

Communication and Language (Prime Area)	Early Learning Goals	Opportunities in School
	<u>Listening, Attention and Understanding</u> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers 	<ul style="list-style-type: none"> Children have a daily story time and phonics lesson. Children have new vocabulary with dictionary definitions for all focus lessons. Adults model and repeat back correctly, grammatically, and will encourage those high quality interactions between children and adults. Adults are language radiators. Children are constantly encouraged to discuss, make comments and ask questions throughout the day. Children are encouraged to understanding between the times for active listening and active discussion. Children learn and practise planned Nursery Rhymes. Children have access to child initiated learning time and encouraged to further develop their communication and language skills with peers and adults for support. Daily stories read to them involving high quality texts.
	<u>Speaking</u> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 	Suggested Activities to Support Language Development At Home
		<ul style="list-style-type: none"> Face your child or sit down with them. Say their name before you start speaking. Talk about something you can both see in front of you. This helps them to learn what words mean. Use actions, sing, make noises and funny faces. Don't be shy, being a bit silly helps get their attention and makes them laugh and can encourage language development. Asking lots of questions can feel like it's a test. Make it a conversation. When you talk to your child comment on what they are doing and what is happening instead. Children need more time than adults to think about what they've heard, and to decide what to say back. Give them time to respond, and look at them while you wait. Turning the music, radio or TV off helps children focus on your words. Adding one or two words to what they say helps your child onto the next stage of talking. So, if your child says "bus" you say "Yes, a big, red bus". Young children often make mistakes. Show them that you understand, rather than asking them to repeat words correctly. Say the word or sentence again correctly for your child. If they say "Look at the dod", you can say "Yes, it's a dog".

Physical Development (Prime Area)	Early Learning Goals	Opportunities in School
	<u>Gross Motor Skills</u> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 	<ul style="list-style-type: none"> Children have free access to a variety of fine motor tools during child initiated activity time, such as scissors, pencils, crayons, felts etc. They use a tool for writing on a daily basis with support and guidance from an adult. Children have the correct, static tripod grip modelled and this will be practised daily. Daily access to our outdoor area to practice climbing, balancing, walking up steps and negotiating space. Children have daily access to tools for eating, if having a hot dinner, such as knife, fork and spoon and encouraged to use them independently and successfully. Discussions / reminders in regards to using the toilet and washing hands, becoming independent with caring for their own personal needs. Children participate in weekly PE lessons to develop physical skills. Daily Kinetic Letters and Dough Disco sessions help children to develop the muscle strength in their hands.
	<u>Fine Motor Skills</u> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing. 	
	Suggested Activities to Support Physical Development At Home	
	<ul style="list-style-type: none"> Provide a play environment that encourages lots of time and space for energetic and noisy play. Stretch out body parts. Stretch and gently wiggle your toes, feet, legs, arms, and fingers. Gently stretch your neck by looking side to side and up and down. Set aside family time for a hike, walk, or visit to a nearby park. Play games that involve running, hopping, throwing and catching together. When playing ball, ask the child to use alternate feet for kicking or alternate hands for batting. Make sure the ball is large enough to promote success, yet small enough to present a challenge. Discourage inactivity by limiting TV viewing and video/computer game playing to less than two hours a day. Try rolling games. How many different ways can we roll? Slow and fast rolls, arms at side, or one arm up and one arm down. See the opportunities for physical development in all you do with your child, e.g. rolling dough when baking, pinching dough when making chapattis, carefully placing counters when playing a board game. Encourage your child to use cutlery when eating. This really helps to develop hand-eye coordination. 	

Personal, Social and Emotional Development (Prime Area)	Early Learning Goals	Opportunities in School
	<p><u>Self-Regulation</u></p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. 	<ul style="list-style-type: none"> • Children have daily discussions in regards to the twelve Perryfields values and gain Class Charts points when they are able to display any of these values, e.g. kindness, tolerance, honesty and respect. • 'Building Learning Power' is a high focus across the school and is linked to the children's positive behaviour, e.g. perseverance, managing distractions, collaboration and listening. • Children are encouraged to work as a team and be a 'good partner'. • Children are given opportunities to respond to an instruction given by an adult. • Resilience is actively encouraged through discussions and modelling of behaviour from the adults.
	<p><u>Managing Self</u></p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. • Explain the reasons for rules know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 	<p>Suggested Activities to Support Personal and Social Development At Home</p> <ul style="list-style-type: none"> • Routines reassure children as they begin to understand the structure of the day and predict what is coming next. This helps to cut anxiety. • Children need to learn to recognise their feelings and learn the words to label them. They will need help from you to do this and will need you to show them different ways to manage their feelings. For example you could say "I can see you are getting very frustrated with that toy - it's not working properly is it? Let's see if a cuddle might help and we can look at it together". • Focus on reinforcing behaviour you like by acting as a role model and praising children when they demonstrate wanted behaviours. This is much more effective than highlighting unwanted behaviours, as children sometimes like the attention they're getting when you're cross with them. • Many children need adult input to play together. You may need to help children take turns to play activities, like throwing bean bags into a box or building a tower and knocking it down. Start with games they can confidently play to boost their confidence. Once they have learnt turn taking, add a new skill such as playing a dice game that involves counting. • Encourage independence skills as soon as you think children are capable. Encourage them to try and fasten their own coat, wash their hands independently and tidy up after they have finished playing. Give children time to practice independence skills. Remember to praise them when they try, even if they're not always successful. • To help children become confident in themselves, allow them the freedom to make choices. Provide open ended craft materials for children to explore and let them choose the materials and what they want to do with them. Build their confidence to tackle more complex activities as they grow.
	<p><u>Building Relationships</u></p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs. 	

Literacy (Specific Area)	Early Learning Goals	Opportunities in School
	<u>Comprehension</u> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role-play. 	<ul style="list-style-type: none"> • Children receive a daily phonics lesson and will practise recognising sounds, reading tricky words, segmenting, blending and writing words and then sentences. • Children have words orally segmented to them so they practise their oral blending skills. • 'Helicopter Stories' is used as a precursor to writing stories, enabling children to develop an understanding of story structure and vocabulary. When the children are ready, this progresses to the 'Talk for Writing' approach. • Children have daily access to a writing and or reading activity during child initiated activity both indoors and outdoors. • Children have access to a fine motor activity on a daily basis through child-initiated activities. • Children have high quality texts read to them to further encourage use of aspirational vocabulary. • Children practise writing their name on a daily basis using a writing over frame or a name label. • Pencil grip is modelled and corrected when misconceptions occur. • Children have access to a variety of mark making / writing materials within continuous provision. • Reading books are changed as often as needed, ensuring that children are able to make good progress in our reading scheme.
	<u>Word Reading</u> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	Suggested Activities to Support Literacy Development At Home
	<u>Writing</u> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others. 	<ul style="list-style-type: none"> • Read books, sing, and say rhymes with your child every day. • Ask your child to predict what will happen in the story. Invite them to act it out or draw a picture. Ask "Who," "What," "When," "Where" and "Why" questions during the story or in conversation. • Provide your child with writing materials and the time and space to use them. • Play word games, talk about word meanings and point out interesting or new words when reading together. Ask questions before, during, and after reading aloud. This can help your child focus attention on the ideas in the story. • Before reading, look at the book cover and talk about what might happen in the story. During reading, ask what questions he has about the story. After reading, talk about what happened. Ask your child to sum it up and relate the story to what he already knows or has experienced. • Go to museums, visit libraries and enjoy hobbies that broaden your children's knowledge of the world beyond their home and neighbourhood.

Mathematics (Specific Area)	Early Learning Goals		Opportunities in School	
	<u>Number</u> <ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. 		<ul style="list-style-type: none"> Children have daily discussions in regards to pattern, one more, days of the week and month using the daily calendar. Children are encouraged to count verbally up to a give number using actions Children receive a daily Maths lesson to further support knowledge and skills. Children have access to at least one Maths activity both indoors and outdoors during child initiated time. Children have free access to a variety of Maths equipment to support counting, sorting and other mathematical concepts through continuous provision. Children sing maths songs. Children are encouraged to count throughout the day such as; how many children are in today, how many are having dinners, counting the line etc... Children develop their basic mathematical skills through daily practise of Key Instant Recall Facts. 	
	<u>Numerical Patterns</u> <ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including odds and evens, double facts and how quantities can be distributed equally. 		Suggested Activities to Support Mathematical Development At Home	
			<ul style="list-style-type: none"> Supporting children in Maths can start at an early age, with introduction of songs and rhymes, including numbers that count forwards, "1, 2, 3, 4, 5, once I caught a fish alive." And songs that count backwards, "Five currant buns, or five speckled frogs." Toys can also support children's learning of maths, using blocks to build towers or counting them in a line. Parents can also use a child's interest to count, e.g. if your child enjoys playing with animals or cars, they can be lined up and counted in sequence. When shopping with your child, ask if they can see any shapes around them. Children can also identify shapes within their environment, e.g. walking through parks or woods, measuring shadows against one another, identifying shapes in buildings or what children see around them. Looking at buildings and noticing square windows or a rectangular door for example. Baking and cooking at home with children is another way in which you can support Maths. Counting, measuring and weighing ingredients and getting children to take part in mixing and distributing into different containers are maths activities. Small games are another way you can support maths development, such as clapping games that include repetition and copying. 	

Understanding the World (Specific Area)	Early Learning Goals	Opportunities in School
	<u>Past and Present</u> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experience and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class. 	<ul style="list-style-type: none"> • Children are able to discuss their immediate family through use of a family display that they have continuous access to in their classroom. • Children have access to the outdoor area on a daily basis and are encouraged to explore the natural world. • Adults support conversations and observations of the natural world by making comments and asking questions. • Children use the calendar on a daily basis, and revisit the seasons through this with pattern.
	<u>People, Culture and Communities</u> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between religious and cultural communities in this country, drawing on their experiences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. 	<u>Suggested Activities to Support Understanding the World At Home</u> <ul style="list-style-type: none"> • As children learn about the world around them they find out about the past through talking to parents, grandparents and friends and they develop an interest in their own story as well as the stories in their family – this is the beginning of developing an understanding of the past and helps them to learn about how other people are different from them, yet share some of the same characteristics and ideas. • Understanding of the world develops as children take notice of everything around them including places and all the things within them such as trees in the natural environment and roads and traffic in the built environment. Finding out about places begins initially when a child learns about their own home and the things nearby, then later as children notice things on journeys to and from home – such as the sequence of the traffic lights or names on street signs. This awareness is extended by visiting places and finding out about different elements of environments in books, on TV and through using other technology. This aspect also focuses on learning about cause and effect and is developed through having conversations with adults and other children about the things they observe, e.g. changes in seasons, growing plants.
	<u>The Natural World</u> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	

Expressive Arts and Design (Specific Area)	Early Learning Goals		Opportunities in School	
	<u>Creating with materials</u> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role-playing characters in narratives and stories. 		<ul style="list-style-type: none"> • Children have free access to a range of musical instruments through continuous provision, including tuned and un-tuned percussion instruments. • Children have free access to a range of artistic resources, such as glue, collage, felts, pencil crayons etc through continuous provision. • Children have at least one EAD child initiated activity. • Children learn about a few, key artists across the year and develop their skills in this area using a variety of methods. • Children are taught EAD skills throughout the year with an adult. • Children listen to various music every day during child initiated learning and given the opportunity to dance along, if they wish to do so. 	
	<u>Being Imaginative</u> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 		<ul style="list-style-type: none"> • Children have direct access to a variety of construction, such as wooden building blocks, natural resources, small bricks and Lego to design and build their own models and structures. • Children sing and practise a nursery rhyme every week. • Children listen to a wide range of music as they come in to school every morning to enhance their cultural capital as well as allow them to express preferences about different genres of music. 	
			Suggested Activities to Support Creative Development At Home	
			<ul style="list-style-type: none"> • Give your child an empty cardboard box to make a house, a robot, a truck, an animal – whatever your child is interested in. Your child could paint the box or decorate it with craft materials. • Use empty kitchen or toilet rolls or small plastic juice bottles to make people. Draw on faces, stick on paper clothes, and use cotton wool for hair. Your child could use these new toys to make up stories. • Go on a nature walk to look for natural materials to make art. For example, in autumn collect fallen leaves for drawing, pasting onto paper or dipping into paint. • Keep a ‘busy box’ with things like string, wrapping paper scraps, paddle pop sticks, stickers and straws that your child can use to make whatever she wants. • Instead of throwing out old clothes, start a dress-up box or bag. You can also find cheap and unusual clothes and props at op-shops. • Use drama, song and movement to act out things from daily life. It could be doctors, mothers, fathers, shopkeepers, firefighters – whatever your child likes. • At story time, encourage your child to act out roles from a story with movements or sounds. • Encourage your child to march, roll, stamp, hop, slide and twirl. Put on some favourite music to get your child moving or coming up with new actions. 	