



Early Years Foundation Stage Curriculum

Bright Beginners



EYFS Intent, Implementation and Impact



Intent

At Manor Hill we intend to meet the needs of every unique child in a developmentally appropriate way. We provide motivating first-hand experiences whilst encouraging our children to build a life-long love of learning. We aim to provide a developmental curriculum, whilst also building on children's existing knowledge encouraging them to use what they already know to succeed and progress. We recognise that all children are unique and we celebrate individual differences and skills to enable all children to feel valued and have pride in their achievements. We have created open ended learning opportunities because we highly value child-led learning and will follow the interests and fascinations of the children in each cohort. The curriculum is rich in language and vocabulary, role-modelled by staff, to ensure children can communicate effectively. We provide provision which responds to the unique needs of every child through the provision of developmental play opportunities, which are skilfully supported by a team of passionate and experienced practitioners. We believe relationships are central to the success of each child and ensure that meaningful relationships form the basis of our practice. We are committed to providing purposeful, stimulating and enabling environments.

Implementation

At Manor Hill we prioritise following the children's interests and making the most of those 'in the moment' teachable opportunities, where learning can be maximized if children are engrossed in their own play through personal fascinations or interests. Staff use their expert knowledge about child development to support, scaffold and facilitate learning by extending the children's thinking. Our day is carefully mapped out to ensure age appropriate routines which encompass discreet opportunities to acquire skills and knowledge. Our provision allows the children to be active learners, take managed risks in their play, explore environments and think critically and creatively. Staff are expert in teaching a systematic, synthetic phonics programme and ensure that children practise their reading books that match their phonic knowledge. Parents are regularly updated on their child's learning and progress through an online profile which allows parent feedback and contributions, and through regular interactions with staff. Staff quickly identify children that need support in any area of learning and provide focused intervention that is targeted and age-appropriate to support individuals to make expected progress. Manor Hill is a positive place to be and we embed our values of creativity, resilience, collaboration and exploration in everything that we do.

Impact

Children leave our early years having enjoyed high quality play opportunities in a happy environment and having made strong connections with those around them. This means that they are ready to progress to the next stage of their learning as confident capable individuals. Effective transition arrangements, including curriculum and pedagogical alignment are in place to ensure a seamless next step for all children.



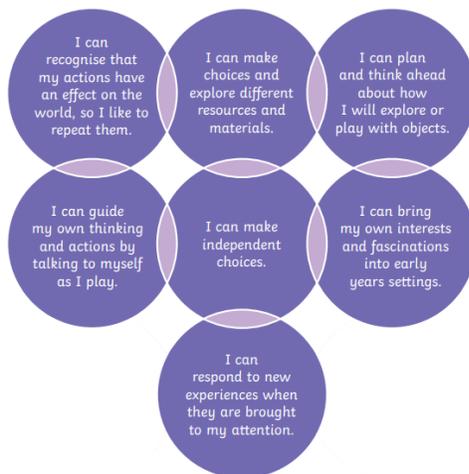
The Characteristics of Effective Learning



The characteristics of effective learning underpins our offer at Manor Hill. We know these characteristics are rooted in the science of how children learn and they therefore guide and support the ways in which we deliver the learning experience in the Early Years at Manor Hill.

Playing and Exploring

Children investigate and experience things and 'have a go'.



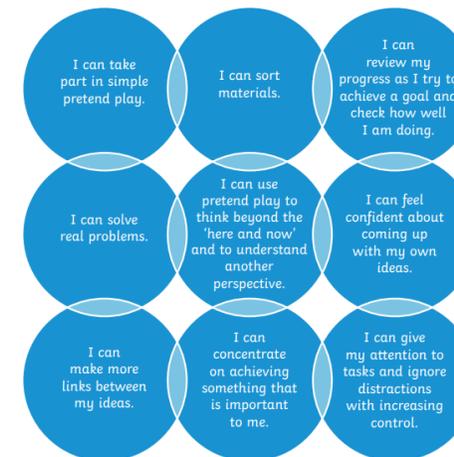
Active Learning

Children concentrate and keep on trying if they encounter difficulties and enjoy achievements.



Creating and Thinking Critically

Children have and develop their own ideas, make links between ideas and develop strategies for doing things.





Reading in the EYFS at Manor Hill



At Manor Hill reading is at the heart of everything we do. We believe that we can instil a love of reading at a very young age. We support our Early Years children to have a varied and rich diet of reading opportunities.

Each room has a reading area, which includes carefully selected books that are age appropriate and reflect the children's interests. As the children progress through our four classes, familiar books follow them through, which gives the children the opportunity to retell, act out and re-read those familiar texts that they already know and love. We do not limit books to our reading areas and we have varied texts around our rooms which lend themselves to various learning opportunities. For example, we might display an atlas and information books in our small world area, cookery books in the role play kitchen or creative and art ideas in our making areas. This teaches children the value of books and how they can be used and accessed for many reasons.

Children are actively encouraged to take books from our school library, which children can visit on a weekly basis. When children join our school from Bright Beginners through to our Reception class, all children have access to 'sharing books'. These are books they can take home on a weekly basis and share with their grown ups together.

Adults read to the children daily in whole group, small group and 1:1 situations. From Early Explorers we offer a 'voting story', each child votes for the end of day story out of a choice of two books. Again, these are carefully selected to support children's development and learning and they will be suited to the age and stage of the room. This is progressive as Early Explorers build a block tower to vote, so it is very visual and they can see the tallest tower is the winning book. In Little Learners the adults support the children to vote using counting bears, as a group they count the bears into groups of 5 and the book with the most groups of 5 is the winner. In Reception the children self register is their vote and they independently put their name in the basket for the book they would like to listen to at the end of the day. The special helper will count up the votes and reveal the winner each day.

We recognise the importance of child choice at Manor Hill and we want our children to come into school and share their own favourite books with their friends and teachers. We follow the children's interests and we will recommend books to children if they have a specific interest e.g. if a child has a keen interest in dinosaurs, we could explore information books but also stories about dinosaur.

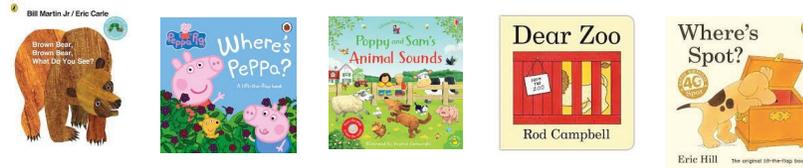
When children start in our Bright beginners through to our Little Learners they are exposed to many pre-reading opportunities on a daily basis. When Children reach Little Learners they will receive a discreet daily adult led phonics, which will concentrate on the foundations for phonics and the 7 aspects in Phase 1. When children start Reception class they will learn to read through our reading scheme Little Wandle. This is a systematic program which is delivered daily. Every child reads in a group three times a week and they take this book home to celebrate with parents. Any child not on track with reading will receive keep up sessions to support their learning in reading and close any gaps.



Possible Texts To Explore

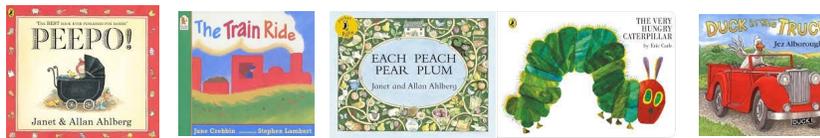


Bright Beginners



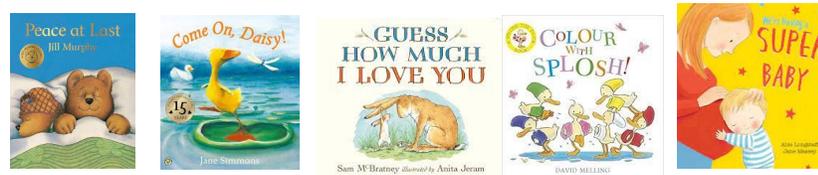
Brown Bear, Brown Bear, Peppa Pig, Pip & Posy, How much I love You, Where's Spot? Snore, Apple Tree Farm, Peppa's Easter Egg, Spot goes to the Farm, Oh Dear, Dear Zoo, Walking Through the Jungle, Hug, Peppa Pigs Tiny Creatures, Pip & Posy's New Friend, Ketchup on your cornflakes

Early Explorers



Peepo, We're Going on a Bear Hunt, We are Family The Train Ride, Each Peach, Pear Plum, Duck's truck The Very Hungry Caterpillar, What the Ladybird Heard

Little Learners



A family is a family is a family, Peace at last, Come on Daisy, Happy in our skin, Jake and his cousin Sidney, You and me little bear, Mummy do you love me?, Home in the rain, Guess how much I love you?, We're having a super baby, 5 minutes peace, Colour with splosh

Reception



The Gruffalo, Tidy, Say Hi to Hedgehogs, The Big book of Families, Love makes a family, Heather has two mummies, The girl with Two Dads, Owl Babies, Oliver's Vegetables, The Tiny Seed, The Ugly Duckling, Jack and the Beanstalk, Kindness stories- The Lion Inside, The Squirrels that Squabbled, Handa's Surprise, We're Going on a Lion Hunt, Rumble in the Jungle, Animal encyclopaedia, Meer Kat Mail, The Ghanaian Goldilocks



Bright Beginners



The Bright Beginners are our two year old children.

In the Bright Beginners room our staff are highly knowledgeable in child development and provide age-appropriate opportunities which allow our youngest children to thrive and prepare for their next step in their early learning journey.

We understand the importance of safe physical care routines for toddlers and children. We ensure that feeding, dressing and nappy changing are carried out sensitively and whatever each child needs are, we pay close attention to each toddler and child to allow flexibility. We know that developmentally these care routines are a huge part of the learning process for young children and we pride ourselves in ensuring that they are undertaken successfully.

Our focus is on the three prime areas of learning, with the specific areas woven into the prime areas. Our aim for our Bright Beginners children is for each child to move on to Early Explorers being prepared for the next step in their early learning experience at Manor Hill.





Bright Beginners Possible Learning Opportunities



At Manor Hill we follow the children's interests as we feel that this is key to engagement. We know that high level attainment comes from high level engagement. To be highly engaged children need to have access to a diverse range of opportunities and processes.

Possible Learning Opportunities	Autumn Term	Spring Term	Summer Term
Experiences and Visits	Christmas Craft Day Visit from comforting character	Farm on Wheels	Big Art/Craft Day
Celebrations	Birthdays Christmas Christmas Sing Along	Birthdays Mothers Day Easter	Birthdays Fathers Day
Parent Contributions/Events	Autumn Treasures Family photos Stay and Play sessions Half termly	Easter Egg Hunt Stay and Play sessions Half termly	Fathers Day Forest School Session Stay and Play sessions Half termly



Communication and Language



At Manor Hill in the Bright Beginners, Communication and Language is key. We use Development Matters as a guide to ensure children are accessing developmentally appropriate opportunities and making progress in their learning. In development matters the statements for Communication and Language state:

Children generally focus on an activity of their own choice and find it difficult to be directed by an adult. Listen to other people's talk with interest, but can easily be distracted by other things. Make themselves understood, and can become frustrated when they can't. Start to say how they are feeling, using words as well as actions. Start to develop conversation, often jumping from topic to topic. Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'. Use the speech sounds p, b, m, w. Pronounce: - l/r/w/y - f/th - s/sh/ch/dz/j. Use multi-syllabic words such as 'banana' and 'computer'. Listen to simple stories and understand what is happening, with the help of the pictures. Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'. Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').

Observational Checkpoints:

AGE 2:

Is the child showing an interest in what other children are playing and sometimes joins in?

Can the child use up to 50 words? Is the child beginning to put two or three words together: "more milk"? Is the child frequently asking questions, such as the names of people and objects?

Can the child understand many more words than they can say – between 200–500 words? Around the age of 2, can the child understand simple questions and instructions like: "Where's your hat?" or "What's the boy in the picture doing?"

AGE 3:

Can the child shift from one task to another if you get their attention. Using the child's name can help: "Jason, can you stop now? We're tidying up".

Can the child use around 300 words? These words include descriptive language. They include words for time (for example, 'now' and 'later'), space (for example, 'over there') and function (for example, they can tell you a sponge is for washing). Is the child linking up to 5 words together? Is the child using pronouns ('me', 'him', 'she'), and using plurals and prepositions ('in', 'on', 'under') - these may not always be used correctly to start with. Can the child follow instructions with three key words like: "Can you wash dolly's face?"

Can the child show that they understand action words by pointing to the right picture in a book. For example: "Who's jumping?" Note: watch out for children whose speech is not easily understood by unfamiliar adults. Monitor their progress and consider whether a hearing test might be needed.



Communication and Language



What opportunities do we create in daily practice to support the development of Communication and Language in our Bright Beginners?

- Daily singing and stories in whole group, small group and 1:1 situations both as an adult focus and in the provision
- Listening to new and familiar music and respond, dance and move to music and performing opportunities
- Respond to and use gestures and facial expressions to support non-verbal communication
- Sensory play opportunities to allow the children to explore their senses and talk about how things feel, taste, smell, sound and look.
- Introduce vocabulary appropriate for the age and development of the children through play, daily routines and through using stories and experiences.
- Weekly forest school sessions to allow opportunity for exploration and new vocabulary to be introduced
- Comforting characters (Peppa Pig, Paw Patrol) to encourage talk around characters they like and that they are familiar with.
- Staff use language through sustained shared thinking with the children by using prompts such as elaborating, clarifying, recapping and offering personal experiences in conversations and play.
- Conversation opportunities at snack times, lunch times as well as in play
- Staff modelling conversations and good listening
- Playing listening games or drawing attention to sounds so that children tune into familiar sounds around them
- Use of instruments and noise making toys to support sound making activities
- Create opportunities to discuss familiar things or people- bringing in photographs or sharing experiences through Seesaw
- Role play modelled and supported with language that would usually be used e.g. food preparation in the kitchen, looking after babies.
- Supporting speech and language using see and learn cards
- Staff immersing themselves in play to create a language rich environment.



Personal Social and Emotional Development



At Manor Hill in the Bright Beginners our children's personal social and emotional development is the foundation to all other areas. We know children need to feel comfortable, confident and happy to be able to learn successfully. We use Development Matters as a guide to ensure children are accessing developmentally appropriate opportunities and making progress in their learning. In development matters the statements for Personal Social and Emotional Development state:

Find ways to calm themselves, through being calmed and comforted by their key person. Establish their sense of self. 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. 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 area and enjoy exploring new places with their key person. 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. Be increasingly able to talk about and manage their emotions. Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. Develop friendships with other children. Safely explore emotions beyond their normal range through play and stories. Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".

Observational Checkpoints:

AGE 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?

AGE 2-3:

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.



Personal Social and Emotional development



What opportunities do we create in daily practice to support the development of Personal Social and Emotional development in our Bright Beginners?

- We use comforting characters in our room and have soft toys, books and play opportunities to allow the children to feel comfortable and have access to something familiar that they know and makes them feel at home
- Separating from main carer with high levels of support from staff. Where children find it distressing to separate and settle afterwards, individual plans are put into place to ensure a smooth settling in period.
- We use a key worker system and each child builds a relationship with all staff in their room and in particular with their key worker.
- Children are supported by adults to make relationships with their peers through modelling friendly behaviours in everything they do throughout the day
- The provision and routines allow for children to make choices and begin to become independent e.g. making choices about snacks and lunch, as well as making choices about what to play with and how to use open ended resources
- Use of books and emotion cards and play to encourage children to begin to talk about, understand and explore a variety of feelings
- Use of a variety of texts and creating opportunities and discussions to promote differences between individuals and families (e.g. use of mirrors to look at ourselves and discuss what we look like)
- Setting rules and having high expectations of kind and friendly behaviour
- Independence encouraged in self care e.g. washing hands, putting rubbish in the bin, putting their own hat on
- Staff encouraging children to communicate their wants and needs through verbal and non verbal cues
- Children have the opportunity to confidently travel around their own room, outdoor area and school such as hall for lunch or field with the support of a familiar adult



Physical Development



At Manor Hill in the Bright Beginners our children's Physical development is rapidly increasing. We know children need opportunities to use gross motor skills and develop proprioception, which is the awareness of the position and movement of our entire bodies. We know children need to have this to be able to later progress in all areas of learning as it is to do with the brain processing the information about the space around you. Children also need to develop their vestibular strength to eventually develop the ability to sit still, which takes lots of senses, this is an awareness of body balance and movement. We introduce our pre-writing program Squiggle me into a Wiggle, which allows children to develop gross motor skills and make marks in a sensory way. At Manor Hill we recognise that children need all these skills to become successful learners as they move through their education journey. In development matters the statements for Physical development state:

Children can 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. 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. 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. Walk, run, jump and climb – and start to use the stairs independently. 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. Develop manipulation and control. Explore different materials and tools. 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. Learn to use the toilet with help, and then independently.

Observational Checkpoints:

AGE 2:

Can they run well, kick a ball, and jump with both feet off the ground at the same time?

AGE 3:

Can the child climb confidently, catch a large ball and pedal a tricycle?

Note: 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.



Physical Development



What opportunities do we create in daily practice to support the development of Physical Development in our Bright Beginners?

- We support children to begin to be independent daily e.g. putting on their own coat and fastening buttons or zips, pouring their own drink
- We provide gross motor opportunities both indoors and outdoors- large equipment, trikes and push along wheeled vehicles
- We provide fine motor opportunities both indoors and outdoors
- We follow the Squiggle me into a Wiggle Program as a beginning point into their journey of mark making and writing, concentrating on gross motor movements
- We have weekly forest school sessions which give the children the opportunity to move freely in a large open space and take part in climbing or balancing activities e.g. large tyres, tree climbing and moving across logs/crates/pallets.
- Sack times are a learning opportunity- children can choose and try fruits, pour their own drinks and are encouraged to independently have snack, as well as preparing for it by washing their own hands and cleaning up afterwards
- Opportunities to create dens, bridges or other structures using large materials such as boxes, tarp, poles and crates.
- Games and opportunities to use equipment such as balls, bean bags, balloons
- Support to become independent when using the toilet when children are ready and at the developmental stage to do this- supporting families with this by providing information and strong communication
- Tools and equipment provided to develop manipulation and control – play dough and tools, large tweezers, inset puzzles
- Use of mark making tools- chunky chinks, paint brushes, crayons, spray bottles
- Movement to music- actions and whole body movement and dancing



Literacy Development



At Manor Hill Literacy is at the heart of our curriculum. We want children to develop their love of reading and understanding of the meaning of print and text from an early age. Literacy very much links with the prime areas of communication and language and physical development, which are very much the main focus in our Bright Beginners room. In development matters the statements for Literacy for Bright Beginners state:

Children should 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. 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. Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. 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.



Literacy Development



What opportunities do we create in daily practice to support the development of Literacy in our Bright Beginners?

- Daily opportunities to sing songs, say rhymes and read stories and books
- Pegs without photograph and name underneath to see their own name
- Variety of familiar books that are age appropriate and linked with the children's interests, development and experiences
- Sharing book to take home weekly to share at home
- Nursery Rhyme of the week shared with parents via seesaw to encourage families to support learning at home
- Listen to and exposure to various music
- Opportunities to mark make in various ways both indoors and outdoors
- Staff modelling mark making for purpose
- Use of sensory play to make marks- shaving foam, sand, water, gel
- Access to appropriate and meaningful print
- Open ended provision opportunities to develop vocabulary
- Photographs of family booklet/displays to encourage conversation and talking opportunities
- Provocations and enhancements in the provision to allow children to explore and investigate
- Role play home area to support familiar language and pretend play



Mathematical Development



At Manor Hill Maths matters! We want children to develop a deep rooted understanding of number and we start using White Rose principles with our very youngest children. We provide Mathematical resources through all areas of learning in our provision to support very early maths. Staff will develop children's counting skills through singing, stories and through their play in the environment. In development matters the statements for Mathematics for Bright Beginners state:

Children can combine objects like stacking blocks and cups. Put objects inside others and take them out again. Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items. Compare amounts, saying 'lots', 'more' or 'same'. Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' Climb and squeeze themselves into different types of spaces. Build with a range of resources. Complete inset puzzles. Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. Notice patterns and arrange things in patterns.



Mathematical Development



What opportunities do we create in daily practice to support the development of Mathematics in our Bright Beginners?

- Access to various resources to support mathematical development in the provision e.g. stacking blocks/cups/items, various containers used in various contexts.
- Play based opportunities in messy play, water play and sand play to allow for mathematical language to develop with support from adults.
- Cross curricular opportunities- maths in all areas e.g. opportunities in the role play
- Singing number songs and accessing stories with a mathematical focus
- Use of construction materials, climbing equipment and den building materials to support children's understanding of space and develop children's proprioception
- Counting in every day opportunities- how many pieces of fruit do we need, how many trikes should we get out, how many friends are at school today?
- Opportunities in forest school to compare shape, size, length, weight using natural materials such as leaves, sticks, trees, pinecones
- Open ended resources and loose parts to allow for mathematical exploration
- Access to inset puzzles and shape opportunities in the provision
- Numerals and shapes displayed around the room/in books
- Staff carefully choosing texts and stories that will spark mathematical conversation and enquiry



Understanding of the World Development



At Manor Hill exploration is one of our core values. The opportunity to explore is so important for children of all ages and we believe it is how children learn the best when they are given freedom to explore and discover the world around them. Understanding of the world at this stage is very much focused on exploration. Our children have access to Forest Schools weekly and daily indoor and outdoor learning takes place. In development matters the statements for Understanding of the World for Bright Beginners state:

Children can repeat actions that have an effect. Explore materials with different properties. Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in their setting and on trips. Make connections between the features of their family and other families. Notice differences between people.



Understanding of the World Development



What opportunities do we create in daily practice to support the development of Understanding of the World in our Bright Beginners?

- Families invited into school for stay and play sessions
- Family photographs used to support, settle but also to discuss, talk and compare
- Variety of books and resources to celebrate differences of people
- Cause and effect opportunities created, which in turn support reasoning and understanding e.g. bubble blowing, construction, rolling, pushing, pulling e.g. cars/rolling objects down a ramp, large equipment- slide, swing etc.
- Exploring real natural objects- sunflower seeds, porridge oats, leaves/grass/sticks, birds eggs/nests through children bringing in objects, staff drawing attention and creating opportunities and in forest schools
- Providing enhanced experiences- farm on wheels/pet visit, dancing in the rain, exploring different weather and living things through forest schools and spontaneous opportunities.
- Discussions about ourselves- using mirrors and comparing ourselves to our friends- hair, eyes, height.
- Sensory provision to allow children to explore e.g. gloop, jelly baffle, shaving foam, water, mud, sand.
- Loose parts in provision to support skills in all areas- natural materials- log slices, conkers, pinecones, sticks, stones, shells.
- Weekly Forest school sessions- immersion in the outdoors in all weathers.



Expressive Arts and Design Development



At Manor Hill we create many opportunities for our children to be creative. We want our children to be able to express themselves and do this in a way that is open ended and exploratory. We value pretend play and we know it is closely linked with Literacy development and part of how we support children's love of reading. We provide various materials and both support and scaffold children by sharing our ideas and allow the children to come up with their own. We are very proud of our Art curriculum from Key Stage 1, but we know the children need to have had a valuable experience in Early Years, to allow them to continue to express themselves going into Key stage one. In development matters the statements for Expressive Art and Design for Bright Beginners state:

Children show attention to sounds and music. Respond emotionally and physically to music when it changes. Move and dance to music. Anticipate phrases and actions in rhymes and songs, like 'Peepo'. Explore their voices and enjoy making sounds. Join in with songs and rhymes, making some sounds. Make rhythmical and repetitive sounds. Explore a range of sound makers and instruments and play them in different ways. Notice patterns with strong contrasts and be attracted by patterns resembling the human face. Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone. Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas.



Expressive Arts and Design Development



What opportunities do we create in daily practice to support the development of Expressive Arts and Design in our Bright Beginners?

- Opportunities in provision to allow children to play and explore sounds, music and movement.
- Nursery rhymes and actions songs are part of the daily routine. These are also shared with home so that children's families can support the nursery rhyme of the week in various ways.
- Props around the classroom and outdoors to use as props in pretend play- a good mix of loose parts and real objects.
- Listening and moving to music e.g. Squiggle while you wiggle, free dancing and sticky kids
- Role play accessible to support pretend play within the children's lived experiences- home/kitchen role play
- Various opportunities to make marks both in provision indoors and outdoors and through our physical development scheme 'squiggle while you wiggle'.
- Explore sound makers- musical instruments and also sound makers e.g. drumming using a pan and a stick.
- Use of materials to make models and create with e.g. playdough, cardboard boxes, toilet rolls.
- Opportunity to use their voice through communication and play in provision and small group focus activities.