

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

Inspiring hearts,
shaping minds

Communication and language	frequently to children, and engaging them actively in stories , non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play , where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures . Whole EYFS focus – C&L is developed throughout the year through high quality interactions, group discussions, stories, singing, speech and language interventions, EYFS productions and circle time					
	Whole EYFS focus – C + L is developed throughout the year through high quality interactions, group discussions, stories, singing, speech and language interventions, EYFS productions and circle time. These experiences support children's speaking, listening, and understanding, laying the foundation for learning across all areas of the curriculum.					
Personal, Social and Emotional Development	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world . Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others . Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention, as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate, and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life .					
	<u>New beginnings</u> I know I belong to my key worker group I can share some special things about me (chatterboxes) I know what to do in nursery I can say when I feel happy	<u>Relationships</u> I can take turns and play with others I can work in a group	<u>Good to be me</u> I can express emotions like excitement I can relax with help and stay still briefly I can talk about how I feel in activities	<u>Relationships</u> I can talk about my family, pets and important people I can share special friendships and belongings	<u>Going for goals</u> I know I can do more now than when I was younger U can try to reach a goal and stay focused	<u>Changes</u> I can talk about how I've changed since starting nursery I can sometimes say how change makes me feel
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 .					
	Explore movement: walking, running, jumping, climbing, balancing on low equipment Introduction to simple obstacle courses Ball skills: rolling, throwing, catching large balls	Balancing activities: balance beams Climbing on equipment Introduce throwing and catching with smaller balls or beanbags Dancing and movement to music		Obstacle courses combining balance, jumping and coordination Riding scooters Group games		
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).					
	Literacy is developed throughout the year through the Little Wandle phonics programme, storytelling and talk for writing. It is embedded in both planned child-initiated play and activities, through high quality interactions with children. These include modelling and extending language, exploring ideas and encouraging talk, recalling and narrating experiences, facilitating early mark-making and writing. Communication and language sit at the heart of writing. Everything we do to build language and support communication feeds into the writing our children produce, even at the very earliest stages of their mark-making. The development of fine and gross motor is also key, with art, craft and physical play helping to develop the strength and co-ordination needed for writing.					

	(See benchmark document for detailed progression)					
Maths	<p>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.</p>					
	Colours	Number 1	Number 3	Number 6	More and fewer	2D shape
	Matching	Number 2	Number 4	Height & Length	One more	Night and Day
	Sorting	Pattern	Number 5	Mass & Capacity	One less	Positional language
Understanding the World	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
People, Culture and Communities	<p>Explore the new community of nursery and the people who are part of it</p> <p>Help children to learn each other's names.</p> <p>Introduce nursery rules and routines as part of the school community</p> <p>Encourage children to share pictures of their family and listen to what they say about the pictures. Create a family photo wall display.</p> <p>Use a diverse range of puppets, dolls and books to encourage children to notice and talk about similarities and differences.</p>	<p>Celebrate and value cultural, religious and community events and experiences -Diwali and Christmas</p> <p>Walk through our local town to the palace theatre.</p>	<p>Celebrate and value cultural, religious and community events and experiences -Chinese New Year</p> <p>Explore simple snack from different countries e.g. prawn crackers, egg fried rice, spring rolls</p> <p>Look at Animals in Hot and Cold Photos. Talk about where these animals live and discuss what's the same/different.</p> <p>Invite the children to create a jungle landscape and a snowy landscape for some small world animals</p> <p>Look on world maps or globes to identify where the polar regions are</p>	<p>Celebrate and value cultural, religious and community events and experiences -Eid and Easter.</p> <p>Look at photos of buildings/ natural features e.g. tree, houses, vehicles, flowers. Create a sorting activity make by people/found in nature</p>	<p>Talk about different vehicles and who uses them in the community</p> <p>Use a simple map of the local area to show where important places are e.g. school, shops, park</p> <p>Invite a member from the emergency services to visit with their vehicle</p> <p>Ask children to bring in a photograph of a place they visited in the local community e.g. park, shop, cinema.</p> <p>Encourage children to draw a map of their walk to the field</p>	<p>Create a display about children's families around the world or holidays they have been on</p>

<p>Past and Present</p>	<p>Spend time with children talking about photographs and memories in their Chatterboxes</p> <p>Use a visual timetable to understand what comes next in the nursery day</p>	<p>Explore Remembrance Day with photographs and simple, sensitive story telling</p> <p>Invite children to bring a photo, card or memory from their past birthday celebration</p> <p>Set up a birthday themed role play and encourage children to recreate past experiences</p>	<p>-</p>	<p>Show baby photographs of the children and talk about how they've changed (reflect on then and now). Share the story When I was a baby by Deborah Niland</p>	<p>Show pictures or real-life examples of old and new objects e.g. cars</p> <p>Provide images of old and new transport. Encourage children to sort them.</p>	<p>Send home a form for families to complete: 'A place we've visited.' Ask children to bring in a photograph of a place they visited. Encourage children to recall and describe past experiences.</p> <p>Create a curiosity cube filled with items like sand, shells, sunglasses etc. to spark conversation about past holidays and experiences.</p>
<p>The Natural World</p>	<p>Explore using our five senses e.g. scented play dough, different textures and materials, sound makers, introducing and exploring a range of different foods during snack time, different sensory materials in a tuff tray, using binoculars to look for specific objects</p> <p>Explore mechanical cause and effect toy equipment</p>	<p>Take the children out on a Autumn Walk. Ask them to look around at all the different things they can see. Encourage them to talk about what they notice and how their surroundings have changed (What happens to the leaves in Autumn?)</p> <p>Test: Investigate how you can shine light through some materials but not others.</p>	<p>Take the children out on a Winter Walk. Ask them to look around at all the different things they can see. Encourage them to talk about what they notice and how their surroundings have changed.</p> <p>Talk about the differences between materials and changes they notice -Explore and observe the changes that occur as ice melts (Why is this ice melting?)</p>	<p>Take the children out on a Spring Walk. Ask them to look around at all the different things they can see. Encourage them to talk about what they notice and how their surroundings have changed.</p> <p>Plant seeds and care for growing plants</p> <p>Care for animals and take part in first hand scientific explorations of animal lifecycles -caterpillars (encourage predictions about what comes next)</p> <p>Take time to enjoy bug hunts around school. Encourage children to explore different places, including looking down low, underneath objects and digging in the soil. Document where minibeasts were found.</p>	<p>Explore and talk about different forces they can feel e.g. magnetic attraction and repulsion</p> <p>Observe and test cause and effect -Provide different ramps for children to whizz cars down.</p>	<p>Take the children out on a Summer Walk. Ask them to look around at all the different things they can see. Encourage them to talk about what they notice and how their surroundings have changed.</p> <p>Explore and talk about different forces they can feel e.g. how the water pushes up when they try to push a plastic boat under it</p> <p>Explore how different materials sink and float. Describe and sort by properties</p> <p>Set up a rock pool large activity tray with sea creatures, rocks, sand and water. Encourage the children to explore the rock pool and talk about what they see. What creatures can they find?</p>

				Provide opportunities to look close-up at minibeasts, identifying features (legs, wings, colour) Encourage children to choose how they would like to explore, offering them a choice of tools, such as magnifiers or viewfinders		
Expressive arts and Design	The development of children's artistic and cultural awareness supports their imagination and creativity . It is important that children have regular opportunities to engage with the arts , enabling them to explore and play with a wide range of media and materials . The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts . The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
	<p>Imaginative play: home corner, dressing up clothes</p> <p>Music exploration: Explore musical instruments, songs, rhymes, stage area</p> <p>Make marks by drawing circles and lines</p> <p>Experiment by making a range of sounds using their voices</p> <p>Explore clay: touching, poking, feeling texture</p> <p>Use hands, feet and fingers to paint</p>	<p>Imaginative play: home corner, dressing up clothes</p> <p>Music exploration: Explore musical instruments, songs, rhymes, stage area</p> <p>Draw enclosed spaces giving meaning e.g. shapes representing objects</p> <p>Explore making marks in clay to create lines, dots or impressions</p> <p>Experiment by joining in with simple songs using repetition</p> <p>Print with large blocks and sponges</p> <p>Manipulate clay to create diva lamps</p> <p>Jackson pollock: explore colour and patterns</p>	<p>Imaginative play: home corner, dressing up clothes</p> <p>Music exploration: Explore musical instruments, songs, rhymes, stage area</p> <p>Draw potato people</p> <p>Hold a paintbrush in the palm of their hand</p> <p>Manipulates clay (rolls, squashes)</p> <p>Move in time to music and listen to sounds and changes in music</p> <p>Encourage the children to dip their fork in the paint and scrape it on the paper to make a furry polar bear. Add eyes, ears and a nose to finish.</p>	<p>Imaginative play: home corner, dressing up clothes</p> <p>Music exploration: Explore musical instruments, songs, rhymes, stage area</p> <p>Create a caterpillar by exploring different textures and joining techniques e.g. glue sticks</p> <p>Draw faces with features</p> <p>Use thick brushes</p> <p>Explore colour by creating a fold over butterfly print. Paint half a butterfly on one side of the paper and fold it over to print on the other side</p>	<p>Imaginative play: home corner, dressing up clothes</p> <p>Music exploration: Explore musical instruments, songs, rhymes, stage area</p> <p>Place toy vehicles and play vehicle sound recordings e.g. beep, beep, vroom, screech, whoosh.</p> <p>Draw simple things from memory (vehicles)</p> <p>Provide a range of drawing materials to create drawings of vehicles</p> <p>Join items using glue spatulas</p> <p>Names simple colours</p> <p>Junk model simple vehicles</p> <p>Create a colourful travel map using large-wheeled vehicles. Children can dip their vehicles into paint before pushing them across large rolls of paper</p>	<p>Imaginative play: home corner, dressing up clothes</p> <p>Music exploration: Explore musical instruments, songs, rhymes, stage area</p> <p>Create their own piece of work</p> <p>Begin to name some equipment</p> <p>Draw things that they observe</p> <p>Add other materials to develop models: junk model boats. Discuss what worked well, what would you change?</p> <p>Mix primary colours to appropriate consistency</p>

		Christmas cards/calendars				
Computing	Explore a range of technologies and begin to link them to their uses e.g. phones in the home corner, kettle	Respond to sounds turned on and off Experiment controlling a range of toys using controls (bee-bots)	Explore mark making on a screen e.g. when using a touch screen to draw Staying safe online	Take photographs of observations: minibests using the iPad	Use a simple pictogram or photos to count or organize information -my favourite vehicle	Look at photographs and describe what we see (photos from holidays and summer)