start eating independently and learning how to use a knife and fork. Show a preference for a dominant hand Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	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. Develop the foundations of a handwriting style which accurate and efficient.	Hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing.

SPECIFIC AREA OF LEARNING			
LITERACY			
Overview: Our curriculum promotes a life-long love of reading. We understand that the enjoyment of books is vital for the development of language and imagination and encourages children to want to read. Looking at and sharing books with each other and adults are amongst the most highly valued activities in school. Language comprehension, necessary for both reading and writing, is developed through conversations between adults and children about the world around them, about the books they have shared, and through enjoying rhymes, poems and songs together. We teach word reading by providing children with the skills needed in order to decode words, we follow the Read, Write, Inc. Phonics scheme and in Reception, we teach the graphemes at a rapid pace. Children learn how to segment and blend in order to read words and they also learn how to read some common exception words too. Our Nursery children develop their listening skills and spoken language through carefully planned activities led by highly skilled practitioners. We value and encourage children's mark making and early writing and we encourage children to become aware of the link between the spoken and written words. We believe it is important to provide a purpose for writing and we feel strongly that children need to be motivated to write. Our learning environment provides many opportunities for children to write.			
	Nursery 3 & 4 year olds	**Reception 4 & 5 year olds**	**Early Learning Goal EYFSP**
Comprehension	Understand the five key concepts about print: 1. Print has meaning 2. Print can have different purposes 3. We read English text from left to right and from top to bottom 4. The names of the different parts of a book 5. Page sequencing Engage in extended conversations about stories, learning new vocabulary.	Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading. Describe main story settings, events and characters in increasing detail. Re-enacts and reinvents stories they have heard in their play.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Anticipate, where appropriate, key events in stories Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
Word Reading	Develop their phonological awareness, so that they can: - Spot and suggest rhymes	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of	Say a sound for each letter in the alphabet and at least 10 digraphs;

	- Count or clap syllables in a word - Hear and say the initial sounds in words - Recognise words with the same initial sound, such as money and mother Recognises familiar words and signs such as own name, advertising logos and screen icons.	known letter/sound correspondences. Begin to link sounds to some frequently used digraphs, e.g. th, sh, ee Read a few common exception words. Read simple phrases and sentences made up of words with known letter/sound correspondences and, where necessary, a few exception words.	Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Writing	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. Gives meaning to the marks that they make. Write some or all of their name. Write some letters accurately.	Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Use their phonic knowledge to write things such as labels and captions. 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.	Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others.

SPECIFIC AREA OF LEARNING			
MATHEMATICS			
Overview: Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Maths concepts and skills are taught predominantly through play and routines. The environment has been developed to promote mathematical concepts such as counting, sorting, measuring, comparing quantities and pattern making. Short engaging adult-led maths sessions are also used to introduce new learning following a mastery approach (White Rose is used in reception). These are carefully planned to ensure maths concepts are taught using practical resources and through real life experiences. Our curriculum supports children to 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.			
	Nursery 3 & 4 year olds	**Reception 4 & 5 year olds**	**Early Learning Goal EYFSP**
Number	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1, 2, 3, 4, 5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Solve real world mathematical problems with numbers up to 5.	Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–5 and some to 10.	Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
Numerical Patterns	Show 'finger numbers' up to 5. Experiment with their own symbols and marks as well as numerals. Compare quantities using language: 'more than', 'fewer than'. Link numerals and amounts up to 5.	Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers.	Verbally count beyond 20, recognising the pattern of the counting system; Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;

			Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
Shape, Space and Measure	Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Make comparisons between objects relating to size, length, weight and capacity Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones - an arch, a bigger triangle etc. Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.	Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Compare length, weight and capacity.	

	Use informal language like 'pointy', 'spotty', 'blobs' etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then…'		

SPECIFIC AREA OF LEARNING UNDERSTANDING THE WORLD			
Overview: We believe an appreciation of the awe and wonder of the world around us is a right for every child. We understand the importance of guiding children to make sense of their physical world and their community. We take the children out into the local area on occasions and we meet important members of our society so that children can learn about their world through exciting and real-life situations. We also share stories, non-fiction, rhymes and poems that enable our children to understand our culturally, socially, technologically and ecologically diverse world. Our curriculum involves regularly using natural spaces (our outdoor areas, forest school, the school field etc.) where children can play and explore in the natural world around them.			
	Nursery 3 & 4 year olds	**Reception 4 & 5 year olds**	**Early Learning Goal EYFSP**
People, Culture and Communities	Continue developing positive attitudes about the differences between people. Show interest in different occupations. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate, maps.
The Natural World	Use all their senses in hands on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.	Explore the natural world around them. Describe what they see, hear and feel whilst outside.	Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting

	Explore how things work. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice.	Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.	environments, drawing on their experiences and what has been read in class; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Past and Present	Begin to make sense of their own life-story and family's history.	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.	Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling.

SPECIFIC AREA OF LEARNING EXPRESSIVE ARTS AND DESIGN			
Overview: Pablo Picasso once said "Every child is an artist." At Loatlands we believe this to be true. We understand the importance of developing children's artistic and cultural awareness and how this supports their imagination and creativity. We provide children with many opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. Our learning environment provides children with the opportunity to work on their own creations and adults will sensitively work alongside children, teaching and introducing new skills where needed. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. Our children are able to develop their imaginations through the use of our many open-ended resources. We understand the importance of the frequency, repetition and depth of our children's experiences and how this is fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.			
	Nursery 3 & 4 year olds	**Reception 4 & 5 year olds**	**Early Learning Goal EYFSP**
Creating with Materials	Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Share their creations, explaining the process they have used; Make use of props and materials when role playing characters in narratives and stories.

	Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Explore colour and colour mixing.		
Being Imaginative and Expressive.	Take part in simple pretend play, using an object to represent something else even though they are not similar. Engages in imaginative play based on their own ideas or first-hand or peer experiences. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and idea.	Develop storylines in their pretend play. Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative. Explore and engage in music making and dance, performing solo or in groups. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses.	Invent, adapt and recount narratives and stories with peers and their teacher; Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and, when appropriate, try to move in time with music.