



COOL CATERPILLARS

EDUCATIONAL PROJECT

SCHOOL YEAR 2020-2021

Coordinators:

Philippa Waterhouse & Deborah Ascani

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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 creative area

The Creative Area is situated under the natural light of the classroom windows where children can experiment with messy play and arts & crafts activities. Using the tables provided, the children can choose from a variety of materials to manipulate and explore such as, paint, brushes, pasta, flour, printing materials, special paper and card, glue, scissors, polenta trays and play dough. It is an area where children can express themselves freely enabling us to observe how their skills and creativity develop and change over time.

The carpet area

The Carpet Area is the heart of the classroom where teachers and children all meet up or where the children can play in small groups when they arrive at school. It is also an important place where everyone comes together to listen to a story, talk about a particular theme or share important “news” during “Carpet Time”. The children are given the opportunity to express their ideas and opinions and begin to listen to others, taking turns in conversation. The children are encouraged to also develop their thoughts, reasoning and problem solving skills using an increasingly rich and well-organized language. The children sing songs, learn actions and play a variety of carpet games together, which helps to develop social skills.

- During free play this zone transforms into a construction area where children build and role-play with small world toys and make airports, railway stations, parks, farms, and car parks. The children often discover peers who share similar interests and friendships often start in this area.
- During Music Time it becomes an important space for children to play musical instruments, games and dance.

The reading area

This is a special place for spending a quiet moment amongst books. Here, the children can look at them independently, share them with friends or listen to an adult read to them. They are encouraged to explore English and Italian texts and to talk about what they see, thereby developing their language and literacy skills in both languages.

This area is also closely linked to the writing area, as the children recognize and explore letters, numbers, words and sounds.

The role-play area

This exciting area is where children role-play life experiences and develop their imagination. A home, post office, restaurant, are just some of their favorites but it is a special corner which can change into whatever the children want it to be. It is an area of learning which encourages children to bring and share their own experiences to play and discover similar or different experiences with their peers. It also offers a perfect occasion to develop language skills, invent stories and roles and to develop social skills encouraging children to interact, communicate and share emotions.

The drawing and writing area

This area is dedicated to the development of fine motor and provides a variety of writing tools and materials for the children to explore. It is also an area where the children begin to communicate and express themselves through drawings and begin to put their thoughts and emotions onto paper. Marks become recognizable drawings and some children begin to explore letters and numbers later on in the year. The children are encouraged to write their name, make books and lists. Writing activities are often linked to the role-play and reading corner.

OTHER AREAS

The gym

The gym is visited regularly by the children where they participate in a variety of activities, such as, races, obstacle course, ball and hoop games and develop a wide range of skills such as climbing, pushing and pulling, crawling, balancing, catching and throwing. The children learn to move in different ways, to music and rhythms with imagination, increasing control, balance and co-ordination and using large and small equipment safely. The gym is also used for drama, dance, and road safety activities, helping to continually develop skills for listening to and following 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, expand their social skills, role-play and use their imaginations. These spaces are precious outdoor 'classrooms' where children have the opportunity to observe and come into contact with nature as they hunt for insects, look after the school pets and plants. They can experiment, test their skills and consequently grow through these rich and meaningful outdoor 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 about 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. A general parents' meeting with all the Early Years parents and teachers takes place in October to present the year's planning, projects and other notices. Class representatives are also elected during this meeting.

(This event has been suspended due to the current health situation)

A *general parents' meeting* with all the Early Years parents and teachers takes place in March to keep parents up-to-date with class projects and to present 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 available for parents who would like to talk about their child's experience and ask any questions.

This year parents meetings will be held on-line 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 and abilities, both social and mental. It can also be a worrying time for both children and parents as this means separating from the safe, family environment which surrounds them and having 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 Cool Caterpillars 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 too. 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, farm visit, *(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 there is a family from another country) is a natural part of their day. Interacting and joining in, developing comprehension skills and beginning to use simple words and phrases in English with the English teacher is simply a natural process for them.

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 the 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 exchange ideas and meanings, interact and develop communication skills. *Role-play* allows children to re-elaborate their personal experiences. It becomes an opportunity for the children to act out their fears, anxieties and their deepest wishes. Play helps children get rid of tension and overcome conflicts by attributing their feelings to external elements. Playing together 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 behavior, 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 unites all the Early Years classes and enables teachers to plan special moments of collaboration and exchange between the children of the various age groups. Classes make fun videos, meet up online,

exchange gifts and visit each other's classes to do 'Show & 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 have been suspended due to current health emergency 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](https://www.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. It is a time to sit together, taste new foods and develop language skills. After nap time, at 3.45 p.m. the children have an afternoon snack. 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 cook prepares a special snack for the children (cake, pizza, biscuits or yoghurt).

Lunch time

The Cool Caterpillars eat in the lunch room at 11.50. 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 the food, respecting a correct and balanced diet. Lunchtime 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 dishes from different countries.

Sleep time

Sleep time in the afternoon is optional. Parents who would like their child to sleep are invited to inform teachers at their individual meetings. 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 with quiet reading and activities.

Children who sleep at school have their own bed which is sanitized on a daily basis. It has a bottom sheet which is provided and washed each week by school. A pillow, pillow case and blanket are provided 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 sanitised.

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 the classroom through observations or participation. • Are continually developing confidence to try new activities. 	<ul style="list-style-type: none"> • Value, support and encourage independent learning. Make materials accessible for children. • Plan activities in new ways and through different materials.
<ul style="list-style-type: none"> • Separate from carer with increasing confidence. 	<ul style="list-style-type: none"> • Plan an environment that is accessible and welcoming to all the children. • Set up a comprehensive settling in programme.
<ul style="list-style-type: none"> • Initiate interaction with others. • Seek out others to share experiences. 	<ul style="list-style-type: none"> • Give opportunities to form stable relationships with adults and with peers in spontaneous and planned groups.

<ul style="list-style-type: none"> • Begin to work as part of a group or class, taking turns and sharing with support. 	<ul style="list-style-type: none"> • Demonstrate and model language for taking turns, sharing, asking, thanking and taking an interest in what others say.
<ul style="list-style-type: none"> • Talk freely about home and community. • Begin to express needs and feelings in appropriate ways. Have a sense of belonging. 	<ul style="list-style-type: none"> • Encourage children to talk about their own home and community life, and to listen to others. • Acknowledge children’s feelings and work with them to resolve conflicts.
<ul style="list-style-type: none"> • Show care for living things and the environment. • Begin to have an increasing awareness of behavioural expectations and boundaries, what is right and wrong. 	<ul style="list-style-type: none"> • Demonstrate concern and respect for others, living things and the environment and talk about issues. • Be alert to injustices and demonstrate that they are addressed and resolved. • Involve the children in finding a solution.
<ul style="list-style-type: none"> • Continue to develop autonomy for dressing, undressing and managing personal hygiene, sometimes with support. 	<ul style="list-style-type: none"> • Encourage them to persevere with new skills and praise them when they succeed.

	<ul style="list-style-type: none"> Collaborate with children in creating explicit rules for the care of the environment.
<ul style="list-style-type: none"> Are developing an awareness and interest for other cultures and beliefs. 	<ul style="list-style-type: none"> Strengthen the positive impressions children have of their own cultures and faiths and those of others.
<ul style="list-style-type: none"> Have a strong sense of self as a member of different communities, such as their family. Have a positive image of self. 	<ul style="list-style-type: none"> Create a feeling of openness so that children are able to learn from one and other and from each other's family experiences. Anticipate the best from each child and be alert to their strengths.

Communication, language and literacy

<i>Learning statement</i>	<i>Effective Practice</i>
<ul style="list-style-type: none"> Are aware of the way a book is structured. 	<ul style="list-style-type: none"> Talk about books, using appropriate vocabulary, for example page, cover, title etc.

<ul style="list-style-type: none"> • Show increasing interest in illustrations, print in books and print in the environment. 	<ul style="list-style-type: none"> • Create an environment rich in print and the opportunity to add to it.
<ul style="list-style-type: none"> • Have favourite books • Use books • Suggest how a story may end. • Begin to understand the concept of a word. • Know that information can be relayed in the form of print. 	<ul style="list-style-type: none"> • Create an attractive book area where adults and children can enjoy books together. • Dedicate a set time in the day to read a variety of stories. • Discuss with the children characters in the book being read. Encourage the children to predict the outcome, to think of alternative endings. • Help children to acquire the concept of a word by playing with words, using names and labels and by pointing them out in the environment and text. • Read stories that they already know and pause at intervals to encourage them to ‘read’ the next word
<ul style="list-style-type: none"> • Enjoy a wide range of books. 	<ul style="list-style-type: none"> • Read a variety of books and provide a book area with

	<p>magazines, notices, posters, books and comics for the children to look at.</p>
<ul style="list-style-type: none"> • Continue to develop listening skills in different situations. • Begin to listen to others and take turns in conversation with adult support. • Listen to simple instructions in order to follow a task Listen to stories for an increasing length of time. • 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"> • Talk about the importance of listening when someone is explaining something. • Create special moments for taking turns in conversation. Praise children who wait patiently and take turns.
<ul style="list-style-type: none"> • Begin to give opinions and express likes and dislikes. 	<ul style="list-style-type: none"> • Support children in expressing opinions and introduce language such as: like, dislike, prefer etc. • Encourage class discussions.

<ul style="list-style-type: none"> • Begin to break the flow of speech into words. 	<ul style="list-style-type: none"> • Act as a scribe for children. After a sentence, repeat the first part and say each word as you write it.
<ul style="list-style-type: none"> • Begin to write their own name. 	<ul style="list-style-type: none"> • Provide opportunities for the children to see, recognize, touch, copy and 'write' their names.
<ul style="list-style-type: none"> • Draw lines and circles using gross motor movement. Manipulate objects with increasing control. 	<ul style="list-style-type: none"> • Provide opportunities for children to explore shapes and direction using the whole body, for example by playing games involving moving in circles, forwards and backwards. • Provide opportunities for large shoulder movements, for example helping them to fix ribbons to the end of sticks to swirl in the air, throwing and batting balls suspended on rope, dancing, making patterns in soapy sand and paint.

<ul style="list-style-type: none"> • Begin to use anticlockwise movement to retrace vertical lines. • Begin to form some recognizable letters 	<ul style="list-style-type: none"> • Model large anti-clockwise and up-and-down letter movements, for example using sky writing, drawing in sand and paint. • Encourage children to practice letter shapes as they paint, draw and record. • Provide a variety of writing tools and paper, indoors and outdoors.
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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"> • Have a sensitive approach to each child when speaking to them (use words and short simple phrases which are modelled each day). • Encourage children to participate in English songs and

	<p>language activities, but accept that some children may need longer than others to speak.</p>
<ul style="list-style-type: none"> • Are developing confidence in English, during play and structured activities. 	<ul style="list-style-type: none"> • Play alongside the children, commenting on what they are doing and interacting with them. • Praise and encourage the children with their efforts.
<ul style="list-style-type: none"> • Use gestures to communicate in English to get across meaning. 	<ul style="list-style-type: none"> • Make eye contact and use facial expressions, body language and gestures. • When speaking directly to a child, bend down to their height.
<ul style="list-style-type: none"> • Understand greetings, questions and phrases about themselves and others. • Use phrases linked to the daily routine. 	<ul style="list-style-type: none"> • Introduce and comment on what is happening during activities and daily routines modelling clear phrases. • Create special ‘Show and Tell’ moments, Carpet Times and question times to focus on specific grammar and vocabulary.

	<ul style="list-style-type: none"> • Greet and meet each child. Say goodbye at the end of the day.
<ul style="list-style-type: none"> • Listen to and follow simple instructions based on the routines of the classroom and structured activities. 	<ul style="list-style-type: none"> • Give clear instructions accompanied by gestures to help comprehension. • Play games in the classroom, garden and in the gym to develop listening skills. • Give step, by step instructions for activities increasing the number of steps over time.
<ul style="list-style-type: none"> • Understand that the English teachers communicates in a different way and that they need to do something different in order to communicate with them. 	<ul style="list-style-type: none"> • Use gestures to help the children communicate their needs. • Make activities, stories, songs, daily routines and general conversation visual by using props, flashcards, objects, photographs and the Smart Board. • Eventually reply with, “I don’t understand, you mean...” and give the children different options to choose from Give

	<p>children time to think and find words.</p> <ul style="list-style-type: none"> • Praise efforts by saying, “Now I understand”, “Well done” and continue the conversation.
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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"> • Accept the gestures that the children make and accompany them by modelling the correct vocabulary and phrase. Encourage them to repeat them. • Encourage the children to find others ways of communicating when in difficulty e.g. with gestures or by pointing to something.
<ul style="list-style-type: none"> • Greet the teacher both on arrival and at the end of the day 	<ul style="list-style-type: none"> • Make sure each child is welcomed by a smile and a “Good morning” or “Goodbye” at the end of the day.

	<ul style="list-style-type: none"> Encourage friends to do the same each morning and at the end the day.
<ul style="list-style-type: none"> Repeat simple words and phrases often used by the teacher (e.g. bathroom please, water please...). 	<ul style="list-style-type: none"> Praise each child for their effort. Continue to select specific phrases and words which are repeated throughout the day or linked to specific situations in the garden during gym and during the daily routine.
<ul style="list-style-type: none"> Are beginning to repeat longer phrases with the help of the teacher (Can I have....? Can I play, please?...). 	<ul style="list-style-type: none"> Provide practical experiences that encourage children to ask and respond to questions.
<ul style="list-style-type: none"> Are beginning to experiment with new words and phrases, using them in the correct context. Are developing new vocabulary related to different topics. Can recognize and often name colours, animals, parts of the body, daily routine and vocabulary linked to the EY project with the help of 	<ul style="list-style-type: none"> Plan specific vocabulary and grammar activities and games in different learning areas. Introduce topic-related stories and songs gradually. Use visual aid and make displays with the children to reinforce language and help children to make connections between English and their own language.

<p>flashcards, songs, games and stories.</p>	<ul style="list-style-type: none"> • Provide a specific time each day to build-up and practice new vocabulary using a variety of games, songs, chants and stories.
<ul style="list-style-type: none"> • Sometimes use English in their free-play. 	<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"> • Play alongside children and encourage them to interact Model language for role-play corners or board games for example, and play with them until they feel confident to play in small groups.
<ul style="list-style-type: none"> • Are beginning to express preferences in English (I like, my favourite...). 	<ul style="list-style-type: none"> • Play games and model language related to preferences. • Talk about likes and dislikes during the day, for example at lunch time or when playing a new game. • Give children opportunities to express their ideas and opinions.

<ul style="list-style-type: none"> • Are beginning to join in with chants, songs and nursery rhymes. 	<ul style="list-style-type: none"> • Choose songs with repeated refrains and actions. • Use props that encourage the children to join in and understand the song that they are singing. • Use the Smart Board to reinforce and develop language skills.
<ul style="list-style-type: none"> • Are beginning to use simple words to ascribe meaning to marks. 	<ul style="list-style-type: none"> • Encourage the children to use gestures and words to give meaning to their pictures by asking them ‘What is it?’ and ‘Who is this?’ • Give the children time to think in order to respond.

Stories

<i>Learning statement</i>	<i>Effective Practice</i>
<ul style="list-style-type: none"> • Listen with enjoyment to stories and poems in English. 	<ul style="list-style-type: none"> • Find opportunities to tell and read stories to children using props and actions.

	<ul style="list-style-type: none"> • Talk about emotions and feelings of characters in stories. • Read a variety of simple stories, including ones which children may already know in their own language. • Use different voices for characters, sound effects and props to animate story time.
<ul style="list-style-type: none"> • Are beginning to be able to answer simple questions about simple stories. 	<ul style="list-style-type: none"> • During story time encourage children to answer different questions about the characters. • Play sequencing games to help them put the story into the correct order of events.
<ul style="list-style-type: none"> • Are continually developing vocabulary through story time and sometimes uses the words spontaneously. 	<ul style="list-style-type: none"> • Provide opportunity for the children to play with the characters and scenes. Make puppets, put on plays, use small-world toys etc.
<ul style="list-style-type: none"> • Recognise and name different characters from a story. 	<ul style="list-style-type: none"> • Talk to children about different characters and ask for their opinions about the story.

	<ul style="list-style-type: none"> • Encourage discussion and personal experiences related to a story. “Has that ever happened to you?”, “How did you feel?” • Make reference to the characters in books during other activities.
<ul style="list-style-type: none"> • Join in with repetitive phrases and sounds from a story. 	<ul style="list-style-type: none"> • Act out stories and put on plays for others (e.g. We’re Going on a Bear Hunt, The Gingerbread Man, • The Three Little Pigs).
<ul style="list-style-type: none"> • Are beginning to use simple words and phrases from stories to retell them in their own words with the help of puppets, storyboards, flashcards and role-play. 	<ul style="list-style-type: none"> • Create role-play corners to develop specific language. • Create storyboards and displays at children’s height

Mathematical development

<i>Learning statement</i>	<i>Effective Practice</i>
<ul style="list-style-type: none"> • Enjoy joining in with number rhymes and songs. 	<ul style="list-style-type: none"> • Use stories and rhymes to develop understanding of numbers.
<ul style="list-style-type: none"> • Show curiosity about numbers by offering comments and asking questions. • Attempt to count, with most numbers in the correct order. • Recognise groups with one, two or three objects. • Begin to show confidence with numbers by initiating or requesting number activities. 	<ul style="list-style-type: none"> • Use large die or dominoes and encourage instant recognition of 1, 2, or 3 spots. • Model counting and mathematical language by asking questions or commenting on quantity. • Provide number labels for children to use (e.g. Bingo 0-10)
<ul style="list-style-type: none"> • Count up to three or four objects correctly. Recognise some numerals of personal significance. 	<ul style="list-style-type: none"> • Create opportunities for children to use number language. • Provide opportunities for children as a group to join in reciting the number names in order.

<ul style="list-style-type: none"> • Begin to represent numbers using fingers. Begin to recognize numerals 0-5. 	<ul style="list-style-type: none"> • Model touching or moving objects while counting.
<ul style="list-style-type: none"> • Count up to 10 and beyond. Count backwards from 5. 	<ul style="list-style-type: none"> • Display numbers in the environment. • Model and encourage estimation, e.g. estimate how many sandwiches to make for a picnic.
<ul style="list-style-type: none"> • Show an interest in number problems. 	<ul style="list-style-type: none"> • Create opportunities for children to separate objects into unequal groups as well as equal groups. • Pose problems as you read number stories or rhymes e.g. “How many frogs will there be when one jumps into the pool?”
<ul style="list-style-type: none"> • Sustain interest for a length of time on a pre-decided construction or arrangement. 	<ul style="list-style-type: none"> • Encourage children to finish an activity once they have started it. • Provide a range of boxes and materials for models

<ul style="list-style-type: none"> • Match some shapes by recognizing similarities and orientation. • Use appropriate shapes to make models or more elaborate pictures. • Show curiosity and observation by talking about how they are similar or why some are different. • Order two items by length or height, weight or capacity. Choose suitable components to make a particular model. Begin to adapt shapes or cut material to size. • Begin to use mathematical names for flat 2D shapes and mathematical items to describe shape. 	<p>and construction, indoors and outdoors.</p> <ul style="list-style-type: none"> • Use shape and position language. • Encourage children to imagine what is inside a box, for example, and help them to focus on the size and shape. • Ask ‘silly’ questions, for example show them a tiny box and ask them is a bicycle is inside. • Play ‘Peek-a-boo’, revealing shapes a little at a time and at different angles. Ask children what shape it might be or could not be.
<ul style="list-style-type: none"> • Recognise and continue simple patterns. 	<ul style="list-style-type: none"> • Make displays of patterns found in the house, on clothes or in the environment. • Use a variety of materials such as bricks, bead and toys and pasta shapes to make examples of patterns.

	<ul style="list-style-type: none"> • Use language for describing patterns (stripes, spotty, zig-zag). • Encourage children to find patterns in their environment and make up their own ones.
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Knowledge and Understanding of the World

<i>Learning statement</i>	<i>Effective Practice</i>
<ul style="list-style-type: none"> • Examine objects and living things to find out more. 	<ul style="list-style-type: none"> • Provide opportunities for children to examine objects in order for them to understand shape, texture and material. • Encourage children to talk about findings, ask questions and speculate on reasons. • Discuss reasons that make activities safe or unsafe. For example, talk about hygiene, electricity, using appropriate senses when tasting different flavours, smelling plants and feeling textures.

	<ul style="list-style-type: none"> • Give opportunities to take part in events at school or in the town.
<ul style="list-style-type: none"> • Begin to investigate objects and materials by using all of their senses as appropriate. • Begin to identify key features of living things, objects and events they observe. 	<ul style="list-style-type: none"> • Give opportunities to record findings, for example by drawing, making models and taking photos. • Give opportunities, some adult directed, some child initiated, to investigate, using a range of techniques and senses.
<ul style="list-style-type: none"> • Sort by 1 function. 	<ul style="list-style-type: none"> • Provide a variety of objects, toys and materials for children to sort by different criteria.
<ul style="list-style-type: none"> • Notice and comment on patterns. Show an awareness of change. 	<ul style="list-style-type: none"> • Provide opportunities for children to notice and discuss patterns around them. Make rubbings of grates, covers, tree bark etc. • Discuss events that occur regularly within the children's experiences e.g. the changing seasons, daily routines, different celebrations etc.

	<ul style="list-style-type: none"> Examine change over time, for example by growing plants, looking at photographs, melting ice etc.
<ul style="list-style-type: none"> Begin to ask questions about why things happen and how things work. 	<ul style="list-style-type: none"> Model investigative behavior and raise questions. Encourage children to give ideas, ask and answer questions.
<ul style="list-style-type: none"> Begin to try out a range of tools and techniques safely. 	<ul style="list-style-type: none"> Teach and help children to use (under guidance) a range of tools, for example: scissors, hole punchers, staplers, glue spreaders, graters, blunt knives and biscuit cutters. Encouraging them to use the correct names. Praise initiative in improvising with materials and objects.
<ul style="list-style-type: none"> Construct using different tools and materials, often with a purpose in mind. 	<ul style="list-style-type: none"> Discuss purposes of design and making tasks.

	<ul style="list-style-type: none"> • Make links with children’s experiences to help them design. For example, make a soft landing for Humpty Dumpty.
<ul style="list-style-type: none"> • Enjoy using the Smart Board. • Know how to perform simple ICT functions on the Smart Board and to operate other ICT equipment. • Listen to and follow instructions for operating the Smart Board and for completing programs. • Begin to develop specific ICT language for operating the Smart Board. 	<ul style="list-style-type: none"> • Give opportunity for children to use the Smart Board throughout the day individually, in small groups or as a whole class. • Provide a range of interactive activities to help develop computer skills e.g. clicking, dragging, using pens and fingers. • Use the Smart Board as part of lesson plans to introduce activities and topics and reinforce learning.
<ul style="list-style-type: none"> • Show an interest in the lives of people familiar to them. Begin to differentiate between the past and the present. 	<ul style="list-style-type: none"> • Encourage discussion of important events in the lives of people who the children know well (e.g. the family). • Encourage them to use vocabulary of time in discussion. Sequence

	<p>events with the aid of photos or pictures</p> <ul style="list-style-type: none"> • Use stories that introduce a sense of time and people from the past. • Provide a long-term growing project (e.g. sowing seeds) Observe changes in the environment such as the seasons or a building being renovated.
<ul style="list-style-type: none"> • Comment and ask questions about where they live and the natural world. • Begin to notice differences between features of the local environment. 	<ul style="list-style-type: none"> • Use stories which help the children to make sense of different environments. • Use appropriate words, for example: park, town, village, shop, church etc. to help children make distinctions in their observations and develop their vocabulary.

Physical development

<i>Learning statement</i>	<i>Effective Practice</i>
<ul style="list-style-type: none"> • Move freely with enjoyment and confidence. • Move in range of ways such as crawling, slithering, running, hopping, jumping, rolling and shuffling. • Pull, push, climb over and under, through and around obstacles and equipment. • Use movement to express feelings. • Adjust speed or change direction with increasing independency and control. • Jump off and land safely. • Negotiate space more successfully when playing racing games and chasing games with other children. • Begin to go backward and sideways as well as forwards. 	<ul style="list-style-type: none"> • Provide additional challenges and give children access to a range of resources. • Join in and make suggestions where appropriate. 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 quickly to signals. Introduce language of negotiation and co-operation. Create obstacle courses. • Use movement to express feelings. • Adjust speed or change direction with increasing independency and control.

	<ul style="list-style-type: none"> • Jump off and land safely. • Negotiate space more successfully when playing racing games and chasing games with other children. • Begin to go backward and sideways as well as forwards.
<ul style="list-style-type: none"> • Mount stairs, steps or climbing equipment using alternate feet. • Manipulate objects and materials by picking up, releasing, arranging, threading and posting them. • Show increasing control over clothing and fastenings. 	<ul style="list-style-type: none"> • Provide equipment that offers a range of challenges such as climbing frames, scramble nets and logs. • Provide objects which can be handled safely, including small-world toys, construction sets, threading and posting toys, material for collage and shapes. • Encourage children to adopt a position in which they can work comfortably and effectively.
<ul style="list-style-type: none"> • Begin to move with increasing control, balance and co-ordination. 	<ul style="list-style-type: none"> • Talk with every child about their actions and encourage them to think about and practice the way they move and use resources.

<ul style="list-style-type: none"> • Show increasing respect for other children’s personal space when playing among them. 	<ul style="list-style-type: none"> • Mark out boundaries for some activities so that children can easily regulate themselves. • Provide sufficient materials for children to share and play together.
<ul style="list-style-type: none"> • Persevere when developing new skills. • Begin to collaborate in devising and sharing tasks, including those which involve accepting rules. 	<ul style="list-style-type: none"> • Encourage children to try again and praise them when they succeed. • Provide some activities that work, or are more fun when shared with others. • Be alert to sources of conflict and help children resolve problems by agreeing a set time for each child to take turns with equipment.
<ul style="list-style-type: none"> • Show a clear preference for the left or right hand. 	<ul style="list-style-type: none"> • Observe children during different activities.
<ul style="list-style-type: none"> • Show increasing respect for other children’s personal space when playing among them. 	<ul style="list-style-type: none"> • Create opportunities for the children to become independent, such as, providing a washbasin at child-level or

	<p>letting children make decisions, choose toys and food.</p> <ul style="list-style-type: none"> • Plan so that children can be active in different ways. • Promote understanding that foods from a range of cultures and religions can be enjoyable and healthy.
<ul style="list-style-type: none"> • Dress, undress and manage personal hygiene with increasing independency. 	<ul style="list-style-type: none"> • Encourage children to come to school with comfortable clothes which allow the children to become autonomous. • Promote hygiene during their daily routine, at lunchtime, in the bathroom and during snack time.
<ul style="list-style-type: none"> • Construct with large materials. • Show increasing control in using equipment for scrambling, climbing, sliding and swinging. 	<ul style="list-style-type: none"> • Provide a wide range of resources such as skittles, beanbags, hoops, balls, bats and skittles. • Regularly check resources for safety and check children's clothes for safety.

<ul style="list-style-type: none"> • Push, pat, throw, catch, kick and object with some control. Begin to retrieve, collect and catch objects. 	<ul style="list-style-type: none"> • Model collaboration in throwing, rolling and catching to one and other. • Create groups of children which can support and learn from each other.
<ul style="list-style-type: none"> • Demonstrate skill and control in the use of mark-making implements, blocks, construction sets and small-world toys. • Understand that equipment and tools have to be used safely. • Practise some appropriate safety measures without direct supervision. 	<ul style="list-style-type: none"> • Promote progression in mark-making and fresh challenges. • Ensure equipment is good quality, well-maintained and well-presented. • Encourage use of fingers, whole hands, writing and drawing implements to both follow and create patterns. • Model and talk to children about the correct use of tools

Creative development

<p><i>Learning statement</i></p>	<p><i>Effective Practice</i></p>
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<ul style="list-style-type: none"> • Explore pliable materials by patting, stroking, poking, squeezing, pinching and twisting them. • Begin to manipulate materials to achieve a planned effect. 	<ul style="list-style-type: none"> • Provide a range of materials to explore, for example clay and dough. • Explore cooking, playing with instruments, threading and weaving. • Introduce and encourage children to use vocabulary for manipulating materials (e.g. squeeze, prod) and for describing textures (e.g. lumpy, spiky, silky, rough and smooth).
<ul style="list-style-type: none"> • Begin to describe textures of things. • Explore what happens when they mix colours. • Understand that different media can be combined. • Make constructions, collages, painting, drawings and dances. 	<ul style="list-style-type: none"> • Support children in mixing colours, joining things together, combining materials and demonstrating where appropriate. • Introduce vocabulary for children to be able to talk about their experiences and observations. • Model language for working co-operatively in pairs and small groups e.g. “Pass the paint, please”, “Let’s do this”, “Good idea!” etc.

<ul style="list-style-type: none"> • Begin to choose particular colours to use for a purpose. Experiment to create different textures. • Work creatively on a large scale or small scale. 	<ul style="list-style-type: none"> • Support children in thinking through their projects, making suggestions and offering different options. • Help children gain confidence in their own way of representing ideas.
<ul style="list-style-type: none"> • Sing a variety of songs, nursery rhymes and action songs. Tap out simple rhythm and make some up. • Explore and learn how sounds can be changed. Imitate and create movement in response to music. 	<ul style="list-style-type: none"> • Provide opportunities for children to play instruments alongside an adult. • Extend their experiences and knowledge of instrument names and the ways in which they can be played. • Select songs which are the correct pitch for children to sing and have actions and repetitive phrases. • Introduce the language of dynamics e.g. fast, slow, loud, soft etc. • Introduce children to a wide range of music and dance.

<ul style="list-style-type: none"> • Begin to explore different sounds of musical instruments. Begin to move rhythmically. 	<ul style="list-style-type: none"> • Provide opportunities for children to move to music, supporting their interpretation and drawing their attentions to the movements of others. • Introduce language to enable the children to talk about the ways in which music and dance affect them. Do they feel happy, sad, angry or afraid?
<ul style="list-style-type: none"> • Use one object to represent another even when the objects have few characteristics in common. • Use available resources to create props to support role-play. • Engage in imaginative role-play often based on first-hand experiences. 	<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 ideas, such as role-play, painting and responding to music. • Provide appropriate materials and extend their thinking through involvement in their play, using questions thoughtfully and appropriately.
<ul style="list-style-type: none"> • Begin to introduce narrative and storyline into their play. 	<ul style="list-style-type: none"> • Be aware of the link between imaginative play and children's

<ul style="list-style-type: none"> • Begin to play co-operatively as part of a group to act out a narrative with adult support. • Begin to role-play and interact in small groups cooperatively. 	<p>ability to handle narrative.</p> <ul style="list-style-type: none"> • Pay attention to children who are less confident. • Introduce language that enables children to talk about their experiences.
<ul style="list-style-type: none"> • Try to capture experiences and responses with music, dance, paint or words with adult support. • Begin to develop preferences for forms of expression. 	<ul style="list-style-type: none"> • Offer a variety of learning experiences, including new ones, to meet every child's needs and interests. • Create learning areas around their interests. • Change, modify or develop activities depending on their needs and interests.