



EYFS Long Term Vision September 2014 – July 2015

30 – 50 months
40 – 60+ months
ELG's

Personal, Social, Emotional Development

Development Matters: 30-50 months 40-60+ months ELGs	Enabling Environments: (What adults could provide) Experiences, routines, indoor and outdoor	Positive Relationships (What adults could do) Adult role, interactions
<p>Self-confidence and self awareness</p> <ul style="list-style-type: none"> • Can select and use activities and resources with help. • Welcomes and values praise for what they have done. • Enjoys responsibility of carrying out small tasks. • Is more outgoing towards unfamiliar people and more confident in new social situations. • Confident to talk to other children when playing, and will communicate freely about own home and community. • Shows confidence in asking adults for help. • <i>Confident to speak to others about own needs, wants, interests and opinions.</i> • <i>Can describe self in positive terms and talk about abilities.</i> <p>Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p>Manages feelings and behaviour</p> <ul style="list-style-type: none"> • Aware of own feelings, and knows that some actions and words can hurt others' feelings. • Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. • Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. • Can usually adapt behaviour to different events, social situations and changes in routine. • <i>Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</i> • <i>Aware of the boundaries set, and of behavioural expectations in the setting.</i> • <i>Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</i> <p>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p>Making Relationships</p> <ul style="list-style-type: none"> • Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. • Initiates play, offering cues to peers to join them. • Keeps play going by responding to what others are saying or doing. • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. • <i>Initiates conversations, attends to and takes account of what others say.</i> • <i>Explains own knowledge and understanding, and asks appropriate questions of others.</i> • <i>Takes steps to resolve conflicts with other children, e.g. finding a compromise.</i> <p>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>	<p>Children are involved in the planning stage</p> <p>Children listen to multi cultural stories, join in circle times and complete adult led activities</p> <p>School ethos encourages taking turns and listening to each other</p> <p>Resources are stimulating and accessible and open ended so that they can be used, moved and combined in a variety of ways</p> <p>Resources are changed to meet children's interests</p> <p>Noise is limited to help concentration</p> <p>Children have uninterrupted time to play and explore</p> <p>All areas both indoors and outdoors allow opportunities for talk</p> <p>Children join KS1 for 'Meeting' 4 days a week</p> <p>Our Book Corner is a place where children can sit, read and chat with their friends</p> <p>Clear boundaries and routines are set. The whole school follow the Golden Rules</p> <p>Children are encouraged to discuss solutions to problems/scenarios at the time or through Circle Times</p> <p>Children are expected to gather the resources they require and tidy up at the end of the session</p> <p>All resources are clearly labelled</p> <p>In Circle Time children talk about similarities and differences</p>	<p>Adults allow opportunities for children to be involved in planning activities</p> <p>Adults play with the children</p> <p>Adults encourage children to have a go at new activities</p> <p>Adults talk about how we and children get better at things through effort and practice and what we can all learn when things go wrong</p> <p>Children's learning is recognised in the Golden Book</p> <p>Adults are good role models and share with the children ideas about what makes a good listener</p> <p>Adults encourage children to share their feelings and talk about their experiences</p> <p>Adults praise positive behaviours and deal with inappropriate behaviour fairly and consistently</p> <p>Adults encourage children to consider different viewpoints</p> <p>Adults support children when putting their coats and aprons on and getting changed for PE</p> <p>Adults remind children to wash their hands before eating and cooking and after using the toilets</p> <p>Adults praise children's efforts when managing personal hygiene and tidying up</p>

Communication and Language

Development Matters: 30-50 months 40-60+ months ELGs	Enabling Environments: (What adults could provide) Experiences, routines, indoor and outdoor	Positive Relationships (What adults could do) Adult role, interactions
<p>Listening and Attention</p> <ul style="list-style-type: none"> • Listens to others one to one or in small groups, when conversation interests them. • Listens to stories with increasing attention and recall. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Focusing attention, still listen or do, but can shift own attention. • Is able to follow directions (if not intently focused on own choice of activity). • <i>Maintains attention, concentrates and sits quietly during appropriate activity.</i> • <i>Two-channelled attention – can listen and do for short span.</i> <p>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Understanding</p> <ul style="list-style-type: none"> • Understands use of objects (e.g. <i>“What do we use to cut things?”</i>) • Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture. • Responds to simple instructions, e.g. to get or put away an object. • Beginning to understand ‘why’ and ‘how’ questions. • <i>Responds to instructions involving a two-part sequence.</i> • <i>Understands humour, e.g. nonsense rhymes, jokes.</i> • <i>Able to follow a story without pictures or props.</i> • <i>Listens and responds to ideas expressed by others in conversation or discussion</i> <p>Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.</p> <p>Speaking</p> <ul style="list-style-type: none"> • Beginning to use more complex sentences to link thoughts (e.g. using <i>and, because</i>). • Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>). • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. • Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i>. • Uses a range of tenses (e.g. <i>play, playing, will play, played</i>). • Uses intonation, rhythm and phrasing to make the meaning clear to others. • Uses vocabulary focused on objects and people that are of particular importance to them. • Builds up vocabulary that reflects the breadth of their experiences. • Uses talk in pretending that objects stand for something else in play, e.g. <i>‘This box is my castle.’</i> • <i>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</i> • <i>Uses language to imagine and recreate roles and experiences in play situations.</i> • <i>Links statements and sticks to a main theme or intention.</i> • <i>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</i> • <i>Introduces a storyline or narrative into their play.</i> <p>Children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>	<p>Circle Time encourages taking turns to speak and listen to each other.</p> <p>Children are encouraged to plan and work together in adult-led and child led activities</p> <p>Feedback sessions give children an opportunity to talk about what they and others have done</p> <p>All areas both indoors and outdoors allow opportunities for talk.</p> <p>Children listen to stories, songs, etc from a variety of cultures during whole class activities and also have access to a CD Player which can be used to listen to stories and CD’s during CIL.</p> <p>Opportunities for speaking and listening are planned in Circle Times, whole class discussions, small groups and 1:1</p> <p>Displays are made together to remind the children of their experiences</p> <p>Opportunities are provided for talking about a range of purposes e.g. descriptions, explanations, instructions</p>	<p>Children are given time to talk</p> <p>Adults use every opportunity to extend vocabulary</p> <p>When appropriate adults give multi-step instructions</p> <p>Adults discuss with the children what makes a good speaker</p> <p>Adults model imaginative play and take on roles if appropriate</p> <p>Adults encourage children to talk about their plans and make predictions</p> <p>Adults encourage children to ask questions about what they have seen and what is happening.</p> <p>Adults encourage children to join in with predictable text and repeated refrains</p> <p>They talk about what is happening, make predictions and talk about likes and dislikes</p> <p>Adults use story book language in their own retellings of stories</p>

Physical Development

Development Matters: 30-50 months 40-60+ months ELGs	Enabling Environments: (What adults could provide) Experiences, routines, indoor and outdoor	Positive Relationships (What adults could do) Adult role, interactions
<p>Moving and Handling</p> <ul style="list-style-type: none"> • Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • Mounts stairs, steps or climbing equipment using alternate feet. • Walks downstairs, two feet to each step while carrying a small object. • Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. • Can stand momentarily on one foot when shown. • Can catch a large ball. • Draws lines and circles using gross motor movements. • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. • Holds pencil near point between first two fingers and thumb and uses it with good control. • Can copy some letters, e.g. letters from their name. • <i>Experiments with different ways of moving.</i> • <i>Jumps off an object and lands appropriately.</i> • <i>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</i> • <i>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</i> • <i>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</i> • <i>Uses simple tools to effect changes to materials.</i> • <i>Handles tools, objects, construction and malleable materials safely and with increasing control.</i> • <i>Shows a preference for a dominant hand.</i> • <i>Begins to use anticlockwise movement and retrace vertical lines.</i> • <i>Begins to form recognisable letters.</i> • <i>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</i> <p>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p> <p>Health and Self care</p> <ul style="list-style-type: none"> • Can tell adults when hungry or tired or when they want to rest or play. • Observes the effects of activity on their bodies. • Understands that equipment and tools have to be used safely. • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. • Can usually manage washing and drying hands. • Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. <p><i>Eats a healthy range of foodstuffs and understands need for variety in food.</i></p> <ul style="list-style-type: none"> • <i>Usually dry and clean during the day.</i> • <i>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</i> • <i>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</i> • <i>Shows understanding of how to transport and store equipment safely.</i> • <i>Practices some appropriate safety measures without direct supervision.</i> <p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<p>Children have a 15 minute “Busy Finger” session every morning on arrival</p> <p>Children have a weekly session with a Sport Coach</p> <p>Children have the opportunity to move freely between the indoors and outdoors</p> <p>Children spend lunchtimes with the KS1 children and have access to the zones</p> <p>During CIL the children have access to the apparatus area with climbing equipment.</p> <p>Children have access to bikes and scooters</p> <p>Children have access to smaller equipment, such as skipping ropes, bats & balls, during lunchtime and in the outdoor environment</p> <p>Children have fruit, milk and water during rolling snack</p> <p>Children can decide when they are hungry and go to the Rolling Snack table</p> <p>Every child is given a water bottle when they start school</p> <p>A wide range of tools and materials are provided in the Art, Construction and Role Play Areas</p> <p>Children change for PE sessions and are encouraged to become independent</p>	<p>Adults ensure children are aware of the need for safety for themselves and others</p> <p>Adults model and monitor use of equipment and movement around the settings</p> <p>Adults encourage children to share and take turns</p> <p>Midday Supervisors plan playground games to use with the children</p> <p>Children are reminded about washing their hands after using the toilet and when preparing food</p> <p>Adults talk to the children about the effects of exercise on their bodies</p> <p>Adults support children when putting their coats and aprons on and getting changed for PE</p>

Literacy

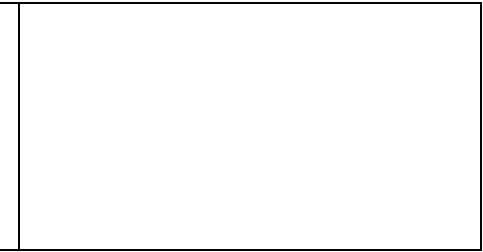
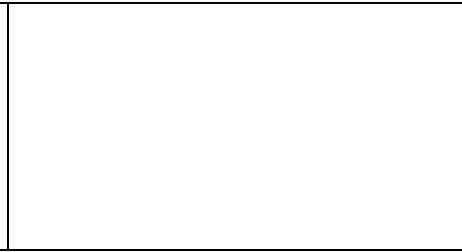
Development Matters: 30-50 months 40-60+ months ELGs	Enabling Environments: (What adults could provide) Experiences, routines, indoor and outdoor	Positive Relationships (What adults could do) Adult role, interactions
<p>Reading</p> <ul style="list-style-type: none"> • Enjoys rhyming and rhythmic activities. • Shows awareness of rhyme and alliteration. • Recognises rhythm in spoken words. • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Beginning to be aware of the way stories are structured. Suggests how the story might end. • Listens to stories with increasing attention and recall. • Describes main story settings, events and principal characters. • Shows interest in illustrations and print in books and print in the environment. • Recognises familiar words and signs such as own name and advertising logos. • Looks at books independently. • Handles books carefully. • Knows information can be relayed in the form of print. • Holds books the correct way up and turns pages. • Knows that print carries meaning and, in English, is read from left to right and top to bottom. • <i>Continues a rhyming string.</i> • <i>Hears and says the initial sound in words.</i> • <i>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</i> • <i>Links sounds to letters, naming and sounding the letters of the alphabet.</i> • <i>Begins to read words and simple sentences.</i> • <i>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</i> • <i>Enjoys an increasing range of books.</i> • <i>Knows that information can be retrieved from books and computers.</i> <p>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p> <p>Writing</p> <ul style="list-style-type: none"> • Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places. • <i>Gives meaning to marks they make as they draw, write and paint.</i> • <i>Begins to break the flow of speech into words.</i> • <i>Continues a rhyming string.</i> • <i>Hears and says the initial sound in words.</i> • <i>Can segment the sounds in simple words and blend them together.</i> • <i>Links sounds to letters, naming and sounding the letters of the alphabet.</i> • <i>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</i> • <i>Writes own name and other things such as labels, captions.</i> • <i>Attempts to write short sentences in meaningful contexts.</i> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p>Children listen to stories, songs, etc from a variety of cultures during whole class activities and also have access to a CD Player which can be used to listen to stories and CD's during CIL.</p> <p>Children have access to a variety of books, fiction, non fiction and dual language</p> <p>Children have a wide range of language games and jigsaws to promote language development</p> <p>Children are encouraged to take books home to share with their parents. There are interactive displays with resources for the children to use</p> <p>Opportunities are provided for children to re-tell stories in adult-led and child-led activities</p> <p>Writing materials and tools are provided to use both indoors and outdoors</p> <p>Children are encouraged to write their names on every piece of 'work'</p>	<p>Adults model writing for different purposes and acts as scribe</p> <p>Adults are clear about modelling correct letter formation</p>

Mathematics

Development Matters: 30-50 months 40-60+ months ELGs	Enabling Environments: (What adults could provide) Experiences, routines, indoor and outdoor	Positive Relationships (What adults could do) Adult role, interactions
<p>Number</p> <ul style="list-style-type: none"> • Uses some number names and number language spontaneously. • Uses some number names accurately in play. • Recites numbers in order to 10. • Knows that numbers identify how many objects are in a set. • Beginning to represent numbers using fingers, marks on paper or pictures. • Sometimes matches numeral and quantity correctly. • Shows curiosity about numbers by offering comments or asking questions. • Compares two groups of objects, saying when they have the same number. • Shows an interest in number problems. • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. • Shows an interest in numerals in the environment. • Shows an interest in representing numbers. • Realises not only objects, but anything can be counted, including steps, claps or jumps. • <i>Recognises some numerals of personal significance.</i> • <i>Recognises numerals 1 to 5.</i> • <i>Counts up to three or four objects by saying one number name for each item.</i> • <i>Counts actions or objects which cannot be moved.</i> • <i>Counts objects to 10, and beginning to count beyond 10.</i> • <i>Counts out up to six objects from a larger group.</i> • <i>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</i> • <i>Counts an irregular arrangement of up to ten objects.</i> • <i>Estimates how many objects they can see and checks by counting them.</i> • <i>Uses the language of 'more' and 'fewer' to compare two sets of objects.</i> • <i>Finds the total number of items in two groups by counting all of them.</i> • <i>Says the number that is one more than a given number.</i> • <i>Finds one more or one less from a group of up to five objects, then ten objects.</i> • <i>In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</i> • <i>Records, using marks that they can interpret and explain.</i> • <i>Begins to identify own mathematical problems based on own interests and fascinations.</i> <p>Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p> <p>Shape, space and measure</p> <ul style="list-style-type: none"> • Shows an interest in shape and space by playing with shapes or making arrangements with objects. • Shows awareness of similarities of shapes in the environment. • Uses positional language. • Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. • Shows interest in shapes in the environment. • Uses shapes appropriately for tasks. • Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. • <i>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</i> • <i>Selects a particular named shape.</i> • <i>Can describe their relative position such as 'behind' or 'next to'.</i> • <i>Orders two or three items by length or height.</i> 	<p>Children have a Maths Area with number lines, shapes, jigsaws, pegs, beads, counters, sorting trays, books and many games to promote mathematical play</p> <p>A washing line outside can be used for ordering numbers and objects</p> <p>Objects are sometimes put in the sand and water trays to develop mathematical skills</p> <p>Children sing number rhymes and use number in all areas of the curriculum e.g. in favourite stories</p> <p>A 'number rich' environment is created</p> <p>Sand and water play encourages children to learn about capacity and the related vocabulary</p> <p>Pegs and threading beads, etc. are available in the Maths Area</p> <p>A wide range of 2D and 3D shapes are provided in the indoor and outdoor environments, which can be used for building models, etc.</p>	<p>Adults take every opportunity to involve the children in counting and comparing objects in the daily routine</p> <p>Adults model and introduce mathematical language</p> <p>Adults read stories which give opportunities for mathematical discussions</p> <p>Adults model and introduce mathematical language for shape, space and measures</p>

- *Orders two items by weight or capacity.*
- *Uses familiar objects and common shapes to create and recreate patterns and build models.*
- *Uses everyday language related to time.*
- *Beginning to use everyday language related to money.*
- *Orders and sequences familiar events.*
- *Measures short periods of time in simple ways.*

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.



Understanding the World

Development Matters: 30-50 months 40-60+ months ELGs	Enabling Environments: (What adults could provide) Experiences, routines, indoor and outdoor	Positive Relationships (What adults could do) Adult role, interactions
<p>People and Communities</p> <ul style="list-style-type: none"> • Shows interest in the lives of people who are familiar to them. • Remembers and talks about significant events in their own experience. • Recognises and describes special times or events for family or friends. • Shows interest in different occupations and ways of life. • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. <p><i>Enjoys joining in with family customs and routines.</i></p> <p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>The World</p> <ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. • Can talk about some of the things they have observed such as plants, animals, natural and found objects. • Talks about why things happen and how things work. • Developing an understanding of growth, decay and changes over time. • Shows care and concern for living things and the environment. • <i>Looks closely at similarities, differences, patterns and change.</i> <p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>Technology</p> <ul style="list-style-type: none"> • Knows how to operate simple equipment. • Shows an interest in technological toys with knobs or pulleys, or real objects. • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. • Knows that information can be retrieved from computers. • <i>Completes a simple program on a computer.</i> • <i>Interacts with age-appropriate computer software</i> <p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>	<p>Children are encouraged to talk about their homes and families during Circle Time, adult-led and child-led activities</p> <p>Circle Times give children opportunities to talk about their feelings, events, similarities and differences and about their families</p> <p>Children have a 20 minute weekly session with the RE Subject Manager/EAL Specialist</p> <p>Children attend whole school 'Meeting'</p> <p>Children use the indoor and outdoor environments to investigate the natural world</p> <p>Interactive displays allow the children to explore objects</p> <p>Children change the day of the week, month and weather on our Weather Station</p> <p>A range of construction materials, kits and tools are easily accessible for children to use</p> <p>Children have computers, iPads, CD players, talking tins, torches and programmable toys</p>	<p>Adults use open questioning and give the children time to look/think and express their thoughts</p> <p>Adults encourage children to use language related to time</p> <p>Adults stimulate the children's interest and curiosity about the world around them</p> <p>Adults model how to use tools safely and monitor the children carefully</p> <p>Adults read stories which help children make sense of different environments</p> <p>Adults ask children about their likes and dislikes.</p> <p>Adults support children in using ICT.</p>

Expressive Art and Design

Development Matters: 30-50 months 40-60+ months ELGs	Enabling Environments: (What adults could provide) Experiences, routines, indoor and outdoor	Positive Relationships (What adults could do) Adult role, interactions
<p>Exploring and using media and materials</p> <ul style="list-style-type: none"> • Enjoys joining in with dancing and ring games. • Sings a few familiar songs. • Beginning to move rhythmically. • Imitates movement in response to music. • Taps out simple repeated rhythms. • Explores and learns how sounds can be changed. • Explores colour and how colours can be changed. • Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. • Beginning to be interested in and describe the texture of things. • Uses various construction materials. • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Joins construction pieces together to build and balance. • Realises tools can be used for a purpose. • <i>Begins to build a repertoire of songs and dances.</i> • <i>Explores the different sounds of instruments.</i> • <i>Explores what happens when they mix colours.</i> • <i>Experiments to create different textures.</i> • <i>Understands that different media can be combined to create new effects.</i> • <i>Manipulates materials to achieve a planned effect.</i> • <i>Constructs with a purpose in mind, using a variety of resources.</i> • <i>Uses simple tools and techniques competently and appropriately.</i> • <i>Selects appropriate resources and adapts work where necessary.</i> • <i>Selects tools and techniques needed to shape, assemble and join materials they are using.</i> <p>Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Being Imaginative</p> <ul style="list-style-type: none"> • Developing preferences for forms of expression. • Uses movement to express feelings. • Creates movement in response to music. • Sings to self and makes up simple songs. • Makes up rhythms. • Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. • Engages in imaginative role-play based on own first-hand experiences. • Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. • Uses available resources to create props to support role-play. • Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. • <i>Creates simple representations of events, people and objects.</i> • <i>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</i> • <i>Chooses particular colours to use for a purpose.</i> • <i>Introduces a storyline or narrative into their play.</i> • <i>Plays alongside other children who are engaged in the same theme.</i> • <i>Plays cooperatively as part of a group to develop and act out a narrative.</i> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p>A variety of resources and materials are provided so that children can make their own choices in order to express their ideas</p> <p>A wide range of materials are available to enable children to explore colour, texture and shape</p> <p>Instruments and music are accessible to the children</p> <p>Children attend a 30 minute weekly session with our Music Specialist, where they learn to sing new and familiar songs and play instruments</p> <p>Children attend 'Music Meeting' once a week, where they sing as a whole school and learn to listen and appreciate music and various instruments</p> <p>Role plays are changed regularly to meet the interests of the children</p> <p>Children bake and sew with the support of our Parent/Grandparent Helpers</p>	<p>Adults talk to the children about what they are doing the processes involved and their likes and dislikes</p> <p>Adults involve children in the thought process and creativity of displays for the communal areas, such as the Hall</p>

