



THE BEEHIVE

EDUCATIONAL PROJECT

SCHOOL YEAR 2020-2021

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THE CLASSROOM

The classroom is organized to suit the age, needs and interests of the children. Each class provides important permanent learning areas and others which change during the course of the year as the children themselves develop other interests and needs. The classroom is divided into the following main areas:

The group area

This is a special place where children and teachers meet together for circle time with their own individual cushions. It is during circle time that the children are encouraged to greet each other in the morning and before going home. Stories are read to them and they have an opportunity to share their ideas with their peers. The children are helped to express their thoughts, to listen to and respect others and to take turns in conversation. The main aim of this area is to develop communication skills and to help the children feel part of a group.

The book corner

This area is a quiet place where children can choose from a selection of colourfully illustrated English and Italian books. They have the chance to immerse themselves in stories stimulating their imagination and creativity. They can share their favourite books with their classmates and invent new adventures together.

The smart board

The SMART Board is an important feature in both classrooms and is an exciting opportunity for the children to use with their teachers, opening up a world of technology which is literally at their fingertips.

Who is here today?

This is a large, colourful display in the classroom. It is used as an interactive register, whereby each child can move his/her bee from the classroom door to a beehive when they arrive in class each morning. This creates a visual register that the children can refer to update throughout the day, which in turn becomes a basis for mathematical and language development (How many children are present at school? Who is absent?).

What's the weather today?

This is an interactive display used to discuss the days of the week, seasons and the weather. Here the children decide which symbol, amongst a selection of pictures, best represents the day's weather.

The activity area

The activity area is organized with tables and chairs and is used both for snack time, free play and structured activities. The tables can be moved so that the floor can be used for other games in order to give the children a chance to dance and play movement games.

A wide range of mark making materials such as: coloured pens, pencils, different paper, paints and sponges are available for them to use during free play. Everyday materials along with structured games are located on shelves for the children to access and play with e.g. memory games, flashcards, puzzles etc.

A large display board, at the children's height encourages children to observe their own and friends' artwork, stimulating the children to develop language skills as they talk about their work and recall personal experiences.

The role-play corner

This corner is changed on a regular basis to reflect the children's interests or it is linked to a class topic (for example a shop, a restaurant, a doctor's surgery). It is a fun space where children can imitate, pretend and invent using everyday objects and share everyday life experiences.

OTHER AREAS

The gym

Is visited regularly by the children where they participate in a variety of activities, such as races, obstacle courses, ball and hoop games. Through such activities the children develop a wide range of skills such as climbing, pushing and pulling, crawling, balancing, catching and throwing, as well as working on their cooperation skills by working together in pairs. The gym is also used for drama, role-play, relaxation activities, dance, road safety activities and to develop the ability to listen and to follow instructions.

This year, due to the current health situation the children will use the garden and classroom for developing the above skills.

The gardens

Both gardens are used frequently by the children and provide two, well-divided green areas equipped with a train, a house, climbing frames and slides. Here, the children can continually develop their fine and gross motor skills, role-play, develop social skills and indulge their imaginations. These spaces are precious outdoor 'classrooms' where children have the opportunity to observe nature, look after the school pets and plants. They can experiment, test their skills and grow through these rich and meaningful experiences.

THE FAMILY AND SCHOOL

From the very start of the school year we aim to build a special relationship between parents, home and the school. We provide particular moments in which parents can meet with teachers to follow their child's education.

Individual parents' meetings at the beginning of the school year are an important part of the "Settling In" period, where both parents and teachers can exchange useful information to help the child.

A coffee morning* in the first few weeks is organized for all the Early Years classes, parents and staff as an opportunity to get to know each other over a coffee and a special snack in the garden.

**Presently suspended due to Ministry health protocol.*

A general parents' meeting with all the Early Years parents and teachers takes place in *March* to keep parents up-to-date with class news and to present the end-of-year trips.

Individual meetings with class teachers are available each week. These provide a useful opportunity for families and teachers to work together and focus on the child's learning journey. Appointments can be made in the office.

Individual end-of-year meetings are provided for parents who would like to talk about their child's experience and ask any questions.

This year 2020-2021 parents' meetings will be held online due to the current health situation.

SETTLING-IN

The settling-in period is a very delicate period. Nursery school represents an important moment in the lives of children as they take their first steps into the unknown world of education and a new environment from the safety and intimacy of home life. It is exactly this daily contact with new people and situations which represent a golden opportunity for children to develop a wide range of skills, both social and mental. It can also be a worrying time for children and parents as this means separating from the familiar, family environment which usually surrounds them. They have to form new relationships and settle into the new surroundings and routines. The well-being of the children, for this reason, is the centre of the teachers' observations and planning during this delicate period.

ACTIVITIES

The Busy & Honey Bee teachers meet on a regular basis to plan structured and free play activities, as well as coordinating the day-to-day running of the classes.

All the early years

All the Early Years classes work on an annual project. This project aims to stimulate not only the children's physical and emotional well-being but also the development of their intellectual capacities. There are opportunities for all the children to work together as a whole class, in small groups or individually, as well as working with the children from other Early Year classes. They put on shows for each other, exchange and share ideas and work, have tea and snack together and so on. The Early Year classes, together with Primary school, celebrate international days, festivals and other important dates in the school. Throughout the year the school organizes outings within the surrounding area: walks, trips, visits to museums, theatre show, farm visits (*if allowed by the health emergency situation*).

The english and italian language

Activities and the daily routine are carried out in both languages. Italian is spoken by the Italian teachers and English is spoken by the English teachers. However, all the teachers plan activities and the children's day together. They also work together in the classroom modelling the idea of communicating in different ways. During the day the children have a specific focus time in each language with the corresponding teacher. In this way the children, learn to distinguish the different sounds belonging to the different languages and learn

which adult represents which language. Hearing two languages (and maybe even a third if the family is from another country) is a natural part of their day. Interacting and joining in during English time, developing comprehension skills and beginning to use simple words and phrases in English with the English teacher is simply a natural process for them, which happens respecting each child's own times.

The importance of play

Play, in its different forms, makes up the main part of the pedagogy for the Early Years classes. *Pretend play* gives the children an opportunity to construct and reconstruct reality, represent and interpret the world, to create ideas about it and to make sense of it.

Social play becomes a time to interact and develop communication skills.

Role-play enables children to re-elaborate their personal experiences. It becomes an opportunity for the children to act out their fears, anxieties and their deepest wishes. By playing, the children get rid of tension and they overcome conflicts by attributing their feelings to external elements.

Playing also has an impact on the social development of children, as it allows them to build relationships with others. Through *group games* the children learn about rules, acceptable behaviour, how to deal with winning and losing and how to follow rules. All these elements are fundamental for life itself.

INTERCLASS ACTIVITIES

The Early Years annual project, international festivals and school events unite all the classes and enable teachers to plan special moments of collaboration and exchange between the children from the various age groups. Classes make fun videos for each other, meet up live online, exchange gifts and visit each other's classes to do 'Show and Tell' activities (health situation permitting).

Civic education

From an early age, it is important that children learn how to stay together in a group and develop values that foster their own and others' well-being. All the Early Years classes develop communication, language and social skills to help children interact and play cooperatively. This, in turn, contributes to creating a feeling of community and comfort within the classroom and the school beyond. Each class creates friendship and kindness projects, while teachers continually model and reinforce appropriate language. A helping hand, a polite gesture or kind word are skills for life and help children to become good citizens.

The Early Years children also learn about recycling and looking after the environment in collaboration with HERA and other associations. Trips to local parks, farms, art galleries, the theatre as well as visits from the police and firemen, for example, encourage children to take an interest in their city and to experience Ferrara as a community.

Trips suspended due to current health situation.

Little digital citizens

The SMART Board allows children to learn actively through interactive games and activities and it appeals to all types of learners. It is used as a starting point for a lesson, to introduce new concepts, or to reinforce a lesson. It is available for children to use during free play, supervised by an adult, encouraging them to become autonomous. We use a variety of interactive activities, watch presentations, use DVDs, visit different websites or simply use it as a giant canvas for experimenting on with pens, brushes, spray cans, shapes and lines or simply use our magic fingers! The possibilities are endless. At this age it is not only a valuable resource for developing fine motor skills through fun activities, but also an important instrument for developing listening skills, following instructions and learning specific computer language.

Early years' google classroom

When families join our school, they are given a @smiling@service.it account for each child which gives them access to Google Classroom and other useful platforms.

Each class has its own virtual classroom where teachers post photos of activities and special events. They can also share extra activities, songs or games, linked to class topics. This is ideal for families who would like to reinforce learning at home and take part in school life. It is also a place where information about the class or Early Years can be posted, just like a virtual noticeboard. Families are encouraged to visit the classroom regularly and are welcome to post comments or photos of work done by the children at home.

Snack time

Morning snack is at 9.45 a.m. and is a time to sit together, taste new foods and develop language skills. After nap, at 3.45 p.m. the children have an afternoon snack of fruit and crackers. Both snacks are provided by the school and consist of a variety of fresh fruit, vegetables and crackers. Children are encouraged to ask politely for water, fruit or crackers and to stay seated while eating. Every Friday the school cook prepares a special snack for the children (cake, pizza, biscuits or yoghurt).

Lunch time

Busy Bees and Honey Bees eat in the lunch room at 11.50 a.m. with their teachers. Lunch is an important moment for socialization between adults and children and between children themselves, which is why it is a fundamental part of the educational project. Everything is designed in order to create a good relationship between the child and food, respecting a correct and balanced diet. Lunch time is also an opportunity for children to become more autonomous, to express their preferences and to develop language. The menu offers a variety of healthy and balanced dishes that include regional cuisine. International festivals are also celebrated and children are encouraged to try food from different countries.

Sleep time

The teacher accompanies the children and stays next to them while they fall asleep, promoting relaxation by reading a story or playing music. However, children who do not sleep are encouraged to relax with their peers.

Those who sleep at school have their own bed complete with a bottom sheet, which is provided and cleaned each week by school. A pillow, pillow case and blanket need to be brought in by the family and are given home every Friday to be cleaned and returned to school on Mondays. For children who use a dummy, which must have a container, it is sent home every day to be sanitized.

EDUCATIONAL OBJECTIVES

Personal, Social and Emotional

<i>Learning statement</i>	<i>Effective practice</i>
<ul style="list-style-type: none"> • Show curiosity. • Have a strong exploratory impulse. • Have positive approach to new experiences. • Show an interest in classroom through observations or participation. 	<ul style="list-style-type: none"> • Interact with children in support of their interests and allow them to learn from their mistakes. • Observe children engaged in self-chosen activities and use this in planning. • Provide manipulative and open-ended materials that appeal to children's senses. • Plan activities in new ways and through different materials (e.g. use a mixture of glue and water instead of just water to investigate flow).
<ul style="list-style-type: none"> • Separate from carer with support. 	<ul style="list-style-type: none"> • Ensure key practitioners are familiar to the children.

	<ul style="list-style-type: none"> • Set up a comprehensive settling-in programme. • Listen to parents' views on their child's development and any concerns they have about their child's progress. • Create positive relationships with parents and offer the information, support and understanding. • Give children opportunities for contributing their experiences, knowledge and ideas. Acknowledge and respond to them. • Plan an environment that is accessible and welcoming to all the children.
<ul style="list-style-type: none"> • Make attachments to others in their group. 	<ul style="list-style-type: none"> • Respond promptly and with genuine interest to children's shared discoveries, information and news.

<ul style="list-style-type: none">• Begin to seek others to share experiences.	<ul style="list-style-type: none">• Provide stability in staffing and in grouping of the children.• Have consistent and appropriate expectations of all the children which take into account their development and culture.• Establish routines with predictable sequences of events.• Provide time, space and materials for children to collaborate with one and other in different ways (e.g. building constructions together, solving problems and sharing).• Provide a role-play area resourced with materials reflecting their family lives and communities.
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<ul style="list-style-type: none"> • Show care and concern for self. • Begin to have a sense of belonging. • Begin to talk freely about their home. 	<ul style="list-style-type: none"> • Encourage children to become autonomous, offering support when needed. • Create opportunities for children to establish a good rapport with adults and peers in planned group activities as well as in spontaneous situations. • Encourage children to talk about their home and family life and listen to others.
<ul style="list-style-type: none"> • Begin to accept the needs of others with support. • Begin to show care and concern for others, living things and the environment. 	<ul style="list-style-type: none"> • Set, explain and maintain clear, reasonable and consistent limits so that children can play and work, feeling safe and secure. • Help children to manage their own behaviour. • Give children time to develop understanding of rules and how they can contribute to creating a community.

	<ul style="list-style-type: none"> • Share with parents the rationale of boundaries and expectations to achieve a joint approach. • Demonstrate concern and respect for others, living things and the environment and talk about issues. • Help children to understand that name calling is hurtful and unacceptable. • Collaborate with children in creating explicit rules for the care of the environment.
<ul style="list-style-type: none"> • Dress and undress, manage personal hygiene with support. • Look after personal belongings. 	<ul style="list-style-type: none"> • Give children time to persevere with new skills and encourage them to help each other. • Ensure that the classroom environment enables the children to become independent.

	<ul style="list-style-type: none"> • Encourage children to try new skills with achievable goals such as putting on shoes.
<ul style="list-style-type: none"> • Make connections between different and similar life experiences (e.g. home and school). 	<ul style="list-style-type: none"> • Organize activities and opportunities for children to share experiences and knowledge from different parts of their lives with each other. • Develop positive relationships with parents.

Communication, language and literacy

<i>Learning statement</i>	<i>Effective practice</i>
<ul style="list-style-type: none"> • Use word and/or gestures, including body language (eye contact and facial expressions), to communicate. 	<ul style="list-style-type: none"> • Provide opportunities for children that encourage them to use gestures to communicate. • Help children to link gestures and words (e.g. “You have bumped your leg and I can see from your face that it is hurting you”).

<ul style="list-style-type: none"> • Distinguish and produce verbally different sounds. 	<ul style="list-style-type: none"> • Encourage children to listen to different sounds for example, noticing different songs of birds or noises in the street. Play games and guess which object makes a particular sound. • Encourage children to imitate sounds with their voice (e.g. farm animals, drills, clocks, etc.). • Ensure that children who are neither Italian nor English, have opportunities to hear particular English/Italian sounds clearly and modelled as part of everyday activities.
<ul style="list-style-type: none"> • Show an interest in illustrations and print in books. 	<ul style="list-style-type: none"> • Create an environment rich in print and the opportunity to add to it. • Create an attractive book area where children and adults can enjoy books together.

<ul style="list-style-type: none">• Have favourite books.• Handle books with care.• Hold books the correct way up and turn pages.• Begin to understand that information can be relayed in the form or print.	<ul style="list-style-type: none">• Discuss with the children the characters in the books which are being read. Encourage them to predict the outcomes, to think of alternative endings and to compare plots with their own experience.• Introduce them to books and other materials which provide information or instructions. Carry out activities using instructions, such as reading a recipe to make a cake.• Talk about books, using appropriate vocabulary (e.g. 'page', 'cover', 'back', 'front', 'author', 'illustrator' and 'word').
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Communication, Language and Literacy (English)

Listening and Understanding

<i>Learning statement</i>	<i>Effective practice</i>
<ul style="list-style-type: none"> • Show curiosity towards English. 	<ul style="list-style-type: none"> • Create a welcoming environment. • Play alongside the children in a supportive manner.
<ul style="list-style-type: none"> • Develop a positive attitude towards the English language. 	<ul style="list-style-type: none"> • Interact with the children during their free-play using simple phrases of encouragement, as well as facial expressions and gestures to reassure them. • Make English a natural part of the day and routine. • Use puppets and props, flashcards, the Smart Board, action songs and interactive games to make English a fun time.

<ul style="list-style-type: none"> • Developing confidence in English. 	<ul style="list-style-type: none"> • Praise children for using gestures, for following instructions and for taking part in activities and routines led in English. • Encourage children to ‘have a go’ and to have a turn in activities.
<ul style="list-style-type: none"> • Use gestures and words to communicate in English. 	<ul style="list-style-type: none"> • Give children a choice between objects or places if they do not know the word. Ask the children to point and choose, then model the correct word for them. Encourage the children to then repeat the word.
<ul style="list-style-type: none"> • Understand simple greetings, questions and phrases about themselves. • Understand phrases linked to the daily routines and topics. 	<ul style="list-style-type: none"> • Greet children every day with a warm welcome using the same phrases. • Talk about the daily routines while the children are doing them (e.g. “Let’s go and brush our teeth”, “Come and sit on the carpet, it is story time”, “What a

	<p>beautiful picture you are drawing!").</p> <ul style="list-style-type: none"> • Introduce children to the language they need to communicate with during the day (e.g. "I'm tired", "I'm hungry", "Can I play, please?", "cracker, please", etc.)
<ul style="list-style-type: none"> • Understand nouns (e.g. parts of the body, animals, colours, etc.). 	<ul style="list-style-type: none"> • Introduce new words in the context of activities. • Engage children's interest in words from stories, poems and songs. • Reinforce vocabulary through a variety of games (e.g. Memory, feely bags, flashcards etc.).
<ul style="list-style-type: none"> • Follow simple instructions based on the routines of the classroom and regarding structured activities. 	<ul style="list-style-type: none"> • Give clear directions for example, "Come and sit on the carpet, please".

<ul style="list-style-type: none"> • Begin to understand that the English teachers communicates in different way. 	<ul style="list-style-type: none"> • Encourage the children to reply in English and/or with gestures, helping them to find the correct word and phrase.
<ul style="list-style-type: none"> • Listen in English for increasing lengths of time. 	<ul style="list-style-type: none"> • Create specific English language moments in the day. • Create short activities in English which increase in length over the course of the year.

Speaking

<i>Learning statement</i>	<i>Effective practice</i>
<ul style="list-style-type: none"> • Use non-verbal gestures to respond to greetings and questions about themselves. 	<ul style="list-style-type: none"> • Give the children a choice between objects or places if they do not know the word. Ask them to indicate and choose. Model the word then encourage them to repeat it.
<ul style="list-style-type: none"> • Begin to greet and say “Goodbye” to the teacher in English. 	<ul style="list-style-type: none"> • Create a welcoming environment. Greet children with the same greeting every day and praise children for their efforts.

	<ul style="list-style-type: none"> • Role-play greeting each other. Use puppets, songs and stories to reinforce this.
<ul style="list-style-type: none"> • Begin to communicate in a different way with the English teacher (e.g. puts an ‘English’ accent on words, invents them and uses gestures to accompany language). 	<ul style="list-style-type: none"> • Show children that the English teacher has difficulty understanding their language when they speak to them. • • Point to objects or places and use gestures while giving a choice of words until children hear and recognize the word which they want to say. • Be patient and understanding. Reassure the children. Demonstrate that it is possible to communicate and to get across meaning (“Ah, now I understand! You mean crackers”). • Always model the correct word or phrase for the children to hear.
<ul style="list-style-type: none"> • Repeat simple words often used by the teacher during the day. 	<ul style="list-style-type: none"> • Model simple language and encourage repetition with praise.

<ul style="list-style-type: none"> • Begin to produce simple words, greetings, nouns and number names spontaneously. 	<ul style="list-style-type: none"> • Create contexts in which the children use English words, for example a special Carpet Time, story time, English language focus or gym activities. • Introduce special English games, songs or role-play and encourage the children to continue using the language so they associate the game with English. (E.g. Play ‘What’s the time Mr. Wolf’ in the garden, role-play going to the shops, act out 5 Little Speckled Frogs, etc.)
<ul style="list-style-type: none"> • Begin to experiment with new words and phrases. 	<ul style="list-style-type: none"> • Expand vocabulary and phrases through topic work, stories and drama.
<ul style="list-style-type: none"> • Begin to use simple words accompanied by gestures during the daily routine to express their needs (e.g. water please, toilet please, wash my hands). 	<ul style="list-style-type: none"> • Encourage conversation with others and model appropriate conventions – taking turns, waiting until someone else has finished, listening to others and using expressions such as ‘please’, ‘thank you’ and ‘I’m sorry’.

<ul style="list-style-type: none"> Recognises and often names a variety of nouns with the help of flashcards, games and stories. 	<ul style="list-style-type: none"> Create specific English language activities using songs, Smart Board games, Memory, Flashcards, arts and crafts activities, gym and garden etc.
<ul style="list-style-type: none"> Begin to join in with simple chants, songs, nursery rhymes and counting and action songs 	<ul style="list-style-type: none"> Teach children nursery rhymes and songs accompanied by visual aids. Teach rhyming songs with actions. Invent alliterative jingles e.g. "Busy Bees buzz around!"
<ul style="list-style-type: none"> Begin to give a meaning to their pictures using simple words. 	<ul style="list-style-type: none"> Encourage children to draw and paint. Talk to them about what they have done.

Stories

<i>Learning statement</i>	<i>Effective practice</i>
<ul style="list-style-type: none"> Begin to listen actively to different stories and nursery rhymes in English. 	<ul style="list-style-type: none"> Find opportunities to tell and read stories to children using props and actions. Encourage the children to have a turn and act out stories with adult support.

<ul style="list-style-type: none"> • Enjoy and attempt to join in with short repetitive phrases and sounds in familiar stories. 	<ul style="list-style-type: none"> • Choose stories with repeated refrains, using storytelling props that encourage focus.
<ul style="list-style-type: none"> • Recognise and sometimes name characters from a familiar story. 	<ul style="list-style-type: none"> • Talk to the children about different characters in the story. • Create visual displays about favourite stories, invent games and role-play areas linked to them.

Mathematical Development

<i>Learning statement</i>	<i>Effective practice</i>
<ul style="list-style-type: none"> • Show an interest and curiosity for numbers and counting. • Use some number names and number language spontaneously. • Enjoy joining in with number rhymes and songs. 	<ul style="list-style-type: none"> • Use number language in a variety of situations (e.g. ‘lots’, ‘how many?’, ‘What a lot!’) and do counting activities every day. • Use stories and rhymes to develop an understanding of number.

<ul style="list-style-type: none"> • Begin to use mathematical language in play. 	<ul style="list-style-type: none"> • Encourage children to use numbers in role-play situations. • Provide numbers made out of different materials e.g. wood, sandpaper and string for children to touch and handle.
<ul style="list-style-type: none"> • Attempt to count with some numbers in the correct order. • Begin to recognize groups with one, two and three objects. 	<ul style="list-style-type: none"> • Use large dice or dominoes to encourage instant recognition of 1, 2 or 3 spots. • Model counting up to 5 and beyond.
<ul style="list-style-type: none"> • Begin to show an interest in shape and space by playing with shapes or making arrangements with objects. • Begin to use language used to describe size (e.g. 'big' and 'little', 'small', etc.). • Show an awareness of similarities in shapes in the environment. 	<ul style="list-style-type: none"> • Use shape and positional language e.g. "Can you see a shape like this?", "What could fit inside this box?" • Encourage children to talk about the shapes they see and how they are arranged. • Tell stories about journeys, plan real ones or talk about journeys made together. Talk about the

	<p>places which you passed along the way, the shapes and size of objects and buildings that you saw.</p> <ul style="list-style-type: none"> • Model language for shape, size and position in discussion.
<ul style="list-style-type: none"> • Show an interest in construction activities and talk about shapes or arrangements. • Begin to use shapes appropriately for tasks. • Begin to talk about the shapes of everyday objects. 	<ul style="list-style-type: none"> • Organize the environment for shape matching activities. • Value children’s constructions by displaying them or taking photos.

Knowledge and understanding of the world

<i>Learning statement</i>	<i>Effective practice</i>
<ul style="list-style-type: none"> • Show curiosity, observe and manipulate objects. • Describe simple features of objects and events. 	<ul style="list-style-type: none"> • Give time for exploratory play. • Model descriptive vocabulary and encourage its use. • Encourage close observation by drawing the surroundings, natural or man-made objects. • Visit and/or use photographs of the local area to identify features, for example the library, railway, churches or post offices. • Give opportunities to take part in events at school or in the town.
<ul style="list-style-type: none"> • Begin to examine objects and living things to find out more. 	<ul style="list-style-type: none"> • Provide opportunities for children to examine objects to understand textures, shape and material.

	<ul style="list-style-type: none"> Encourage children to talk about their findings, ask questions and speculate on reasons.
<ul style="list-style-type: none"> Use different senses to investigate objects and materials. 	<ul style="list-style-type: none"> Give opportunities, some adult directed and some child initiated, to investigate using a range of techniques and senses.
<ul style="list-style-type: none"> Show an interest in why and how things work. 	<ul style="list-style-type: none"> Provide and encourage children to play with and talk about collections of objects that have similar and different properties (e.g. natural and man-made, different sizes, colour, shape and texture). Provide a range of materials and objects to play with that work in different ways and are used for different purposes (e.g. an egg whisk, torches, pulleys, construction kits, etc.).
<ul style="list-style-type: none"> Sort by one function. 	<ul style="list-style-type: none"> Set tasks to sort a variety of objects by different criteria (e.g. all the red objects, all the things

<ul style="list-style-type: none"> • Talk about observations and what is happening. 	<p>you can find on a walk, everything which has a wheel, etc.).</p> <ul style="list-style-type: none"> • Talk about tools and their effects on objects (e.g. a washing machine at home, a water wheel, a teapot, etc.).
<ul style="list-style-type: none"> • Investigate constructions materials. • Realise that tools can be used for a purpose. 	<ul style="list-style-type: none"> • Provide a range of construction materials including construction kits containing different shapes, sizes and ways of joining. • Praise initiative in improvising with materials and objects. • Model the language of designing and making, for example 'join', 'build' and 'shape'.
<ul style="list-style-type: none"> • Begin to join construction pieces together to build and balance. • Begin to try out different tools and techniques. 	<ul style="list-style-type: none"> • Provide opportunities for children to construct on their own. • Show photographs and books of buildings, visit and make

	<p>close observations of actual buildings.</p> <ul style="list-style-type: none"> • Teach and support the use of a range of tools such as scissors, hole punchers, glue spreaders, rolling pins, biscuit cutters, graters etc. • Encourage children to use the correct names for these tools.
<ul style="list-style-type: none"> • Show an interest in the Smart Board. • Know how to perform simple ICT functions on the Smart Board with support. • Listen to and follow simple instructions for using the Smart Board and other ICT equipment. 	<ul style="list-style-type: none"> • Encourage children to show each other how to use ICT equipment. • Introduce the correct language in conversations (e.g. ‘click’, ‘drag’, ‘press’ etc.). • Give opportunities for the use of ICT to develop skills across the different learning areas.
<ul style="list-style-type: none"> • Remember to talk about significant things that have happened to them. 	<ul style="list-style-type: none"> • Encourage role-play of events in children’s lives.

	<ul style="list-style-type: none"> • Talk about and show interest in children’s lives and experiences. • Model the use of language of time in conversations (e.g. ‘yesterday’, ‘old’, ‘past’, ‘now’ and ‘then’).
<ul style="list-style-type: none"> • Show an interest in the world in which they live. • Begin to comment and ask questions about where they live. 	<ul style="list-style-type: none"> • Visit the local area (virtually and in person) and point out different features in the environment. • Provide play maps and small-world equipment for children to create their own environments. • Introduce vocabulary to enable children to talk about their observations and to ask questions. • Use appropriate words linked to the town to help children make distinctions in their observations. (e.g. ‘town’, ‘road’, ‘park’, ‘house’, ‘shop’ etc.).

	<ul style="list-style-type: none"> • Use stories that help children to make sense of different environments.
<ul style="list-style-type: none"> • Express feelings about significant personal events. 	<ul style="list-style-type: none"> • Be ready to listen to children wanting to talk about significant events and give them time to formulate thoughts and words to express feelings. • Introduce language that describes emotions for the children to use when describing their feelings about a special event (e.g. 'lonely', 'happy', 'angry', 'sad').
<ul style="list-style-type: none"> • Begin to describe significant events. 	<ul style="list-style-type: none"> • Use group times to share events in children's lives. • Model careful listening and ask questions that show respect for children's individual contributions.

	<ul style="list-style-type: none"> • Explain the significance of special events to children. • Support children in finding appropriate ways of preserving memories of special events, for example by making a book, collecting photographs, tape recording, drawing, etc.
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Physical Development

<i>Learning statement</i>	<i>Effective practice</i>
<ul style="list-style-type: none"> • Move spontaneously within an available space. • Respond to rhythm, music and story by means of gestures and movement. • Can stop on command. 	<ul style="list-style-type: none"> • Provide safe spaces, undertake risk assessments, create 'zones' for activities, explain safety. • Plan time for children to explore space available and their own potential for moving within it. • Give as much opportunity possible for children to move freely between indoor and outdoor spaces.

	<ul style="list-style-type: none"> • Be alert to the safety of children, particularly to move freely between indoor and outdoor spaces. • Ensure children wear appropriate clothing while being sensitive to the requirements for modesty in some cultures and religions. • Talk to children and help them to explore new ways of moving. • Offer a range of stimuli to generate movement, including songs, actions, rhymes and stories.
<ul style="list-style-type: none"> • Move in different ways (e.g. crawling, walking, running, jumping, hopping, skipping and rolling). • Explore movement as a means of expressing feelings. 	<ul style="list-style-type: none"> • Provide additional challenges and stimuli through access to a range of resources. • Join in and make suggestions where appropriate.

<ul style="list-style-type: none"> • Begin to negotiate space more successfully when playing chasing and racing games with others. • Attempt to adjust speed or change direction to avoid obstacles. 	<ul style="list-style-type: none"> • Provide safe mirrors as children experiment with and observe gestures and facial expressions. • Teach safety techniques such as getting onto a slide or picking up a bulky object. • Teach skills which will help children to keep themselves safe, for example responding rapidly to visual signs and sounds/music or learning about road safety. • Introduce language of negotiation and cooperation (e.g. 'share', 'wait', 'take turns', 'before' and 'after').
<ul style="list-style-type: none"> • Move with increasing control. • Sit up, stand up and begin to balance on various parts of the body. 	<ul style="list-style-type: none"> • Celebrate accomplishments of each child. • Provide balancing challenges (e.g. walking along chalk lines, rope or slightly raised surfaces).

<ul style="list-style-type: none"> • Begin to demonstrate the control necessary to hold a fixed position (e.g. standing on one leg). • Mount stairs, steps or climbing equipment often using alternate feet. 	<ul style="list-style-type: none"> • Plan games to encourage children to move and then stop on command. • Teach and encourage children to use the vocabulary linked to controlled movement (e.g. ‘strong’, ‘firm’, ‘gentle’, ‘heavy’, ‘stretch’, ‘reach’, ‘tense’ and ‘floppy’). • Plan opportunities for children to tackle a range of levels and surfaces (e.g. flat and hilly ground, grass, smooth floors and carpets). • Provide equipment that offers different challenges, such as a climbing frame, scrambling nets, benches, steps and slides.
<ul style="list-style-type: none"> • Begin to manipulate different materials and objects. 	<ul style="list-style-type: none"> • Provide objects that can be handled safely, including small world toys, construction sets, threading and posting toys, dolls’ clothes, materials for collage and shapes.

<ul style="list-style-type: none"> • Begin to manipulate fastenings and clothing with increasing autonomy. 	<ul style="list-style-type: none"> • Encourage children to adopt a position in which they can work comfortably and effectively. • Give individual children opportunities and encouragement to build up skills which lead to personal autonomy, such as dressing and undressing, using forks and spoons.
<ul style="list-style-type: none"> • Negotiate an appropriate pathway when walking, running or using a wheelchair both indoors and outdoors. • Judge body space in relation to space available when fitting into confined spaces or negotiating boundaries and holes. 	<ul style="list-style-type: none"> • Create space, time and safe surfaces that will allow children to plan their own routes, both indoors and outdoors. • Provide real and role-play opportunities for children to create pathways. • Provide materials with which children can improvise their own spaces and enclosures.

	<ul style="list-style-type: none"> • Introduce the vocabulary of spatial relationships with prepositions, such as ‘between’, ‘through’ and ‘above’.
<ul style="list-style-type: none"> • Begin to show respect for other children’s personal space when playing among them. • Begin to persevere in repeating some actions/attempts when developing a new skill. • Begin to show a preference for the left or right hand. 	<ul style="list-style-type: none"> • Mark out boundaries for some activities so that children can move more easily and regulate their own activities. • Provide sufficient materials for children to share. • Provide some activities that work, or are more fun, only when shared with another child. • Extend skills by introducing ‘following’ and ‘imitation’ games.
<ul style="list-style-type: none"> • Show an awareness with regard to hygiene, eating and sleeping but often need adult support to meet those needs. 	<ul style="list-style-type: none"> • Encourage children to ask for help and provide the help sensitively.

	<ul style="list-style-type: none"> • Talk to children about why you encourage them to rest when they are tired, wear boots when it is wet, drink water when it is hot, etc. • Recognise and promote understanding that foods from a range of cultures and religions can be enjoyable and form a healthy diet.
<ul style="list-style-type: none"> • Operate equipment by means of pushing and pulling movements. 	<ul style="list-style-type: none"> • Ensure that equipment is appropriate for the size and weight of children. • Plan to make equipment available and accessible to all children for the whole day or session, if possible. • Meet needs that are not likely to be met outside school because of lack of safe outdoor play space in homes and the local community.

<ul style="list-style-type: none"> • Construct with large materials, such as cardboard boxes, long lengths of fabric, etc. • Begin to show increasing control in using equipment for climbing, scrambling, sliding and swinging. 	<ul style="list-style-type: none"> • Check children’s clothing for safety, for example ensuring that toggles on coats and hoods cannot get tangled in tricycle wheels. • Regularly check resources for safety and cleanliness. • Provide a wide range of resources including small-wheeled vehicles, small world toys, beanbags, balls that do not bounce, hoops, bats and skittles.
<ul style="list-style-type: none"> • Engage in activities requiring hand-eye-coordination. • Use one-handed tools and equipment with increasing control and understand that equipment and tools have to be used safely. 	<ul style="list-style-type: none"> • Provide children with opportunities and motivation to practice manipulative skills such as cooking, playing instruments, etc. • Observe closely to establish the position in which children have best control.

	<ul style="list-style-type: none"> • Teach children the skills they need for cutting with scissors and plan opportunities for them to practice these skills.
<ul style="list-style-type: none"> • Explore pliable materials and experiment with different tools. • Demonstrate increasing skill and control in the use of mark-making tools, blocks, constructions sets and small-world activities. 	<ul style="list-style-type: none"> • Encourage children to experiment with making different marks by providing paper, brushes and pencils in a range of sizes and offering children new challenges as appropriate. • Provide opportunities for children to use their fingers or whole hand. • Encourage children to use fingers, writing and drawing implements to both follow and create patterns. • Encourage children to use large and small arm movements from top to bottom, left to right.

	<ul style="list-style-type: none"> • Provide a range of materials including clay and different types of dough. • Give opportunities to explore materials before using tools.
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Creative Development

<i>Learning statement</i>	<i>Effective practice</i>
<ul style="list-style-type: none"> • Begin to differentiate colours. • Use their bodies to explore textures and space. • Make three-dimensional structures. 	<ul style="list-style-type: none"> • Provide a wide range of materials, resources and sensory experiences to enable children to explore colour and texture. • Make time and space for children to express their curiosity and explore the environment using all their senses. • Ask questions and make comments to encourage children to think.

	<ul style="list-style-type: none"> • Be aware of health and safety issues as children explore the environment, explaining what is and is not safe to touch and where it is safe to engage in movement.
<ul style="list-style-type: none"> • Differentiate marks and movement on paper. • Begin to describe texture of things. • Use lines to enclose space, then begin to use these shapes to represent objects. • Begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. 	<ul style="list-style-type: none"> • Demonstrate, teach and model skills and techniques associated with the things children are doing (e.g. show the children how to stop paint from dripping or how to balance bricks so they don't fall down). • Introduce vocabulary to enable children to talk about their observations and experiences (e.g. 'smooth', 'shiny', 'rough', 'soft' and 'hard'). • Make suggestions and ask questions to extend children's ideas (e.g. "I wonder what would happen if you used chalk on its side on a bumpy piece of paper?").

<ul style="list-style-type: none"> • Join in favourite songs. • Show an interest in the way musical instruments sound. • Respond to sound with body and movement. • Enjoy joining in with dancing and ring games. 	<ul style="list-style-type: none"> • Provide opportunities for children to explore the sounds of everyday objects and musical instruments, especially things that can be shaken and struck. • Ensure that the music and songs used reflect a wide range of types and cultures. • Sing with children frequently. • Help children to link sound and movement, for example by making big movements to loud music and small movements to quiet music. • Use sounds at story time (e.g. beat a drum when the giant approaches).
<ul style="list-style-type: none"> • Sing to themselves and make up simple songs. • Tap out simple repeated rhythms. 	<ul style="list-style-type: none"> • Provide opportunities for children to play instruments alongside adults, especially

<ul style="list-style-type: none">• Explore and learn how sounds can be changed.• Begin to imitate and begin to create movement in response to music.	<p>things that can be played with a hitting action.</p> <ul style="list-style-type: none">• Extend children’s experiences of instruments by teaching their names and how they can be played.• Allow plenty of time for exploration.• Select songs for children to sing that are within their pitch and have plenty of repetition.• Allow children to hear a song many times before asking them to sing it.• Introduce the language of dynamics, such as ‘fast’, ‘slow’, ‘loud’ and ‘quiet’ and of pitch, such as ‘high’ and ‘low’.• Introduce children to a wide range of music and dance.
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<ul style="list-style-type: none"> • Pretend that one object represents another, especially when objects have characteristics in common. • Notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. 	<ul style="list-style-type: none"> • Be interested and participate in children’s play. • Model the pretending process, supporting children’s understanding of the ways in which one object can be used to represent another.
<ul style="list-style-type: none"> • Enjoy stories based on themselves, people and places they know. • Develop a repertoire of actions by putting together a sequence of movements. • Engage in role-play often based on first-hand experiences. • Play alongside other children who are engaged in the same theme. 	<ul style="list-style-type: none"> • Ensure that there is enough time for children to express their thoughts, ideas and feelings in a variety of ways, such as in role-play, by painting and by responding to music. • Provide appropriate materials and extend children’s thinking by playing with them and asking them questions. • Be aware of the link between imaginative play and children’s ability to handle narrative.
<ul style="list-style-type: none"> • Show an interest in what they see, hear, smell, touch and feel. 	<ul style="list-style-type: none"> • Show sensitivity to children’s expressions and the range of

<ul style="list-style-type: none">• Begin to use representation as a means of communication.	<p>different ways in which they express themselves.</p> <ul style="list-style-type: none">• Make time for children to communicate their responses, listening carefully and showing an interest in what they have to say.• Allow children to work through their frustrations, supporting them in finding solutions to problems.• Provide experiences that involve all the senses and movement.
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