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| **Enabling Environments** | | | **40-60 Months** |
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| **PRIME AREAS** | | | |
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| **PSED**  **Making relationships**  • Ensure that children have opportunities over time to get to know everyone in the group, not just their special friends.  • Ensure children have opportunities to relate to their key person, individually and in small groups.  • Provide activities that involve turn-taking and sharing in small groups.  **Self-confidence and self-awareness**  • Give time for children to pursue their learning without interruption, to complete activities to their satisfaction, and to return to activities.  • Provide experiences and activities that are challenging but achievable.  • Provide opportunities for children to reflect on successes, achievements and their own gifts and talents.  • Provide regular opportunities for children to talk to their small group about something they are interested in or have done.  • Involve children in drawing or taking photographs of favourite activities or places, to help them describe their individual preferences and opinions.  **Managing feelings and behaviour**  • Plan small group circle times when children can explore feelings, e.g. help children to recall when they were happy, when they were excited, or when they felt lonely.  • Provide activities that require give and take or sharing for things to be fair.  • Use Persona Dolls to support children in considering fair ways to share and get on with each other.  • Involve children in agreeing codes of behaviour and taking responsibility for implementing them.  • Provide books with stories about characters that follow or break rules, and the effects of their behaviour on others.  • Carefully prepare children with SEN, such as those with autistic spectrum disorder, for any changes to their routine. | | | |
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| **Physical Development**  **Moving and handling**  • Provide time and space to enjoy energetic play daily.  • Provide large portable equipment that children can move about safely and cooperatively to create their own structures, such as milk crates, tyres, large cardboard tubes.  • Practise movement skills through games with beanbags, cones, balls and hoops.  • Plan activities where children can practise moving in different ways and at different  speeds, balancing, target throwing, rolling, kicking and catching  • Provide sufficient equipment for children to share, so that waiting to take turns does not spoil enjoyment.  • Mark out boundaries for some activities, such as games involving wheeled toys or balls, so that children can more easily regulate their own activities.  • Provide activities that give children the opportunity and motivation to practise manipulative skills, e.g. cooking, painting, clay and playing instruments.  • Provide play resources including smallworld toys, construction sets, threading and posting toys, dolls’ clothes and material for collage.  • Teach children skills of how to use tools and materials effectively and safely and give them opportunities to practise them.  • Provide a range of left-handed tools, especially left-handed scissors, as needed.  • Support children with physical difficulties with nonslip mats, small trays for equipment, and triangular or thicker writing tools.  • Provide a range of construction toys of different sizes, made of wood, rubber or plastic, that fix together in a variety of ways, e.g. by twisting, pushing, slotting or magnetism.  **Health and self-care**  • Plan opportunities, particularly after exercise, for children to talk about how their bodies feel.  • Find ways to involve children so that they are all able to be active in ways that interest them and match their health and ability. |  | **Communication and language**  **Listening and attention**  • When making up alliterative jingles, draw attention to the similarities in sounds at the beginning of words and emphasise the initial sound, e.g. *“mmmmummy”, “shshshshadow”, “K-K-K-KKaty”.*  • Plan activities listening carefully to different speech sounds, e.g. a sound chain copying the voice sound around the circle, or identifying other children’s voices on tape.  • Help children be aware of different voice sounds by using a mirror to see what their mouth and tongue do as they make different sounds.  • When singing or saying rhymes, talk about the similarities in the rhyming words. Make up alternative endings and encourage children to supply the last word of the second line, e.g. *‘Hickory Dickory boot, The mouse ran down the...*  • Set up a listening area where children can enjoy rhymes and stories.  • Choose stories with repeated refrains, dances and action songs involving looking and pointing, and songs that require replies and turn-taking such as ‘Tommy Thumb’.  • Plan regular short periods when individuals listen to others, such as singing a short song, sharing an experience or describing something they have seen or done.  • Use sand timers to help extend concentration for children who find it difficult to focus their attention on a task.  **Understanding**  • Set up displays that remind children of what they have experienced, using objects, artefacts, photographs and books.  • Provide for, initiate and join in imaginative play and role-play, encouraging children to talk about what is happening and to act out the scenarios in character.  **Speaking**  • Give time for children to initiate discussions from shared experiences and have conversations with each other.  • Give thinking time for children to decide what they want to say and how they will say it.  • Set up collaborative tasks, for example, construction, food activities or story-making through role-play.  • Help children to talk about and plan how they will begin, what parts each will play and what materials they will need.  • Decide on the key vocabulary linked to activities, and ensure that all staff regularly model its use in a range of contexts.  • Provide opportunities for talking for a wide range of purposes, e.g. to present ideas to others as descriptions, explanations, instructions or justifications, and to discuss and plan individual or shared activities.  • Provide opportunities for children to participate in meaningful speaking and listening activities. For example, children can take models that they have made to show children in another group or class and explain how they were made. | |

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| **SPECIFIC AREAS** | | | | |
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| **Literacy**  **Reading**  • Encourage children to add to their first-hand experience  of the world through the use of books, other texts and information, and information and communication technology (ICT).  • Help children to identify the main events in a story and to enact stories, as the basis for further imaginative play.  • Provide story boards and props which support children to talk about a story’s characters and sequence of events.  • When children are ready (usually, but not always, by the age of five) provide regular systematic synthetic phonics sessions. These should be multisensory in order to capture their interests, sustain motivation and reinforce learning.  • Demonstrate using phonics as the prime approach to decode words while children can see the text, e.g. using big books.  • Provide varied texts and encourage children to use all their skills including their phonic knowledge to decode words.  • Provide some simple texts which children can decode to give them confidence and to practise their developing skills.  **Writing**  • Provide word banks and writing resources for both indoor and outdoor play.  • Provide a range of opportunities to write for different purposes about things that interest children.  • Resource role-play areas with listening and writing equipment Ensure that role-play areas encourage writing of signs with a real purpose, e.g. a pet shop.  • Plan fun activities and games that help children create rhyming strings of real and imaginary words, e.g. *Maddie, daddy, baddie, laddie.*  • When children are ready (usually, but not always, by the age of five) provide regular systematic synthetic phonics sessions. These should be multisensory in order to capture their interests, sustain motivation and reinforce learning. |  | **Mathematics**  **Numbers**  • Provide collections of interesting things for children to sort, order, count and label in their play.  • Display numerals in purposeful contexts, e.g. a sign showing how many children can play on a number track.  • Use tactile numeral cards made from sandpaper, velvet or string.  • Create opportunities for children to experiment with a number of objects, the written numeral and the written number word. Develop this through matching activities with a range of numbers, numerals and a selection of objects.  • Use a 100 square to show number patterns.  • Encourage children to count the things they see and talk about and use numbers beyond ten  • Make number games readily available and teach children how to use them.  • Display interesting books about number.  • Play games such as hide and seek that involve counting.  • Encourage children to record what they have done, e.g. by drawing or tallying.  • Use number staircases to show a starting point and how you arrive at another point when something is added or taken away.  • Provide a wide range of number resources and encourage children to be creative in identifying and devising problems and solutions in all areas of learning.  • Make number lines available for reference and encourage children to use them in their own play.  • Big number lines may be more appropriate than counters for children with physical impairments.  • Help children to understand that five fingers on each hand make a total of ten fingers altogether, or that two rows of three eggs in the box make six eggs altogether.  **Shape, space and measures**  • Make books about shape, time and measure: shapes found in the environment; long and short things; things of a specific length; and ones about patterns, or comparing things that are heavier or lighter.  • Have areas where children can explore the properties of objects and where they can weigh and measure, such as a cookery station or a building area.  • Plan opportunities for children to describe and compare shapes, measures and distance.  • Provide materials and resources for children to observe and describe patterns in the indoor and outdoor environment and in daily routines.  • Provide a range of natural materials for children to arrange, compare and order. | | |
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| **Understanding the world**  **People and communities**  • Plan extra time for helping children in transition, such as when they move from one setting to another or between different groups in the same setting.  • Provide activities and opportunities for children to share experiences and knowledge from different parts of their lives with each other.  • Provide ways of preserving memories of special events, e.g. making a book, collecting photographs, tape recording, drawing and writing.  • Invite children and families with experiences of living in other countries to bring in photographs and objects from their home cultures including those from family members living in different areas of the UK and abroad.  • Ensure the use of modern photographs of parts of the world that are commonly stereotyped and  misrepresented,  • Help children to learn positive attitudes and challenge negative attitudes and stereotypes, e.g. using puppets, Persona Dolls, stories and books showing black heroes or disabled kings or queens or families with same sex parents, having a visit from a male midwife or female fire fighter.  • Visit different parts of the local community, including areas where some children may be very knowledgeable, e.g. Chinese supermarket, local church, elders lunch club, Greek café.  • Provide role-play areas with a variety of resources reflecting diversity.  • Make a display with the children, showing all the people who make up the community of the setting.  • Share stories that reflect the diversity of children’s experiences.  • Invite people from a range of cultural backgrounds to talk about aspects of their lives or the things they do in their work, such as a volunteer who helps people become familiar with the local area.  **The world**  • Give opportunities to record findings by, e.g. drawing, writing, making a model or photographing.  • Provide stories that help children to make sense of different environments.  • Provide stimuli and resources for children to create simple maps and plans, paintings, drawings and models of observations of known and imaginary landscapes.  • Give opportunities to design practical, attractive environments, for example, taking care of the flowerbeds or organising equipment outdoors.  **Technology**  • Provide a range of materials and objects to play with that work in different ways for different purposes, for example, egg whisk, torch, other household implements, pulleys, construction kits and tape recorder.  • Provide a range of programmable toys, as well as equipment involving ICT, such as computers. | | |  | **Expressive arts and design**  **Exploring and using media and materials**  • Provide resources for mixing colours, joining things together and combining materials, demonstrating where appropriate.  • Provide children with opportunities to use their skills and explore concepts and ideas through their representations.  • Have a ‘holding bay’ where models and works can be retained for a period for children to enjoy, develop, or refer to.  • Plan imaginative, active experiences, such as ‘Going on a bear hunt’. Help them remember the actions of the story (We’re Going on a Bear Hunt by Michael Rosen and Helen Oxenbury) and think about the different ways of moving.  **Being imaginative**  • Extend children’s experience and expand their imagination through the provision of pictures, paintings, poems, music, dance and story.  • Provide a stimulus for imagination by introducing atmospheric features in the role play area, such as the sounds of rain beating on a roof, or placing a spotlight to suggest a stage set. Provide curtains and place dressing-up materials and instruments close by.  • Make materials accessible so that children are able to imagine and develop their projects and ideas while they are still fresh in their minds and important to them.  • Provide children with opportunities to use their skills and explore concepts and ideas through their representations.  • Provide opportunities indoors and outdoors and support the different interests of children, e.g. in roleplay of a builder’s yard, encourage narratives to do with building and mending. |