SMILING

INTERNATIONAL SCHOOL

BUTTERFLIES

EDUCATIONAL PROJECT

SCHOOL YEAR 2020-2021

Coordinators:

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BUTTERFLIES S.Y. 2020-2021

Sommario

THE CLASSROOM

The Butterflies' classrooms are on the first floor and ground floor of the school. The classes are divided into different areas and the children have their own personal desks where structured activities are carried out.

The carpet area

The carpet area is used for construction play and activities. 'Carpet Time' is an important routine in the Butterflies class, as it is a time to get to know one another, sing songs and share personal news. Every morning the children meet and help to fill in the interactive calendar in both Italian and English with the help of the teacher. A visual timetable is filled in to help the children understand the daily routine. The SMART Board is on the wall in front of this area and children are encouraged to learn different computer skills by taking part in interactive games and activities.

This year, the carpet has been removes and instead each child has an individual, washable cushion.

The reading area

This area is where the children can choose books to 'read' during different parts of the day. Different types of books, magazines and comics are available for to children, both in English and Italian.

The role-play corner

This corner can be used by the children during the morning arrival time and during free- play. The corner is changed on a regular basis to reflect the children's interests or themes that are being covered in class.

Personal desks

Each child has his/her own desk with his/her name on, where his/her pencil case is kept and where structured activities are carried out. Shelves with different toys on are arranged around the classroom (puzzles, construction toys, plastic animals, wooden toys and maths games) which the children can play with during free- play.

The creative corner

This corner or shelf provides different types of paper, card and art materials which are available for the children to use during free and structured play time.

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OTHER AREAS

The gym

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. The gym is also used for drama, role-play, dance and road safety activities.

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.

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.

*Suspended due to the current health situation

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.

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 parents' 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 talk about any future queries.

This year parents meetings will be held on-line due to the current health situation

ACTIVITIES

The Butterflies 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.

The activities proposed in Butterflies are based around different topics and the Early Years annual project, carefully chosen to encourage children to share experiences, listen to and learn about others. These topics are covered in both languages through a variety of activities such as: stories; songs; drama; music; Carpet Time; the SMART Board; gym; arts and crafts; maths and English games; pre-reading and pre-writing skill activities; role-play corners; cooking; videos and trips.

Numeracy and Literacy skills are developed throughout these topics. Children also develop skills for working individually, in pairs, in small groups and as a whole class.

English and Italian in Butterflies

Activities and the daily routine will be carried out in both languages but in Butterflies the Italian teacher has her/his set hours in Italian separate from the English teacher who will have her/his set hours in English. Both teachers continue to plan activities together but this separation and distinction between "Italian time" and "English time" enables the children to separate the two languages clearly and in turn prepares them for Primary school the following year. Teachers and children continue to build on the previous year's work in both languages. However, in Butterflies English takes on a more predominant role in the timetable.

Through play, structured activities, the daily routines and specific hours with the teachers in both languages, Italian and English become a natural part of the children's day and are treated as if they are a first language.

For new students and students from other countries joining Butterflies, no previous experience of English or Italian is necessary. With the support of the teachers and family, particular care is given to help the child settle-in, make friends and develop communication and language skills over the course of the year and particularly in the first term.

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 classes. In addition, international festivals are celebrated by the school.

Digital Citizens

The SMART Board is an exciting and unique opportunity for the children to use, opening up a new world of technology, which is literally at their fingertips. It allows children to learn actively through interactive games and activities and it appeals to all types of learners. The SMART Board 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 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 @smilingservice.it account for their 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. Didactic digital learning (known as D.D.I in Italian) has become an integrated part of the national curriculum.

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.

*Suspended until further notice due to the health emergency situation.

Music

Music ignites all areas of child development and skills for school readiness, including intellectual, social-emotional, motor, language, and overall literacy. It helps the body and the mind work together. Dancing to music helps children build motor skills while allowing them to practice self-expression.

The children have music lessons with the school's English music teacher, twice a week. During this precious time, the children explore a variety of instruments and develop listening skills and rhythm. They acquire a repertoire of songs while dancing and moving to music from around the world. The music teacher works with the class teachers to link activities to class topics too.

Coding

Coding is a basic literacy in the digital age, and it is important for kids to understand and be able to work with and understand the technology around them. Having children learn coding at a young age prepares them for the future. Coding helps children with communication, creativity, maths, writing, and confidence. Throughout the year, the Butterflies will do a variety of Coding activities linked to class topics.

Chinese Cultural Project

The Butterflies take part in an interesting cultural project with the Chinese teacher. Through music, songs, drama, dance, art and language games the children explore China and its culture.

House Teams

From the Butterflies onwards, the children are divided into 'houses': Quicksilver, Acrobats or Druids. Throughout the year, the children receive points towards their house teams which, at the end of the year, are added up to produce a winning team. Through various activities during the year, the children work together in their teams, thus creating numerous opportunities to socialize with the other children in the school.

Suspended this year due to the health emergency.

DAILY ROUTINE

Folder and pencil cases

In Butterflies, the children bring their own pencil case and folder to school. They are very proud of these items, which they have carefully chosen with their families before the start of the year, and they help them to feel grown up. The children learn how to take care of their personal belongings and when to bring this equipment to and from school. This prepares them for Primary school when they will have an even bigger responsibility of bringing and taking books to school for homework!

Every Friday the children take home their folder with their pictures collected during the week. The children need to empty this folder and bring it back on Monday morning empty. They also take home their pencil case to be checked together with parents to make sure it is complete with writing pencils, scissors, glue, sharpened pencils, coloured pens that work and that everything is labelled with the child's name.

Snack time

The children bring two snacks from home each day in a medium-sized bag. The morning snack is at 10.15 a.m. And the afternoon snack is at 3.30 p.m. This is similar to primary school and helps the butterflies helps prepare them for this future routine. They learn how to open their own snacks or ask for help if needed as well as learning to recycle their rubbish. They are also encouraged to eat nicely and tidy up any crumbs on their desk after snack.

Lunchtime

The Butterflies eat lunch at 12.30 p.m. and is served by the Butterflies' lunch assistants. They encourage the children to use whole phrases to ask for food politely and to thank nicely. Lunchtime is an opportunity for the children to develop their autonomy and language skills while developing preferences. They are also encouraged to try new food as well as not waste it. 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.

The Butterflies then, like the Primary children, spend the rest of their lunchtime with their assistant. Their teacher returns at 2.30 p.m. ready to start activities again.

EDUCATIONAL OBJECTIVES

The end-of-year objectives listed under each topic are "on-going", in that they will be achieved by a series of staged smaller objectives. Many stem from Nursery and continue into First Grade, thereby reinforcing the link which this special year provides between Early Years and Primary school. These objectives are adapted and changed to answer the needs of the individual child.

On-going language, literacy and communication skills

Develop pre-reading skills, pre-writing skills and phonic awareness. Enjoy a wide range of fiction and non-fiction books, poems, rhymes & songs, respecting and looking after books. Begin to develop rhyming skills. Continue to develop vocabulary and syntax, experimenting with new words. Discuss and recall characters and key elements of a story, focusing on how a story is written and told, joining in with stories and learning how to tell a story. Sequence events in a story using story-telling language. Role-play characters, using props, developing imagination, developing listening skills and taking turns in conversation. Develop a range of language in different familiar and unfamiliar role-play situations. Develop skills for working individually, in pairs, small groups and as a class, developing language to express feelings and emotions. Give opinions and share experiences. Begin to ask and answering questions developing self-confidence. Continue to use and develop language for being polite and kind, for greeting and thanking, showing respect for others, their needs, cultures and beliefs. Experiment with "writing" in a variety of contexts, developing fine motor skills, experimenting with mark making tools.

On-going numeracy skills

Develop counting skills through songs, role-play areas, practical activities and in everyday situations and in the environment. Recognize and name numbers, exploring numbers in the environment, developing writing skills, ordering numbers, finding one more and one less. Develop the concept of addition and subtraction through games, stories and songs. Begin to count on from a given number. Sort and match objects using different criteria, developing language for describing lengths, heights, shapes, size, capacity and weight. Develop language of position, following instructions such as; up, down, move forward, move backwards. Begin to sequence the days of the week, stories, instructions and numbers, developing the concept of time, present and past. Explore 2D shapes. Copy, continue and create patterns. Record and compare "results" using charts and simply charts. Develop problem-solving skills, developing confidence to deal with different situations.

On-going autonomy goals

In Butterflies, the children continue to work towards becoming autonomous and independent in looking after their personal belongings and spaces at school and respecting those of others. During the year, the children are encouraged to become increasingly independent carrying out activities and the daily routines at school.

EDUCATIONAL OBJECTIVES

Personal, social and emotional

Learning statements	*Effective practive*
- Display high involvement in activities. - Persevere for extended periods of time with new activities and skills. - Continue to be motivated, interested and excited to learn. - Be confident to try new activities, give ideas and opinion in a familiar group. - Maintain attention, concentration and sit quietly when appropriate.	- Provide activities that encourage children to ask questions, seek answers, make decisions and solve problems. - Provide opportunities for self-chosen activities and for choices within adult-initiated activities. - Provide experiences, activities and materials that are challenging but achievable. - Give children opportunities to complete activities to their satisfaction. - Prepare children for new activities and experiences, understanding that such experiences can be both exciting and worrying.

	• Encourage children to explore and talk about new learning, valuing their ideas and ways of doing things. • Give opportunities to pursue learning without interruption and come back to activities when necessary.
• Separate from main carer with confidence.	• Encourage children to cope with their own needs, supporting them where necessary. • Give opportunities to form stable relationships with adults and with peers in spontaneous and planned groups.
• Work in small groups, in pairs and as a whole class taking turns and sharing, understanding that there need to be agreed values and codes of behaviour for groups of people in order to work in harmony.	• Ensure that children and adults make opportunities to listen to each other and explain their actions. • Involve children in agreeing codes of behaviour and taking

• Form good relationship with adults and peers.	responsibility for their implementation.
• Express needs and feelings in appropriate ways. Have a developing awareness of their own needs and feelings of others. • Have a developing respect for own culture and beliefs of those of others.	• Support children's ability to express a wide range of feelings orally. • Encourage children to share their feelings and talk about why they respond to experiences in particular ways. • Provide opportunities for children to understand why people do things differently from each other, and encourage children to talk about these differences.
• Demonstrate flexibility and adapt their behaviour to different events, social situations and changes in routine.	• Demonstrate a positive attitude to change. • Recognise and exploit opportunities for children to practise and demonstrate flexibility in response to change.

	• Prepare children for changes that may occur in the routine.
• Show care and concern for others, for living things and the environment.	• 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.
• Have an awareness of boundaries and behaviour expectations. • Understand what is right, what is wrong and why. • Consider the consequences of their words and actions for themselves and others.	• Be alert to injustices and demonstrate that they are addresses and resolved. • Listen to children respectfully when they raise injustices and involve that in finding a 'best fit' solution. • Involve children in identifying issues and finding solutions.

	• Affirm and praise positive behaviour explaining that it makes children and adults feel happier.
• Operate independently within the environment and show confidence in linking up with others for support and guidance.	• Encourage children to turn to each other for assistance in solving problems. • Encourage children to find, use and return materials for themselves. • Encourage children to see adults as a resource and as partners in their learning. • Give children with special educational needs and/or disabilities appropriate support in gaining access to materials.
• Dress, undress and manage personal hygiene with increasing independence.	• Give children time to practice more difficult skills, such as fastenings and encourage them to help each other (e.g. putting on shoes and coats).

• Show a strong sense of self as a member of different communities, such as their family or setting.	• Create a feeling of openness so that children are able to learn from one another and from each other's family experiences. • Anticipate the best from each child and be alert to their strengths.
• Understand that people have different needs, views, cultures and beliefs that need to be treated with respect. • Understand that they can expect others to treat their needs, views, cultures and beliefs with respect.	• Encourage children to talk with each other about similarities and differences in their experiences and the reasons for those similarities and differences. • Ensure that children are given support to participate in discussions and to be listened to carefully.

Communication, language and literacy (general)

Learning statements	Effective practice
- Enjoy an increasing range of books. - Begin to understand the use of capital letters, speech bubbles and punctuation in books. - Begin to recognize familiar words, such as, children's names, labels and days of the week - Know that information can be retrieved from books and computers.	- Use books, other reference material and computers with the children to answer their questions and provide instructions. - Continue to model writing for different purposes, talking about the writing, particularly the way it is organized. - Encourage children to recall words they see frequently (e.g. open, close, bus stop, friend's name, etc.).
Know that print carries meaning and is read from left to right and top to bottom in both English and Italian	- Discuss different versions of the same story. - Create group poems and encourage imaginative writing such as 'as loud as thunder'.

	• Model reading while children can see the text, maintaining natural intonation and observing punctuation. • Create imaginary words to describe monsters or other strong characters in stories and poems. • Help children identify the main events in a story by discussing the implications if an element is changed. • Encourage children to enact stories and to use them as the basis for further imaginative play.
• Begin to break the flow of speech into words. • Use writing as a means of recording and communicating.	• Act as a scribe for children. After they say the sentence, repeat the first part of the sentence and say each word as you write. • Talk to children about your writing and involve that in the

	process, for example by enlisting their help in putting recipe instructions in the correct order.
• Attempt writing for different purposes, using features of different forms such as lists, stories and instructions. • Write their own names and other things such as labels and captions and begin to form simple sentences, sometimes using punctuation.	• Provide materials and opportunities for children to initiate the use of writing in their play, as well as creating purposes for independent and group writing.
• Manipulate tools, equipment and objects with control and safely. • Use pencil and hold it correctly to form recognisable letters, most of which are correctly formed. • Trace different lines (zig-zag, straight, waves), shapes and pictures.	• Provide opportunities for children to develop fine motor control by pouring water into tiny cups, finger games and setting out cutlery. • Give children extensive practice in writing letters, labelling their work, making cards and writing notices.

	• Continue writing practice in imaginative contexts. • Intervene to help children hold a pencil effectively.

Communication, language and literacy (English)

Learning statements	*Effective practice*
• Continue to develop confidence in English.	• Show interest when children use words well to communicate and describe their experiences • Play alongside children, commenting on what they are doing and interacting with the children.
• Show a positive attitude towards the English language.	• Encourage children to participate in English songs and language activities but accept that some children may need longer than others to speak.
• Understand questions related to their personal story (How old	• Provide opportunities for the children to share their personal

are you? Where do you live? Do you have any pets?).	experience and celebrate their personal stories with adults and peers e.g. celebrating birthdays, 'Show and Tell', and family projects.
• Understand more complex grammatical structures (e.g. simple past, comparatives, superlatives, negatives).	• Model appropriate language visual aids e.g. calendars, stories, pictures and songs.
• Listen to and follow instruction in English for the daily routine and activities.	• Give clear instructions. • Help children deal with instructions by giving step- by- step actions to complete.
• Listen attentively for longer periods of time.	• Gradually increase the length of activities as the year goes on, reading longer and more complicated stories, singing more complex songs, etc.
• Communicate in a different way/another language with the English teacher.	• Choose and model set phrases to help children memorize sentences.

	• Give children a choice of words to help them remember the correct one • Accompany words and phrases with gestures and visual aids to help get a across a meaning.

Speaking

Learning Statement	*Effective practice*
• Continue to develop confidence in spoken English.	• Demonstrate that the contributions of children are valued and are used to inform and shape the direction of discussions.
• Greet their teacher in English on arrival and at the end of the day.	• Make sure each child is greet properly each morning by the teacher and friends and encourage them to do the same.
• Communicate with the English teacher using gesture, simple words and phrases.	• Encourage the children to find another way of communicating e.g. gestures, pointing, drawing.

	• Show interest in the children and what they have to say by using facial expressions, body language and gestures.
• Communicate with confidence in English, expressing needs, preferences and ideas.	• Model language used for a range of purposes such as explaining, requesting, sharing and instructing. • Be aware of the range of purposes for which children talk and plan opportunities for each to be developed. • Encourage children to present and explain ideas to each other. • Help them to expand what they say and make complete phrases or begin to ask questions.
• Experiment with new words, phrases and expressions in English.	• Give thinking time to the children to decide what they want to say and how to say it.

• Develop adjectives to describe people, places, objects, animals and experiences.	• Set up shared experiences that children can reflect on, for example: visits, cooking, stories than can be acted out. • Create different opportunities for children to use adjectives, comparatives and superlatives (e.g. science experiments, building races & gardening projects).
• Can ask politely, thank and apologise using simple social expressions.	• Encourage the children to communicate, explain and sort out problems. • Model appropriate language in different situations: free-play, in the garden, moving around the classroom.
• Use English in their free time.	• Play alongside the children, modelling appropriate language. • Create 'English Time' moments during the day.

• Begin to ask questions (Can? What? Where? When?).	• Provide time for children to initiate discussions from shared experiences and texts. • Encourage the children to ask questions to each other during activities.
• Begins to use 'why' and 'because' to link cause and effect.	• Help the children to identify patterns and make connections, draw conclusions, explain effect, speculate and predict. • Ask children to give reasons, further explanations or evidence for what they say. • Take an interest in what and how children think and not just what they know.
• Express preferences in English (I like, I don't like, My favourite, etc.).	• Provide opportunities to discuss their preferences and to find out about others. Find similarities and differences between friends. Do surveys and create class graphs to represent results.

• Begin to experiment with different grammatical tenses and structures (past simple, present continuous, questions).	• Set up displays that remind children of what they have experienced, using different visual aids. • Provide opportunities to reflect and recount past events and stories. • Encourage story-making using well-known characters and themes.
• Extend vocabulary and explore meaning and sounds of new words.	• Encourage children to explain, describe, give instructions and present ideas. • Sing nonsense rhymes and nursery rhymes and create new endings and rhyming words.
• Join in actively with chants, songs and nursery rhymes.	• Choose songs with repeated phrases. • Use props to help act out songs and help comprehension.

Stories

Learning statements	Effective practice
• Listen with enjoyment to stories and poems in English.	• Choose well-known stories, stories with repetitive phrases and use props.
• Begin to use specific storytelling language also during free-play.	• Create role-play and dressing up areas, a story-telling corner with finger puppets, picture books and accessories for the children to use. • Provide a special moment during the day to read a story together.
• Respond to simple questions about stories. • Anticipate key events and respond with relevant comments, questions or actions. • Retell narratives in the correct sequence.	• Ask children questions after reading a story. • During a story encourage children to predict what happens next or explain why something has happened. • Work in small groups or pairs to create storyboards, sequence story cards, put on plays.

Phonics in English

Learning statements	Effective practice
• Hears and says initial and final sounds in words.	• Talk to children about the letters that represent the sounds that they hear at the beginning of their own name and other familiar words. • Play interactive games to encourage children to listen for the sound at the beginning and end of a word.
• Links sounds letter, naming and sounding some of the letters of the alphabet.	• Sing alphabet songs. • Show interest in and build on children's own observations about letters in words. • Create letter displays and make letter books.
• Use phonic knowledge to attempt to write simple words.	• Model writing so children can see spelling in action and recognize how to put their knowledge of sounds to use.

	• Encourage children to apply their own knowledge of sounds to what they write.
• Begin to use phonic knowledge to read simple words.	• Provide opportunities for one-to-one reading time, encouraging each child to read simple words and sentences.

Mathematical development (in English)

Learning statements	*Effective practice*
• Actively participates in songs, nursery rhymes and chants where counting and numbers are present.	• Use rhymes, songs and stories involving counting on and counting back. • Model the numbers in songs, rhymes and stories and various counting activities on a number line.
• Show confidence with numbers by initiation or requesting number activities.	• Create opportunities for children to use and explore number language.

• Names numbers 0-10 • Counts reliably up to 10 objects • Matches numerals 0-10 to the correct number of objects • Orders numbers 0-10 • Counts backwards 10-0	• Model touching or moving objects while counting them. • Display numerals in the environment. • Encourage counting of things that cannot be touched. • Model and use mathematical number language. • Play 'missing number' games. • Model estimation. Introduce the names of very large numbers. • Encourage counting and number recognition activities during the day.
• Trace numbers • Start to write numbers which are formed correctly	• Create tracing games using different techniques and materials (e.g. trace on the Smart Board, make collages, paint, use play-dough, etc.)

	• Demonstrate how to write numbers (e.g. starting at the top, moving in the correct direction, etc.)
• Compare quantities of objects and show and understanding of 'more' and less'. • Recognise groups of objects 1-3 without counting.	• Model mathematical language such as 'share', 'more', 'less', 'fewer', 'bigger', 'greater'. • Use large die or dominoes to encourage instant recognition of 1, 2, 3 spots.
• Use mathematical names for 2D shapes. • Use shapes creatively.	• Provide shapes in different sizes. • Play naming games. • Describe and talk about shapes (How many sides has it got? What shape is a wheel?).
• Orders items by size, weight, capacity, height and length.	• Provide opportunities for ordering real objects as well as pictures on the Smart Board.
• Talk about, recognize and recreate simple patterns.	• Encourage children to find patterns in the environment.

	• Play games on the Smart Board. • Copy, extend and create patterns using bricks, beads and other objects.
• Use mathematical ideas and methods to solve practical problems. • Use number language in play.	• Discuss with children how problems relate to other they have met and their different solutions. • Show interest in how children solve problems and value their different solutions.

Knowledge and understanding of the world

Learning statements	*Effective practice*
• Investigate objects and materials using all their senses. • Find out about and identify some features of living things, objects and events they observe.	• Give opportunities to record results by drawing, writing, photographing or making models. • Give opportunities, some adult directed, some child initiated, to

	investigate using a range of techniques and senses.
• Look closely at similarities, differences, patterns and changes. • Ask questions about why things happen and how things work.	• Encourage children to observe, comment on and record similarities, differences, patterns and change within their activities. • Model investigative behaviour and raise questions such as, 'What do you think?', 'Tell me more about…', 'What will happen if?'. • Encourage the children to ask their own questions, suggest solutions and answers.
• Construct with a purpose in mind using a variety of resources. • Use simple tools and techniques competently and appropriately.	• Give children opportunities to practice using an increasing range of techniques and tools. Provide a variety of materials. • Discuss purposes of design and making tasks.

	• Teach joining, measuring, cutting and finishing techniques and their names.
	• Make links with children's experiences to provide design and make opportunities (e.g. a wall for Humpty Dumpty, new houses for the 3 Little Pigs).
• Begin to select tools and techniques they need to shape, assemble, and join materials together. • Begin to modify and adapt ideas.	• Provide opportunities for children to practice their skills. • Initiate and plan simple projects. Select and choose their own solutions in design and making processes. • Develop a range of techniques such as cutting (scissors, pastry cutters), joining (stapling, hole punching, using paper clips, cello taping) and finishing (crimping, weaving, tufting, pleating, painting & colouring) • Encourage use of evaluation and comparative language (e.g.

	longer, shorter, heavier, stronger).
• Enjoy using the Smart Board as part of their learning.	• Teach and encourage ICT in the setting e.g. play interactive didactical games on the Smart Board.
• Understand and sometimes use specific ICT language in order to follow instructions and follow simple instructions and perform simple functions on the Smart Board and other ICT equipment.	• Use specific language during interactive games in the Smart Board: 'drag', 'drop', 'pull', 'click'.
• Use the Smart Board in a variety of contexts. Know that information can be retrieved from a computer.	• Use the Smart Board to enhance mathematical, language, fine and creative skills.
• Show an interest in the lives of people familiar to them. • Differentiate between the past and present. • Develop a sense of time through the days of the week,	• Encourage discussion of important events in the lives of people children know, such as their family. • Encourage children to use the vocabulary of time in discussions.

months, seasons, and special events. Use language such as 'tomorrow', 'later', 'yesterday', 'today'.	• Sequence events, for example photographs of children from birth. • Use stories that introduce a sense of time and people from the past. • Make books of events in settings, for example a summer fair, building a climbing frame, a shopping expedition, learning about festivals. • Observe changes in the environment, for example through the seasons or as a building extension is built. • Provide long-term projects, for example sowing seed or looking after chicken eggs.
• Begin to show an interest about past and present events in their own lives and those of their families and other people.	• Encourage children to ask questions about events in each other's lives and explore these experiences in role-play

	• Provide reference material for children to use, for example photographs, books, interviewing visitors • Compare artefacts of different times.
• Observe, find out about and identify features in the place they live and the natural world. • Find out more about their environment and talk about those features they like and dislike.	• Provide opportunities for children to find out about the environment by interviewing local people, examining photographs and simple maps, making focused visits to the local natural and built environment. • Provide stimuli and resources for children to create simple maps and plans, paintings, drawings and models. • Of observations of the area and imaginary landscapes. • Encourage children to express opinions on natural and built environments and give

	opportunities for children to hear different points of view on the quality of the environment. • Give opportunities to design practical, attractive environments, for example taking care of flowerbeds or organizing outdoor equipment. • Encourage the use of words that help children to express opinions, for example 'busy', 'quiet', 'noisy', 'attractive', 'ugly', 'pollution'.
• Describe events for family in detail.	• Use group time to share events in children's lives. • Model careful listening and ask questions that show respect for children's individual contributions. • Explain the significance of special event to children. • Support children in finding appropriate ways of preserving

	memories of special event e.g. making a book, collecting photographs, tape recording, drawing and writing.
• Gain awareness of their own culture and beliefs and begin to show a curiosity to know about cultures and beliefs of others.	• Introduce children to a range of cultures and religions, for example tell stories, listen to music, dance, eat foods from different cultures and use resources in role play that reflect different cultures. • Look at pictures and videos of cultures of children within the setting and others outside children's experiences.

Physical development

Learning statements	*Effective practice*
• Negotiate space successfully when playing chasing games with other children.	• Teach safely techniques such as getting onto the slide or picking up a bulky object.

• Adjust speed or change direction to avoid obstacles.	• Teach skills which will help children to keep themselves safe, for example responding rapidly to signals including visual signs and notes of music, role-play with road layouts • Introduce language of negotiation and cooperation such as 'share', 'wait', 'take turns', 'before' and 'after'.
• Go backwards and sideways as well as forward. • Experiment with diff ways of moving. • Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experience. • Jump off and land appropriately.	• Encourage children to move both. • Use music of different kinds and from a variety of cultures with space, time, opportunity and encouragement to respond. • Encourage children to make a response to stories and rhymes with actions. • Teach and encourage children to use the vocabulary of movement such as 'gallop' and 'slither', of instruction such as 'follow', 'lead' and 'copy, and of

	feeling such as 'anger', 'excitement', and 'affection'. • Provide props for children to hold that encourage and support their movement and dance. • Endorse success and offer challenges on an individual basis without comparing children's attainments. • Model safety consistently.
• Move with increasing confidence, imagination and in safety.	• Talk with children about their actions and encourage them to explore different ways of representing ideas and actions as they move. • Provide opportunities for children to repeat and change their actions so that they can think about, refine and improve.
• Manipulate a range of materials and objects by picking up,	• Provide objects that can be handled safely, including 'small

transferring, releasing, arranging, threading, stacking and posting them. • Show increasing control over clothing and fastenings.	world' toys, constructions sets, threading and posting toys, dolls' clothes, material for collage and shapes. • Encourage children to adopt a position in which they can work comfortably and effectively, such as sitting, kneeling or standing at a table or at floor level. • Give individual children opportunities and encouragement to build up the skills which lead to personal autonomy, such as dressing, undressing and using knives/forks/chopsticks.
• Move body position as necessary. • Show a clear and consistent preference for the left or right hand.	• Talk with children about body parts and activities using the body. Teach the vocabulary through songs and rhymes e.g. 'Tommy Thumb', 'Heads Shoulders'.

	• Provide safe mirrors in the role-play area and encourage children to talk about what they see. • Observe mark-making, dancing and kicking activities so that practitioners can be aware of children's dominant foot and hand. • Provide a range of left-handed tools for children who need them, especially left-handed scissors.
• Show an awareness of space, of themselves and of others.	• Talk with the children about different spaces so that they are able to match space and their actions. • Teach children to think about space around them as part of their planning for what they do.
• Show some understanding that good practices with regard to exercise, eating, sleeping and	• Help children to understand the thinking behind good pratices they are encouraged to adopt.

hygiene contribute to good health.	• Be sensitive to varying family expectations and life patterns when encouraging thinking about health. • Ensure that children who get out of breath have time to recover. • Be aware of specific health difficulties among the children in the group, such as allergies. • Promote awareness by talking to children about exercise and its effect on their bodies.
• Begin to recognize the importance of keeping healthy and those things which contribute to this. • Begin to recognize the changes that happen to their bodies when they are active.	• Find ways of involving children so that they are all able to be active in was that interest them and match their health and ability. • Talk with the children about keeping healthy, acknowledging that there are many things that they do not control.

	• Provide opportunities for children to talk about any particular issues they have, supporting them where necessary.

Creative development

Learning statements	Effective practice
• Experiment with and understand the different types of writing tools. • Explore what happens when they mix colours. • Understand that different media can be combined. • Make constructions, collages, paintings, drawings and dances. • Use ideas involving fitting, overlapping, in, out, enclosure, grids and sun-like shapes.	• Support children in mixing colours, joining things together and combining materials, demonstrating where appropriate. • Introduce vocabulary to help children compare and talk about what is happing, for example: 'lighter', 'darker', 'thicker', 'thinner' and 'shade'. • Encourage children to describe their actions and the effects of their actions.

• Choose particular colours for a purpose. • Experiment to create different textures. • Work creatively on a large or small scale.	• Encourage children to move and use spaces to develop creative ideas. • Support children in thinking through their projects, making suggestion and offering options. • Help children gain confidence in their own way of representing ideas. • Offer constructive feedback and help children to make aesthetic judgements about their work.
• Explore colour, texture, shape, form and space in two or three dimensions.	• Provide children with opportunities to use their skills and explore concepts and ideas through their representations. • Support children in making choices. • Help the children to express the way they feel about their

	representations, modelling appropriate words at appropriate times.
	• Continue to give constructive feedback and support children in making aesthetic judgements.
• Explore the different sounds of instruments.	• Provide opportunities for children to move to music, supporting the interpretation of the music and drawing their attention to the movements of other children.
	• Encourage children to describe their movements, supporting this process with the appropriate vocabulary.
	• Introduce vocabulary too enable children to a talk about the ways in which music and dance affect them, for example happy, sad, excited and afraid.
	• Introduce vocabulary to enable children to describe the ways in

	which instruments are played, for example 'plucked', 'bowed', 'blown', 'hit', etc.
• Recognise and explore how sounds can be changed. • Recognise repeated sounds and sound patterns. • Match movement to music.	• Talk about and show children how musical instruments can be played in a variety of ways to produce different sounds. • Continue to support children in reflecting upon and improving their own work and the wok of others. • Enable children to experience live and recorded performances whenever possible.
• Play co-operatively as part of a group to act out narrative. • Introduce a story line or narrative into their play. • Use available resources to support role-play, create puppets and costumes.	• Pay particular attention to children who are less confident. • Be aware of the link between imaginative play and children's ability to handle narrative. • Introduce language that enables children to talk about their

	experiences in greater depth and detail.
	• Provide materials and extend children's thinking through involvement in their play, using questions thoughtfully and appropriately.
• Use their imagination in art and design, music, dance, pretend play and storytelling.	• Be aware of what fires children's imaginations.
	• Support children's ideas through the provision of appropriate materials.
	• Model techniques and teach skills that will enable children to do what they have planned successfully.
	• Extend children's experiences and expand their imagination through paintings, pictures, poems, music, dance and story.
	• Support children's developing understanding of the ways in

	which paintings and pictures, music and dance can express different ideas, thoughts and feelings.
	• Regularly introduce new vocabulary to enable children to talk about their experiences and feelings.
• Respond in a variety of ways to what they see, hear, tough, smell and feel. • Express and communicate their ideas, thoughts and feelings by widening range of materials, suitable tools, role-play, songs and musical instruments.	• Help children support other children and offer another viewpoint. • Continue to develop the vocabulary that enables children to communicate ideas, thoughts and feelings. • Encourage discussion about the beauty of nature and people's responsibility to care for it • Introduce examples of how others have represented an experience or idea in a range of media.

	• Support children in evaluating their own work and in considering possible changes.