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| **Positive Relationships** | | | **40-60 Months** |
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| **PRIME AREAS** | | | |
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| **PSED**  **Making relationships**  • Support children in linking openly and confidently with others, e.g. to seek help or check information.  • Model being a considerate and responsive partner in interactions.  • Ensure that children and adults make opportunities to listen to each other and explain their actions.  • Be aware of and respond to particular needs of children who are learning English as an additional language.  **Self-confidence and self-awareness**  • Encourage children to explore and talk about what they are learning, valuing their ideas and ways of doing things.  • Offer help with activities when asked but not before.  • Intervene when children need help with difficult situations, e.g. is experiencing prejudice or unkindness.  • Recognising and enjoying children’s success with them helps them to feel confident.  • Support children to feel good about their own success, rather than relying on a judgement from you such as wanting a sticker.  **Managing Feelings**  • Talk about fair and unfair situations, children’s feelings about fairness, and how we can make things fair.  • Model being fair, e.g. when choosing children for special jobs.  • Be alert to injustices and let children see that they are addressed and resolved.  • Affirm and praise positive behaviour, explaining that it makes children and adults feel happier.  • Encourage children to think about issues from the viewpoint of others.  • Ensure that children have opportunities to identify and discuss boundaries, so that they understand why they are there and what they are intended to achieve.  • Make time to listen to children respectfully and kindly, and explain to all the children why this is important. Children will then know that they will be listened to when they raise injustices. | | | |
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| **Physical Development**  **Moving and handling**  • Encourage children to move with controlled effort, and use associated vocabulary such as ‘*strong’, ‘firm’, ‘gentle’, ‘heavy’, ‘stretch’, ‘reach’, ‘tense’ and ‘floppy’.*  • Use music of different styles and cultures to create moods and talk about how people move when they are sad, happy or cross.  • Motivate children to be active through games such as follow the leader.  • Talk about why children should take care when moving freely.  • Teach children the skills they need to use equipment safely, e.g. cutting with scissors or using tools.  • Encourage children to use the vocabulary of movement, e.g. *‘gallop’*, *‘slither’*; of instruction e.g. *‘follow’, ‘lead’ and ‘copy’. w*  • Pose challenging questions such as ‘*Can you get all the way round the climbing frame without your knees touching it?*’  • Talk with children about the need to match their actions to the space they are in.  • Show children how to collaborate in throwing, rolling, fetching and receiving games, encouraging children to play with one another once their skills are sufficient.  • Introduce and encourage children to use the vocabulary of manipulation, e.g. ‘*squeeze*’ and ‘*prod.*’  • Explain why safety is an important factor in handling tools, equipment and materials, and have sensible rules for everybody to follow.  **Health and self-care**  • Acknowledge and encourage children’s efforts to manage their personal needs, and to use and return resources appropriately.  • Promote health awareness by talking with children about exercise, its effect on their bodies and the positive contribution it can make to their health.  • Be sensitive to varying family expectations and life patterns when encouraging thinking about health.  • Discuss with children why they get hot and encourage them to think about the effects of the environment, such as whether opening a window helps everybody to be cooler. |  | **Communication and language**  **Listening and attention**  • Model being a listener by listening to children and taking account of what they say in your responses to them.  • Cue children, particularly those with communication difficulties, into a change of conversation, e.g. ‘*Now we are going to talk about…*’  • For those children who find it difficult to ‘listen and do’, say their name before giving an instruction or asking a question.  • Share rhymes, books and stories from many cultures, sometimes using languages other than English, particularly where children are learning English as an additional language. Children then all hear a range of languages and recognise the skill needed to speak more than one.  • Introduce ‘rhyme time’ bags containing books to take home and involve parents in rhymes and singing games.  • Ask parents to record regional variations of songs and rhymes.  • Play games which involve listening for a signal, such as ‘Simon Says’, and use *‘ready, steady…go!*’  • Use opportunities to stop and listen carefully for environmental sounds, and talk about sounds you can hear such as long, short, high, low.  • Explain why it is important to pay attention when others are speaking.  • Give children opportunities both to speak and to listen, ensuring that the needs of children learning English as an additional language are met, so that they can participate fully.  **Understanding**  • Ask children to think in advance about how they will accomplish a task. Talk through and sequence the stages together.  • Use stories from books to focus children’s attention on predictions and explanations, e.g. *“Why did the boat tip over?”*  • Help children to   * identify patterns, e.g. what generally happens to ‘good’ and ‘wicked’ characters at the end of stories * draw conclusions: *‘The sky has gone dark. It must be going to rain’* * explain effect: *‘It sank because it was too heavy’* * predict: *‘It might not grow in there if it is too dark’* * speculate: *‘What if the bridge falls down?’*   **Speaking**  • Support children’s growing ability to express a wide range of feelings orally, and talk about their own experiences.  • Encourage conversation with others and demonstrate appropriate conventions: turn-taking, waiting until someone else has finished, listening to others and using expressions such as “*please*”, “*thank you*” and “*can I…?*”. At the same time, respond sensitively to social conventions used at home.  • Show children how to use language for negotiating, by saying “*May I…?*”, “*Would it be all right…?*”, “*I think that…*” and “*Will you…?*” in your interactions with them.  • Model language appropriates for different audiences, for example, a visitor.  • Encourage children to predict possible endings to stories and events.  • Encourage children to experiment with words and sounds, e.g. in nonsense rhymes.  • Encourage children to develop narratives in their play, using words such as: *first, last, next, before, after, all, most, some, each, every.*  • Encourage language play, e.g. through stories such as ‘Goldilocks and the Three Bears’ and action songs that require intonation.  • Value children’s contributions and use them to inform and shape the direction of discussions. | |

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| **SPECIFIC AREAS** | | | | |
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| **Literacy**  **Reading**  • Discuss and model ways of finding out information from non-fiction texts.  • Provide story sacks and boxes and make them with the children for use in the setting and at home.  • Encourage children to recall words they see frequently, such as their own and friends’ names.  • Model oral blending of sounds to make words in everyday contexts, e.g. *‘Can you get your h-a-t hat?’*  • Play games like word letter bingo to develop children’s phoneme-grapheme correspondence.  • Model to children how simple words can be segmented into sounds and blended together to make words.  • Support and scaffold individual children’s reading as opportunities arise.  **Writing**  • Talk to children about the letters that represent the sounds they hear at the beginning of their own names and other familiar words.  • Demonstrate writing so that children can see spelling in action.  • Demonstrate how to segment the sounds (phonemes) in simple words and how the sounds are represented by letters (graphemes).  • Expect them to apply their own grapheme/phoneme knowledge to what they write in meaningful contexts.  • Support and scaffold individual children’s writing as opportunities arise. |  | **Mathematics**  **Numbers**  • Encourage estimation, e.g. estimate how many sandwiches to make for the picnic.  • Encourage use of mathematical language, e.g. number names to ten: *‘Have you got enough to give me three?’*  • Ensure that children are involved in making displays, e.g. making their own pictograms of lunch choices. Develop this as a 3D representation using bricks and discuss the most popular choices.  • Add numerals to all areas of learning and development, e.g. to a display of a favourite story, such as ‘The Three Billy Goats Gruff’.  • Make books about numbers that have meaning for the child such as favourite numbers, birth dates or telephone numbers.  • Use rhymes, songs and stories involving counting on and counting back in ones, twos, fives and tens.  • Emphasise the empty set and introduce the concept of nothing or zero.  • Show interest in how children solve problems and value their different solutions.  • Make sure children are secure about the order of numbers before asking what comes after or before each number.  • Discuss with children how problems relate to others they have met, and their different solutions.  • Talk about the methods children use to answer a problem they have posed, e.g. *‘Get one more, and then we will both have two.’*  • Encourage children to make up their own story problems for other children to solve.  • Encourage children to extend problems, e.g. *“Suppose there were three people to share the bricks between instead of two”.*  • Use mathematical vocabulary and demonstrate methods of recording, using standard notation where appropriate.  • Give children learning English as additional language opportunities to work in their home language to ensure accurate understanding of concepts.  **Shape, space and measures**  • Ask ‘silly’ questions, e.g. show a tiny box and ask if there is a bicycle in it.  • Play peek-a-boo, revealing shapes a little at a time and at different angles, asking children to say what they think the shape is, what else it could be or what it could not be.  • Be a robot and ask children to give you instructions to get to somewhere. Let them have a turn at being the robot for you to instruct.  • Introduce children to the use of mathematical names for ‘solid’ 3D shapes and ‘flat’ 2D shapes, and the mathematical terms to describe shapes.  • Encourage children to use everyday words to describe position, e.g. when following pathways or playing with outdoor apparatus. | | |
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| **Understanding the world**  **People and communities**  • Encourage children to share their feelings and talk about why they respond to experiences in particular ways.  • Explain carefully why some children may need extra help or support for some things, or why some children feel upset by a particular thing.  • Help children and parents to see the ways in which their cultures and beliefs are similar, sharing and discussing practices, resources, celebrations and experiences.  • Strengthen the positive impressions children have of their own cultures and faiths, and those of others in their community, by sharing and celebrating a range of practices and special events.  **The world**  • Help children to notice and discuss patterns around them, e.g. rubbings from grates, covers, or bricks.  • Examine change over time, for example, growing plants, and change that may be reversed, e.g. melting ice.  • Use appropriate words, e.g. *‘town’, ‘village’, ‘road’, ‘path’, ‘house’, ‘flat’, ’temple’ and ‘synagogue’,* to help children make distinctions in their observations.  • Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places.  • Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment.  • Encourage the use of words that help children to express opinions, e.g. *‘busy’, ‘quiet’* and *‘pollution’.*  • Use correct terms so that, e.g. children will enjoy naming a chrysalis if the practitioner uses its correct name.  • Pose carefully framed open-ended questions, such as “*How can we…?”* or *“What would happen if…?”.*  **Technology**  • Encourage children to speculate on the reasons why things happen or how things work.  • Support children to coordinate actions to use technology, for example, call a telephone number.  • Teach and encourage children to click on different icons to cause things to happen in a computer program. | | |  | **Expressive arts and design**  **Exploring and using media and materials**  • Talk to children about ways of finding out what they can do with different media and what happens when they put different things together such as sand, paint and sawdust.  • Encourage children to notice changes in properties of media as they are transformed through becoming wet, dry, flaky or fixed. Talk about what is happening, helping them to think about cause and effect.  **Being imaginative**  • Help children to gain confidence in their own way of representing ideas.  • Be aware of the link between imaginative play and children’s ability to handle narrative.  • Create imaginary words to describe, for example, monsters or other strong characters in stories and poems.  • Carefully support children who are less confident.  • Help children communicate through their bodies by encouraging expressive movement linked to their imaginative ideas.  • Introduce descriptive language to support children, for example, ‘*rustle*’ and ‘*shuffle*’. |