



Early Years Foundation Stage Curriculum

Little Learners



# 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'.



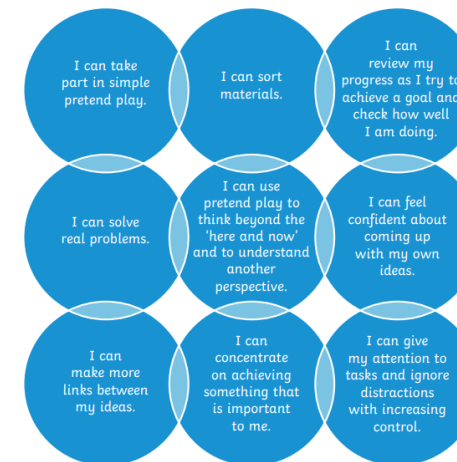
## Active Learning

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.

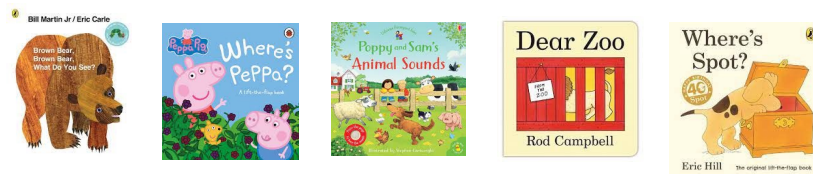




# Possible Texts To Explore

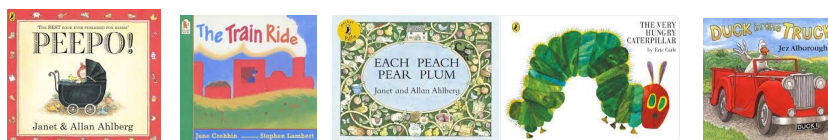


## Bright Beginners



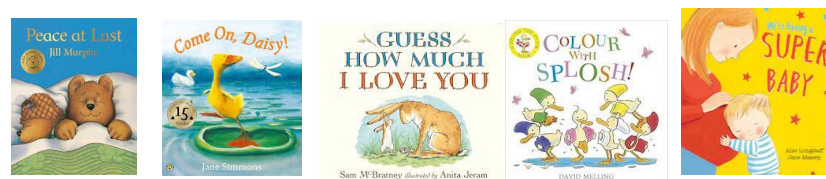
Brown Bear, Brown Bear, Peppa Pig, Pip & Posy, How much I love You, Where's Spot? Snore, Apple Tree Farm, Peppa's Easter Egg, Spot goes to the Farm, Oh Dear, Dear Zoo, Walking Through the Jungle, Hug, Peppa Pigs Tiny Creatures, Pip & Posy's New Friend, Ketchup on your cornflakes

## 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



# Little Learners



The Little Learners are our Pre-School Nursery class. These children are 3 and 4. Our Little Learners are developing in the Early Years Foundation Stage and they will continue to develop their independence.

In Little Learners discreet adult led learning will start with the foundations for phonics. This is a daily session that will focus on supporting children with all those important pre-reading skills they need before they can read letter sounds and words.

Our Squiggle while you Wiggle program continues to support gross and fine motor development and this stage is when the children do the dance and then the draw, using both hands. This is also done daily in our little learners and is a fun exciting way to begin their mark making to writing journey.

Our focus in this year is to support the children to become Reception ready by developing their skills in all areas of learning through play and exploration and very much becoming independent in their learning choices and with personal skills.





# Little Learners Possible Learning Opportunities



At Manor Hill we follow our 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	Hoglets Autumn Walk	Farm visit Hatching Chicks	Apple Tree Town Seaside day
Celebrations	Harvest Christmas Christmas Nativity	Easter Mothers Day	Fathers Day Sports Day Graduation from Nursery
Parent Contributions/Events	Photos of families	Easter Egg Hunt Mothers Day Tea party	Fathers Day Forest School



# Communication and Language



At Manor Hill in the Little Learners, Communication and Language is fundamental within daily practice. Communication continues to progress through adult interactions, play opportunities, high quality books and experiences that the children can talk about from both school and home. 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:

Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult. Use a wider range of vocabulary. 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?" Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their communication, but may continue to have problems with 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."

## **Observational Checkpoints:**

Around the age of 3, can the child shift from one task to another if you fully obtain their attention, for example, by using their name?

Around the age of 4, is the child using sentences of four to six words – "I want to play with cars" or "What's that thing called?"? Can the child use sentences joined up with words like 'because', 'or', 'and'? For example: "I like ice cream because it makes my tongue shiver". Is the child using the future and past tense: "I am going to the park" and "I went to the shop"? Can the child answer simple 'why' questions?





# Communication and Language Development



What opportunities do we create in daily practice to support the development of Communication and Language in Little Learners?

- Children having the opportunity to share experiences at group times- snack, whole class carpet time
- Seesaw App allowing parents to send in children's experiences, such as visits and outings. Children encouraged to explain it to their friends or an adult.
- Giving experiences to the children to encourage use of language and expression e.g. out of school visits, forest school, going out in the rain, wind and discussing how it feels, looks, smells (use of all senses)
- Adults supporting children's independence by giving instructions and encouraging the children to listen and follow by doing things themselves such as hanging their coat, going to the toilet, washing hands, peeling a banana etc.
- Open ended provision to support child choice, which will in turn create high levels on engagement and use of language and speaking as part of this
- Adults using 'I wonder' questions- open ended style so that children are able to offer open ended answers and not closed
- Using various quality texts and picture books to develop vocabulary and then experiencing the meaning of the words by acting them out e.g. a child asks what is dizzy, lets go and get dizzy on our school field
- Adults continuously modelling language, kind interactions and conversational skills to children to support children in using it themselves
- Saying correct pronunciations and words back to children if they say it incorrectly
- Foundations for phonics (Phase 1) daily sessions to support good speaking, listening and attention skills, as well as a pre-reading learning opportunity
- Daily singing for various learning opportunities as well as adults using singing as an instructional tool e.g. singing who is lining up, hold hands and make a circle
- Forest school weekly widening vocabulary due to experience and different environment
- Small world and role play in daily provision to support language
- Vocabulary discussed in books- always talking about the meanings of words children may not have heard or come across
- Speech and Language support through talking programs, games and external support where necessary.



# Personal Social and Emotional Development



At Manor Hill in Little Learners we build relationships with our children and families early on. If the children have progressed through our earlier nursery rooms, we already have relationships with their families and this supports us in building those strong relationships further. We have quality stories and non fiction texts in our Little Learners that really support PSED skills and we discuss feelings and how to manage them. There are discreet rules that are given verbally and this works well as a transition to creating a class charter when the children enter Reception the following year. In Development Matters to statements for Little Learners state:

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. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling.

## **Observational Checkpoints:**

Around the age of 3, can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'? Can the child settle to some activities for a while?

Around the age of 4, does the child play alongside others or do they always want to play alone? Does the child take part in pretend play (for example, being 'mummy' or 'daddy'?) Does the child take part in other pretend play with different roles – being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play? Note: watch out for children who seem worried, sad or angry for much of the time, children who seem to flit from one thing to the next or children who seem to stay for over-long periods doing the same thing, and become distressed if they are encouraged to do something different. You will need to work closely with parents and other agencies to find out more about these developmental difficulties.



# Personal Social and Emotional Development



What opportunities do we create in daily practice to support the development of Personal Social and Emotional development in Little Learners?

- Adults model and role play scenarios to suit the needs of the cohort supporting social skills, e.g. modelling 'Please can I have that when you have finished'?
- Games and turn taking resources are part of daily provision and adults support children when needed to develop independent team work and turn taking skills
- Adults skilfully suggest solutions to conflicts when they occur, which gives children the tools to do this independently over time
- Circle times take place to role play various emotions/situations and in the scenario the children are asked to collectively think of solutions to resolve the issues e.g. puppets snatching toys or refusing to share
- Daily separating from parents on arrival, supported by staff and independent over time
- Children accessing self service snack, which to begin with is highly supported and modelled to ensure that children can do this without support after adults have modelled to start with
- Provision opportunities to allow children to play alongside each other and then progress into playing collaboratively
- Self registration used to promote sense of self- use of photographs and names to support recognition of their own name
- Role play area- home corner, kitchen, café to encourage children to act out their own lived experiences
- Clear boundaries and expectations to ensure children understand rules and routines
- Open ended provision to allow children to make their own choices in learning through play
- Use of high quality texts to develop children's personal social emotional skills



# Physical Development



At Manor Hill in the Little Learners our children's physical development is continuing to strengthen. We continue to support gross and fine motor skills through various provision opportunities and through our Squiggle while you Wiggle Program. This part of the program introduced use of writing materials and the gross motor movement is transferred to a fine motor movement. It also recognises that children do not yet have a dominant hand, so the program allows children to use both hands to do the 'writing moves'. There is a lot of focus on independence at this stage in terms of self care- the children are getting themselves dressed for forest school, toileting on their own and putting their own coats on. In Development Matters the statements for Physical development state:

Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. 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. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and tooth brushing.

## Observational Checkpoints:

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

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



# Physical Development



What opportunities do we create in daily practice to support the development of Physically Development in Little Learners?

- Use of various outdoor gross motor equipment daily- planks, crates, large building materials- open ended for use in different ways e.g. assault course, build a bridge, crate a vehicle and many more opportunities
- Access to trikes, bikes and scooters in large open area
- Weekly PE sessions delivered by Time4Sport- PE specialists
- Daily squiggle While you Wiggle sessions to support pre-writing skills through both gross and fine motor skills
- Open ended provision to allow children to make choices and decisions and pla
- Mark making opportunities in various ways- outdoors and indoors through our provision and enhancements
- Children accessing self service snack, which to begin with is highly supported and modelled to ensure that children can do this without support after adults have modelled to start with
- Children dressing themselves in various situations- dressing up, forest school, after toileting- adult support and modelling with the expectation to do it independently after being supported
- Use of tools indoors and outdoors appropriate for individuals- hammers, trowels, scissors, spades, jugs, pencils, crayons, paint brushes.
- Staff supporting children to use cutlery at lunch time correctly by modelling and having high expectations
- Children encouraged to independently use the toilet- staff work together with parents to support with this in school and at home
- Take part in group or whole class movement activities to include patterns of movements to music and rhythm, some of which will be carried out during foundations for phonics sessions





# Literacy Development



At Manor Hill in the Little Learners our children's Literacy links closely with communication and language. The text rich environment continues and children have access to a reading area, sharing books and our school library and we continue to promote a love of reading. The five key concepts are discreetly taught through story time, provision and through promoting reading at home. In Little Learners, the foundations for phonics program begins and the children learn through daily phonics at Phase 1 level. Children begin the Squiggle While you Wiggle program, which progresses into forming letter shapes, not yet formation. The children use both hands to create marks using pens onto paper, after completing the gross motor move. This prepares the children to move onto Squiggle me into a Writer in Reception Year. The children play lots of rhyming games and initial sound games as part of every day practice. The Little Wandle picture Flash cards are introduced later in the year to familiarise the children with the mnemonics in a developmentally appropriate way. In Development Matters the statements for Literacy Development state:

Understand the five key concepts about print: - print has meaning , print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book and page sequencing. Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother. Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. Write some letters accurately.



# Literacy Development



What opportunities do we create in daily practice to support the development of Literacy in Little Learners?

- Promote a love of reading through accessing various texts, reading area, library use and bringing stories to life through vocabulary and in provision
- Voting story daily, which is supported by an adult and the children vote using counting bears for the story they would like to read at home time
- Sharing books sent home weekly to read at home with parents, with opportunities to change and swap these frequently.
- Squiggle While you Wiggle program daily, supporting both gross and fine motor skills
- Books in all areas and outdoors e.g. cookery books in the role play, nature books outdoors. Children knowing they can take books and look at them anywhere.
- Foundations for Phonics taught daily to all children supporting all aspects of phase 1
- Daily opportunities for children to sing rhyming songs
- Carefully selected books to support learning and diversity
- Adults promote vocabulary through interactions in provision, snack and stories to introduce new vocabulary. Adults create opportunities to experience new vocabulary and ensuring understanding through creating opportunities to bring the meaning to life
- Opportunities to act out stories in role play, with puppets or using small world characters
- Opportunities to make marks in provision- writing lists, drawing and colouring, chalks and other mark making tools.
- Supporting children to find and recognise their names- pegs, name cards, self registration.
- Adults modelling writing for a purpose, scribing for children and mix of written and printed text on display
- Exposure to print and symbols e.g. recognisable signs



# Mathematical Development



At Manor Hill in the Little Learners daily opportunities are planned to carry out practical maths. We focus on numbers up to five, really embedding the children's concept of number. We want to end the year with children beginning to understand the composition of number, ready for the Reception Year. This then allows them to move onto numbers to 10 and apply the same deep knowledge and understanding. We plan provision based learning for all aspects of maths, and we have a vast amount of mathematical opportunity in our continuous provision. In Development Matters the statements for Mathematical Development state:

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'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'. 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. 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...'.



# Mathematical Development



What opportunities do we create in daily practice to support the development of Mathematics in Little Learners?

- Subitising opportunities in maths sessions and within provision- card games, items of up to 3 objects and adult point out how many and then begin to ask the children how many they can see.
- Construction including various shapes and sizes to allow for maths vocabulary to evolve. Questioning supporting mathematical thinking e.g. why won't the round object stack on top of the tower- what will happen?
- Mark making opportunities provided in provision to support experimenting with symbols and numerals- e.g. logging scores in games, counting our friends on a 'register', chalking around ourselves- how many feet, arms, legs etc.
- Games to support counting- dice use, hop scotch, skittles, movement games.
- Adults point out sequential events- daily routine, stories, home routine etc.
- Singing daily- number songs and shape songs and rhymes. Reading story books to support maths learning as well as adult questioning supporting maths through stories.
- Adults modelling language informally during play to describe the shape, position, size, weight, length, capacity pattern in something e.g. 'your top has a stripy pattern' or 'that fish is much bigger than that one'. 'This box is really heavy but the ball is light to carry by itself'.
- Counting items in provision- loose parts, small world, natural objects.
- Staff modelling that maths is everywhere by creating learning opportunities and using mathematical vocabulary and language in all areas inside and outside.
- Staff providing real-world problems e.g. not enough fruit, too many chairs, missing pencils- how many more will we need.
- Displays in classroom and outdoors to support numbers to 5- numerals, pictures, objects.
- Staff drawing on positional language in various circumstances e.g. where children's pegs are, where an item is, where something would need to be put away, the position of objects in construction play



# Understanding of the World Development



In the Little Learners, understanding of the world continues to be fundamental to the curriculum. We encourage the children to explore the natural world daily through outdoor play opportunities. Little Learners have a weekly Forest School session in which they immerse themselves in nature and enjoy learning about the seasons through the year through first hand experiences of the changes that take place. The children have various opportunities through the year to plant and grow, for example they take part in a sunflower challenge every year, which has a mathematical focus. This involves every child planting sunflowers and comparing the length using non-standard measure. Throughout the year there are various opportunities for the children to discuss their families and special occasions or events in their living memory and recall these events or occasions. We use the Seesaw app, which allows parents to upload pictures and comments from home and the children can talk about these things with an adult, small group or whole class. We invite various occupations into school and learn through stories and role play. We provide varied texts to allow learning about different places around the world and also diversity, in a developmentally appropriate way. In Development Matters the statements for Understanding of the World Development state:

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. Begin to make sense of their own life-story and family's history. Show interest in different occupations. 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. Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.





# Understanding of the World Development



What opportunities do we create in daily practice to support the development of Understanding of the World in Little Learners?

- Parents to support making sense of own life- providing communications through Seesaw, such as sharing opportunities in home life, photographs and their work.
- Continuous provision supporting children's learning with free-choice opportunities e.g. gardening area, water play and small world.
- Various opportunities to plant and grow throughout the year, including the national Sunflower Challenge
- Forest school sessions weekly throughout the year- children have the opportunity to immerse in the outdoors and learn about changes through the seasons
- Learn about the lifecycle of plants and animals, with possible opportunities to see this first hand e.g. visit to the farm, hatching chicks, planting and harvesting
- Taking part in local community activities e.g. community harvest events like litter picking
- Various texts to support understanding of the world learning such as non-fiction life cycle books, growing books, diverse books and books about families
- Outdoor opportunities taken by staff that allow children to be in nature and learn first hand about the outdoors such as experiencing extreme weather. This could be getting out and experiencing the rain, using a kite in the wind or sledging in the snow.
- Various opportunities to experience forces such as pushing, pulling, resistance and magnets in a provision based way



# Expressive Arts and Design Development



We want all our children at Manor Hill to be able to express themselves. Every child is an artist to us and we want each child to truly believe in themselves. This is why we have open ended opportunities to make and create in all of our early years classrooms. This allows children to explore colour, texture and design and develop their own ideas. It is not about the end product but about the process and how children learn when they are making and creating. It is also the language they use to explain their work. Our provision allows children to be expressive through various mediums such as music, role play and construction. In Development Matters the statements for Expressive Arts and Design Development states:

Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. 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. 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. Show different emotions in their drawings – happiness, sadness, fear etc. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.



# Expressive Arts and Design Development



What opportunities do we create in daily practice to support the development of Expressive Arts in Little Learners?

- A mix of open ended art opportunities in provision as well as adult led activities to support children in making, painting and creating
- Role play area as well as costumes, material, construction and small world allowing for various types of small world
- Use of instruments in phase 1 phonics activities and in provision to allow children to make music and express themselves through music
- Singing daily in various ways such as rhymes, number songs and adults singing instructions. E.g. line up songs 'everybody line up'
- Drawing and mark making materials readily available in provision both indoor and outdoor e.g. clipboards, large paper, chalks, water painting, easel
- Opportunity to create various textures junk modelling, collage materials, paint, glue, scissors- various media and materials.
- Daily singing, rhymes, story telling, story time opportunities. Adult to support children in changing the words to songs e.g. Changing the character, playing with rhyme.
- Forest School weekly sessions- allows creatively to make/create/pretend using natural items and materials.
- Adult guidance and support to draw in provision areas, modelling and encouraging children to draw following their interests
- Large and small construction materials readily available for children to be able to make and create various representations, models and role play
- Colour mixing opportunities using various materials such as chalks, paints, powder paint, food colouring, natural dyes.
- Music making provision opportunities such as instruments and opportunities to make your own noise makers e.g. creating music from blocks, pots and pans etc.
- Various texts to support understanding of emotions and adults supporting children how to creatively represent and emotion in provision based learning
- Class performances e.g. Christmas nativity, singing for Mothers day and class assemblies