



# **Newtown Nursery School:Our Curriculum Intent**

**At Newtown Nursery School the curriculum is designed to: recognise children's prior learning and to provide first hand learning experiences. We believe that high quality early years care and education is about supporting and developing strong, curious and confident children.**

### **Our Statement of School Values**

Our values underpin our practice and we want them to run through every aspect of our curriculum. The best interests and welfare of children are at the forefront of all that we offer.

Our provision is non-discriminatory, accessible and sensitive to race, gender, religion, culture, language, disability, sexuality and differing patterns of family life.

In addition to this we feel that it important to set out a pedagogical framework for our curriculum in the Early Years. Practitioners need early years specific pedagogical knowledge of what is important for how young children learn and develop. This pedagogical knowledge needs to be transferred into key principles about young children's learning that is applied at Newtown Nursery School. This has been created by teaching staff as a whole team at Newtown Nursery School and is represented in the following infographic.



**We want for our children:**

To be Creative Thinkers, resilient, problem solvers, communicators, curious, Independent, knowledgeable, secure, self regulated, confident, empathic, happy, engaged

. To understand that they have rights,.

. To have knowledge and skills

**High Quality Interactions:**

- Between children & practitioners
- With the environment, materials and resources.
- Within our team of practitioners and professionals

**Environment as the Third Teacher**

The space we use, the environment we create and the materials we use should be engaging and enabling for learning,

**Action Research**

We support local, national and international progressive E.Y.F.S Thinking.

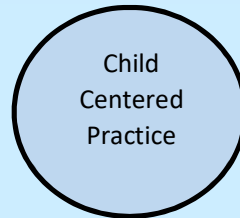
**Inclusion, diversity and equal opportunities - A curriculum that support and represents all.**

**Relationships**

- Child and practitioner
- Child and child
- Parent/carer and child

**Time**

Children need time to think, to have a go, to practice, repeat and reflect.



**Learning Through Play**

- Curiosity, exploration, investigation, intrigue and joy.

**Creativity**

- Flexible, original thinking .



We want our children to be...

Creative Thinkers, resilient, problem solvers,  
communicators, curious, independent,  
knowledgeable, secure, self regulated, confident,  
empathic, happy, engaged

So we make sure that they are...

Included, valued, respected, accepted,  
understood, listened to, supported, equal.

**In order to understand what is important and how young children learn, the Characteristics of Effective Learning and the Leuven Scales of Involvement and Well Being will be considered.**

## **The Characteristics of Effective Learning**

**The Characteristics of Effective Learning describe behaviours children use in order to learn.** To learn well, children must approach opportunities with curiosity, energy and enthusiasm. Effective learning must be meaningful to a child, so that they are able to use what they have learned and apply it in new situations. These abilities and attitudes of strong learners will support them to learn well and make good progress in all the Areas of Learning and Development.

**The Areas of Learning and Development affect each other.** For example, developing communication and language will support children to understand and explain mathematical ideas. Developing physical skills will allow children to be more active explorers and so enhance their progress in Understanding the World. The more concepts they develop within Understanding the World, the more they will be able to relate to what they find in books and so support their development in Literacy. Experiences and activities that relate to Areas of Learning and Development, when they offer children opportunities to have autonomy and develop their own ideas, can also provide the contexts for children to practise their learning behaviours and so reinforce the Characteristics of Effective Learning.

**Prime areas of development and learning lay vital foundations in the early years.** The three Prime areas, **Personal, social and emotional development (PSED)**, **Communication and language (CL)**, and **Physical development (PD)**, describe universal core aspects of early child development. They are time-sensitive because of biological factors that enable rapid brain connections, particularly in the first three years of life but continuing throughout early childhood. Developmental steps missed at this early crucial stage

are much harder to address later on, so it is crucial that children's interactions and experiences in the first few years support development in these fundamental areas.

All three Prime areas are always in action for a young child. In every activity, the child is experiencing feelings and developing a sense of self and others, is physically engaged through their senses and movements, and is learning to understand and communicate with others. It is through these aspects that a child accesses the world around them and relationships with other people, which in turn opens the door to learning in all areas. The Prime areas therefore strongly influence learning in the Specific areas of learning and development.

Development in each of the Prime areas affect the others: as babies and children develop their sensory abilities and movement, they can perceive and engage with others, and so develop in PSED. Engaging with others spurs more physical activity, and is the beginning of communication and language, which in turn helps build relationships, understanding of feelings and learning about health and physical wellbeing.

While the Prime areas are especially crucial to early years provision during the first three years, they remain centrally important for children's development and learning throughout the EYFS and beyond, and should receive priority attention to ensure strong foundations in development and learning.

### **[Rationale for Characteristics of Effective Learning, Tickell Review](#)**

# The Characteristics of Effective Learning

## Playing and Exploring- Engagement

### Playing and Exploring (Engagement)

#### A Unique Child: What a child might be doing

##### **Finding out and exploring**

- Showing curiosity about objects, events and people
- Using senses to explore the world around them
- Engaging in open-ended activity
- Showing particular interests

##### **Playing with what they know**

- Pretending objects are things from their experience
- Representing their experiences in play
- Taking on a role in their play
- Acting out experiences with other people

##### **Being willing to "have a go"**

- Initiating activities
- Seeking challenge
- Showing a "can do" attitude
- Taking a risk, engaging in new experiences, and learning by trial and error

# The Characteristics of Effective Learning

## Active Learning- Motivation

### Active Learning (Motivation)

#### A Unique Child: how a child is learning

##### Being involved and concentrating

- Showing a deep drive to know more about people and their world
- Maintaining focus on their activity for a period of time
- Showing high levels of involvement, energy, fascination
- Not easily distracted
- Paying attention to details

##### Keeping on trying

- Persisting with an activity or toward their goal when challenges occur
- Showing a belief that more effort or a different approach will pay off, and that their skills can grow and develop (growth mindset)
- Bouncing back after difficulties

##### Enjoying achieving what they set out to do

- Showing satisfaction in meeting their own goals (I can!)
- Being proud of how they accomplished something – not just the end result
- Enjoying meeting challenges for their own sake rather than external rewards or praise (intrinsic motivation)



# The Characteristics of Effective Learning

## Thinking Creatively and Critically- Thinking

### Thinking Creatively and Critically (Thinking)

#### A Unique Child: how a child is learning

##### Having their own ideas (creative thinking)

- Thinking of ideas that are new and meaningful to the child
- Playing with possibilities (what if? what else?)
- Visualising and imagining options
- Finding new ways to do things

##### Making links (building theories)

- Making links and noticing patterns in their experience
- Making predictions
- Testing their ideas
- Developing ideas of grouping, sequences, cause and effect

##### Working with ideas (critical thinking)

- Planning, making decisions about how to approach a task, solve a problem and reach a goal
- Checking how well their activities are going
- Flexibly changing strategy as needed
- Reviewing how well the approach worked

# **Leuven Scales of Involvement and Wellbeing**

The Leuven Scale is a form of assessment tool developed by Ferre Leavers and his team at Leuven University in Belgium. It is a five-point scale that allows practitioners to measure children's 'emotional well-being' and 'involvement' – two vital components of learning, development and progress in children.

Children's high levels of 'involvement' are characterised by curiosity, fascination, deep satisfaction and a genuine interest in what they are doing are all indicators of 'deeper-level', meaningful learning. These signs of a child's 'involvement' are also directly linked to the characteristics of effective teaching and learning as laid out by the EYFS (Early Years Foundation Stage).

Similarly, children who show high levels of wellbeing are comfortable in their environment, confident and eager to experiment and explore. Whereas, children with low levels of well-being often appear frightened, anxious and dependent, making it hard for them to learn in a sustained way and explore their potential.

## Leuven Scales of involvement and Well Being

### The Leuven Scale for Involvement

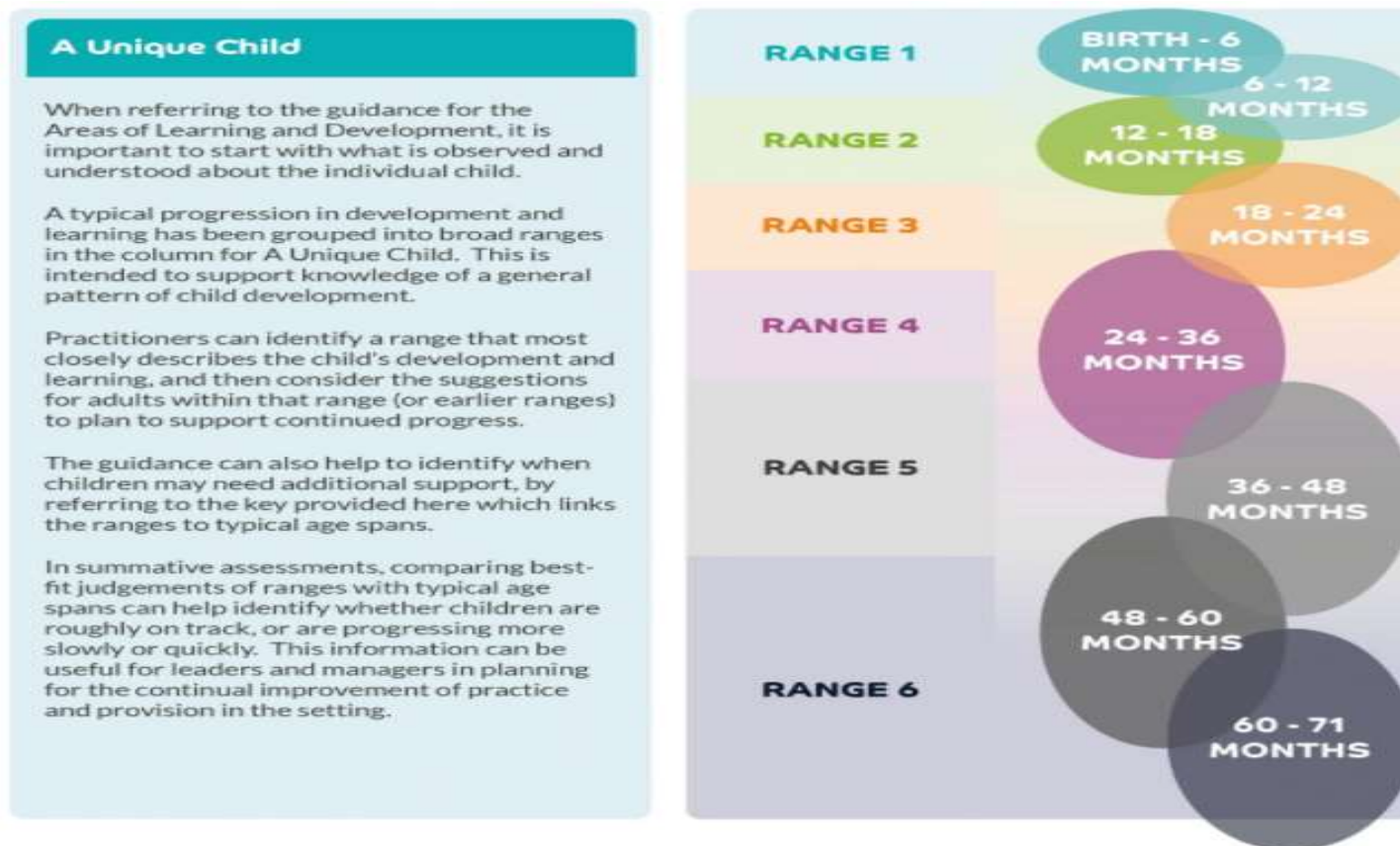
Level	Well-being	Signals
1	Extremely low	Activity is simple, repetitive and passive. The child seems absent and displays no energy. They may stare into space or look around to see what others are doing.
2	Low	Frequently interrupted activity. The child will be engaged in the activity for some of the time they are observed, but there will be moments of non-activity when they will stare into space, or be distracted by what is going on around.
3	Moderate	Mainly continuous activity. The child is busy with the activity but at a fairly routine level and there are few signs of real involvement. They make some progress with what they are doing but don't show much energy and concentration and can be easily distracted.
4	High	Continuous activity with intense moments. They child's activity has intense moments and at all times they seem involved. They are not easily distracted.
5	Extremely high	The child shows continuous and intense activity revealing the greatest involvement. They are concentrated, creative, energetic and persistent throughout nearly all the observed period.

### The Leuven Scale for Well-being

Level	Well-being	Signals
1	Extremely low	The child clearly shows signs of discomfort such as crying or screaming. They may look dejected, sad, frightened or angry. The child does not respond to the environment, avoids contact and is withdrawn. The child may behave aggressively, hurting him/ herself or others.
2	Low	The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time.
3	Moderate	The child has a neutral posture. Facial expression and posture show little or no emotion. There are no signs indicating sadness or pleasure, comfort or discomfort.
4	High	The child shows obvious signs of satisfaction (as listed under level 5). However, these signals are not constantly present with the same intensity.
5	Extremely high	The child looks happy and cheerful, smiles, cries out with pleasure. They may be lively and full of energy. Actions can be spontaneous and expressive. The child may talk to him/herself, play with sounds, hum, sing. The child appears relaxed and does not show any signs of stress or tension. He/she is open and accessible to the environment. The child expressed self-confidence and self-assurance.

## Birth to Five Matters Guidance on Development Matters September 2020

### Understanding the Ranges in Birth to Five Matters



## **Prime Areas of Learning**

### **Communication and Language**

Experiences in the womb lay the foundation for communication, and a baby's voice is evident from the beginning. Babies use their bodies, facial expressions, gestures, sounds and movements to seek connections and respond to those around them. Young children depend on back-and-forth interactions with responsive others to develop confidence as effective communicators and language users.

Communication and language development are closely intertwined with physical, social and emotional experiences. Communication and language lay a foundation for learning and development, guiding and supporting children's thinking while underpinning their emerging literacy.

Language is more than words. As children grow, they begin to be aware of and explore different sounds, symbols and words in their everyday worlds; a language-rich environment is crucial. A child's first language provides the roots to learn additional languages, and parents should be encouraged to continue to use their home languages to strengthen and support their children's language proficiency as they join new environments.

Children's skills develop through a series of identifiable stages which can be looked at in three aspects – Listening and Attention, Understanding, and Speaking. While not all children will follow the exact same sequence or progress at the same rate, it is important to identify children at risk of language delay or disorder as these can have an ongoing impact on wellbeing and learning across the curriculum.

## Communication and Language

### Range 1- Birth to 6 months

### 6 months- 12 months

#### Listening and attention

- Turns toward a familiar sound then locates range of sounds with accuracy
- Listens to, distinguishes and responds to intonations and sounds of voices
- Reacts in interaction with others by smiling, looking and moving
- Quietens or alerts to the sound of speech
- Looks intently at a person talking, but stops responding if speaker turns away
- Listens to familiar sounds, words, or finger plays
- Fleeting Attention – not under child's control, new stimuli takes whole attention

#### Understanding

- Turns when hears own name
- Starts to understand contextual clues, e.g. familiar gestures, words and sounds

#### Speaking

- Communicates needs and feelings in a variety of ways including crying, gurgling, babbling and squealing
- Makes own sounds in response when talked to by familiar adults
- Lifts arms in anticipation of being picked up
- Practises and gradually develops speech sounds (babbling) to communicate with adults; says sounds like *baba*, *nono*, *gogo*
- Points and looks to make requests and to share an interest

## Range 2- 6 -12 months

### 12-18 months

### 18-24 months

#### Listening and attention

- Moves whole body to sounds they enjoy, such as music or a regular beat
- Concentrates intently on an object or activity of own choosing for short periods
- Pays attention to dominant stimulus – easily distracted by noises or other people talking.
- Enjoys laughing and being playful with others

#### Understanding

- Is developing the ability to follow others' body language, including pointing and gesture
- Responds to simple questions when in a familiar context with a special person (e.g. *Where's Mummy?*, *Where's your nose?*)
- Understanding of single words in context is developing, e.g. *cup, milk, daddy*

#### Speaking

- Uses sounds in play, e.g. *brrrm* for toy car
- Uses single words
- Frequently imitates words and sounds
- Enjoys babbling and increasingly experiments with using sounds
- Uses words to communicate for a range of purposes (e.g. *teddy, more, no, bye-bye*)
- Uses pointing with eye gaze, and then fingers or hands, to make requests and to share an interest
- Creates personal words as they begin to develop language

## Range 3- 12-18 months

### 18-24 months

### 24-36 months

#### Listening and attention

- Listens to and enjoys rhythmic patterns in rhymes and stories, trying to join in with actions or vocalisations
- Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations
- Pays attention to own choice of activity, may move quickly from activity to activity

#### Understanding

- Understands different situations - able to follow routine events and activities using nonverbal cues
- Selects familiar objects by name and will go and find objects when asked, or identify objects from a group
- Understands simple sentences (e.g. *Throw the ball*)

#### Speaking

- Copies familiar expressions, e.g. *Oh dear, All gone*'
- Uses different types of everyday words (nouns, verbs and adjectives, e.g. *banana, go, sleep, hot*)
- Beginning to put two words together (e.g. *Want ball, More juice*)
- Beginning to ask simple questions
- Beginning to talk about people and things that are not present
- Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying *Want it*



## Range 4-24-36 months

### Listening and attention

- Listens with interest to the noises adults make when they read stories
- Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door
- Shows interest in play with sounds, songs and rhymes
- Single channelled attention; can shift to a different task if attention fully obtained – using child's name helps focus.

### Understanding

- Identifies action words by following simple instructions, e.g. *Show me jumping*
- Beginning to understand more complex sentences, e.g. *Put your toys away and then sit on the carpet*
- Understands *who, what, where* in simple questions (e.g. *Who's that? Who can? What's that? Where is?*)
- Developing understanding of simple concepts (e.g. *fast/slow, good/bad*)

### Speaking

- Uses language to share feelings, experiences and thoughts
- Holds a conversation, jumping from topic to topic
- Learns new words very rapidly and is able to use them in communicating
- Uses a variety of questions (e.g. *what, where, who*)
- Uses longer sentences (e.g. *Mummy gonna work*)
- Beginning to use word endings (e.g. *going, cats*)

## Range 5- 24-36 months

## 36-48 months

## 48-60 months

### Listening and attention

- Listens to others in one-to-one or small groups, when conversation interests them
- Listens to familiar stories with increasing attention and recall
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories
- Focusing attention – can still listen **or** do, but can change their own focus of attention
- Is able to follow directions (if not intently focused)

### Understanding

- Understands use of objects (e.g. *Which one do we cut with?*)
- Shows understanding of prepositions such as *under, on top, behind* by carrying out an action or selecting correct picture
- Responds to instructions with more elements, e.g. *Give the big ball to me; collect up all the blocks and put them in the box*
- Beginning to understand *why* and *how* questions

### Speaking

- Beginning to use more complex sentences to link thoughts (e.g. using *and, because*)
- Able to use language in recalling past experiences
- Can retell a simple past event in correct order (e.g. *went down slide, hurt finger*)
- Uses talk to explain what is happening and anticipate what might happen next
- Questions why things happen and gives explanations. Asks e.g. *who, what, when, how*
- Beginning to use a range of tenses (e.g. *play, playing, will play, played*)
- Continues to make some errors in language (e.g. “*runned*”) and will absorb and use language they hear around them in their community and culture
- Uses intonation, rhythm and phrasing to make the meaning clear to others

- Talks more extensively about things that are of particular importance to them
- Builds up vocabulary that reflects the breadth of their experiences
- Uses talk in pretending that objects stand for something else in play, e.g. *This box is my castle*

## **Range 6- 48-60 months**

### **60-71 months**

#### **Listening and attention**

- Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity
- May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span

#### **Understanding**

- Understands a range of complex sentence structures including negatives, plurals and tense markers
- Beginning to understand humour, e.g. nonsense rhymes, jokes
- Able to follow a story without pictures or props
- Listens and responds to ideas expressed by others in conversation or discussion
- Understands questions such as *who; why; when; where* and *how*

#### **Speaking**

- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words
- Uses language to imagine and recreate roles and experiences in play situations
- Links statements and sticks to a main theme or intention
- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events
- Introduces a storyline or narrative into their play

## **Personal, Social and Emotional Development**

Who we are (personal), how we get along with others (social) and how we feel (emotional) are foundations that form the bedrock of our lives. As we move through life, we are continually developing our sense of self as we weave a web of relationships with self, others and with the world.

Personal, Social and Emotional Development is fundamental to all other aspects of lifelong development and learning, and is key to children's wellbeing and resilience. For babies and young children to flourish, we need to pay attention to how they understand and feel about themselves, and how secure they feel in close relationships: in so doing they develop their capacities to make sense of how they and other people experience the world.

Children's self-image, their emotional understanding and the quality of their relationships affect their self-confidence, their potential to experience joy, to be curious, to wonder, and to face problems, and their ability to think and learn.

A holistic, relational approach creates an environment that enables trusting relationships, so that children can do things independently and with others, forming friendships. Early years practitioners meet the emotional needs of children by drawing on their own emotional insight, and by working in partnership with families to form mutually respectful, warm, accepting relationships with each of their key children. *Birth to Five Matters*

## Personal, Social and Emotional Development

### Range 1- Birth to 6 months 6 months- 12 months

#### **Making relationships**

- Enjoys the company of others and seeks contact with others from birth
- Shows their readiness to be social through using their sensory abilities; following movement and gazing at faces intently
- Moves body, arms and legs and changes facial expression in response to others, e.g. sticking out tongue, opening mouth and widening eyes
- Responds to what carer is paying attention to, e.g. following their gaze
- Distinguishes between people, recognising the look, sound and smell of their close carer
- They will usually calm, smile or reduce crying when they hear their carers'/parent's voice, or smell their clothing, for example
- Holds up arms to be picked up and cuddled and is soothed by physical touch such as being held, cuddled and stroked
- Begins to display attachment behaviours such as wanting to stay near their close carer and becoming upset when left with an unfamiliar person
- Becomes wary of unfamiliar people or people they haven't seen for a while

#### **Sense of self**

- Learns about their physical self through exploratory play with their hands and feet and movement

- Is becoming aware of self as they imitate sounds and expressions that are mirrored back to them by close adults: Laughing and gurgling during physical interactions
- Shows awareness of being a separate individual through initiating contact with others using voice, gesture, eye contact and facial expression and through secure-base behaviours
- Expresses awareness of their physical self through their own movements, gestures and expressions and by touching their own and other's faces, eyes, and mouth in play and care events
- Shows growing confidence that their needs will be met by freely expressing their need for comfort, nourishment or company

### **Understanding emotions**

- Communicates a range of emotions (e.g. pleasure, interest, fear, surprise, anger and excitement) through making sounds, facial expressions, and moving their bodies
- Expresses feelings strongly through crying in order to make sure that their needs will be met
- May whimper, scream and cry if hurt or neglected. If their needs are not responded to, they may become withdrawn and passive
- Seeks physical and emotional comfort by snuggling in to trusted adults
- Is affirmed and comforted by familiar carers through voice, physical presence and touch, for example singing, cuddles, smiles or rocking
- Reacts emotionally to other people's emotions; smiling when smiled at and becoming distressed if they hear another child crying or see a blank unresponsive face

## **Range 2- 6 -12 months**

### **12-18 months**

### **18-24 months**

#### **Making relationships**

- Draws others into social interaction through calling, crying and babbling, smiling, laughing and moving their bodies and limbs
- Shares interest and attention by looking to where the adult is looking, pointing and using their gaze to direct the adult's attention to something
- Engages another person to help achieve a goal, e.g. to get an object out of reach
- Cooperates with caregiving experiences, such as dressing
- Builds relationships with special people
- Displays attachment behaviours such as wanting to stay near to their close carers, checking where they are and protesting when separated
- Is wary of unfamiliar people
- Explores confidently when they feel secure in the presence of a familiar adult and is more likely to engage in new or challenging situations
- Closely watches others' body language to begin to understand their intentions and meaning
- Is fascinated by other children, watching them and interacting with them through offering toys, food etc, and by reaching for objects that another has

#### **Sense of self**

- Responds to their own name and enjoys finding own nose, eyes or tummy as part of interactive games
- Shows an interest in their reflection in a mirror, although may not yet realise that the reflection is them
- Shows separation anxiety as they become more aware of themselves as separate individuals

- Shows an emerging autonomy through asserting choices and preferences such as different tastes and rejects things they don't want, for example by pushing them away
- Understands that their own voice and actions causes an effect on others, e.g. clapping hands starts a game
- Shows growing self-confidence through playing freely and with involvement

### **Understanding emotions**

- Shows a wider variety of feelings, using crying, gestures and vocalisations freely to express their needs
- Begins to become aware of their emotions as the connections in the brain that make feelings conscious grow and develop
- Uses familiar adult to share feelings such as excitement and for “emotional refuelling” when feeling tired or anxious
- Uses a comfort object, familiar others, routines or spaces to soothe themselves, particularly when separated from their close carer
- Becomes more able to adapt their behaviour and increase their participation and co-operation as they become familiar with and anticipate routine
- Explores the boundaries of behaviours that are accepted by adults and become aware of basic rules as they use their emerging agency and autonomy



## **Range 3-12-18 months**

### **18-24 months**

### **24-36 months**

#### **Making relationships**

- Explores the environment, interacts with others and plays confidently while their parent/carer or key person is close by; using them as a secure base to return to for reassurance if anxious or in unfamiliar situations
- Shows empathy by offering comfort that they themselves would find soothing, e.g. their dummy
- Enjoys playing alone and alongside others and is also interested in being together and playing with other children
- Will often watch, follow and imitate each other in their play and will experiment with influencing others, co-operating together and also resisting coercion in their interactions
- Asserts their own ideas and preferences and takes notice of other people's responses
- Will sometimes experience long periods of social engagement as overwhelming and may withdraw or collapse with frustration

#### **Sense of self**

- Is aware of and interested in their own and others' physical characteristics, pointing to and naming features such as noses, hair and eyes
- Experiments with what their bodies can do through setting themselves physical challenges, e.g. pulling a large truck upstairs
- Begins to use *me*, *you* and *I* in their talk and to show awareness of their social identity of gender, ethnicity and ability
- Shows their growing sense of self through asserting their likes and dislikes, choices, decisions, and ideas. These may be different to those of the adult or their peers; often saying *no*, *me do it* or *mine*

### **Understanding emotions**

- Expresses positive feelings such as joy and affection and negative feelings such as anger, frustration and distress, through actions, behaviours and a few words
- Experiences a wide range of feelings with great intensity, such as anger and frustration, which can be overwhelming and result in losing control of feelings, body and thinking
- Is aware of others' feelings and is beginning to show empathy by offering a comfort object to another child or sharing in another child's excitement
- Asserts their own agenda strongly and may display frustration with having to comply with others' agendas and with change and boundaries

## **Range 4-24-36 months**

### **Making relationships**

- Builds relationships with special people but may show anxiety in the presence of strangers
- Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult
- Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it
- Shows empathy and concern for people who are special to them by partially matching others' feelings with their own, e.g. may offer a child a toy they know they like
- Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety.
- Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest.

### **Sense of self**

- Knows their own name, their preferences and interests and is becoming aware of their unique abilities
- Is developing an understanding of and interest in differences of gender, ethnicity and ability
- Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions
- Experiments with their own and other people's views of who they are through their play, through trying out different behaviours, and the way they talk about themselves
- Is gradually learning that actions have consequences but not always the consequences the child hopes for

### **Understanding emotions**

- Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feeling
- Can feel overwhelmed by intense emotions, resulting in an emotional collapse when frightened, frustrated, angry, anxious or over-stimulated
- Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions
- Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset
- Responds to the feelings of others, showing concern and offering comfort
- May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions
- Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows

## **Range 5-24-36 months**

### **36-48 months**

### **48-60 months**

#### **Making relationships**

- Seeks out companionship with adults and other children, sharing experiences and play ideas
- Uses their experiences of adult behaviours to guide their social relationships and interactions
- Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it
- Practises skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers
- Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play

#### **Sense of self**

- Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers
- Is sensitive to others' messages of appreciation or criticism
- Enjoys a sense of belonging through being involved in daily tasks
- Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others
- Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help

### **Understanding emotions**

- Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt
- May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares
- Talks about how others might be feeling and responds according to their his understanding of the other person's needs and wants
- Is more able to recognise the impact of their her choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings
- Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions

## **Range 6 48-60 months**

### **60-71 months**

#### **Making relationships**

- Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others.
- Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking.
- Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours.
- Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support
- Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations.
- Is proactive in seeking adult support and able to articulate their wants and needs.
- Some children may have had to make many different relationships in their life. This may have impacted on their understanding of what makes a consistent and stable relationship

#### **Sense of self**

- Recognises that they belong to different communities and social groups and communicates freely about own home and community
- Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination
- Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group
- Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms
- Has a clear idea about what they want to do in their play and how they want to go about it
- Shows confidence in choosing resources and perseverance in carrying out a chosen activity

### **Understanding emotions**

- Understands their own and other people's feelings, offering empathy and comfort
- Talks about their own and others' feelings and behaviour and its consequences
- Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people
- Is more able to manage their feelings and tolerate situations in which their wishes cannot be met
- Seeks support, "emotional refuelling" and practical help in new or challenging situations.
- Is aware of behavioural expectations and sensitive to ideas of justice and fairness
- Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise

## Physical Development

- Intricately interwoven with emotional, social, cognitive and language development, physical development underpins all other areas of a child's learning and development. Extensive physical experience in early childhood puts in place the neurological, sensory and motor foundations necessary for feeling good in your body and comfortable in the world. The intimate connection between brain, body and mind must be understood; when they are viewed as one system, the impacts of active physical play, health and self-care are observed and the effects on a child's early brain development and mental health of adverse childhood experience, including malnutrition, illness or neglect, is recognised. Health, wellbeing and self-care are integral to physical development. Prioritising care opportunities and a collaborative approach with young children supports development of lifelong positive attitudes to self-care and healthy decision-making.
- Each child's journey relies on whole-body physical experiences. While biologically programmed, the unfolding of this complex, interconnected system requires repeated movement experiences that are self-initiated and wide-ranging. Fine and gross motor control must develop together in an integrated way, so that the child can achieve what they set out to do. We must ensure that children have movement-rich lives indoors and outdoors from birth. This includes the role of the adult's body as an enabling environment itself, embedding movement into everything, and encouraging each child's own motivations for being active and interactive with others. *Birth to Five Matters*



## Physical Development

### Range 1- Birth to 6 months

### 6 months- 12 months

#### Moving and handling

- Gradually develops ability to hold up own head
- Makes movements with arms and legs which gradually become more controlled - moves hands together/legs together
- Follows and tracks a sound or moving object, moving head and eyes
- When lying on back, plays with hands and grasps feet, alternating mouthing hands/feet with focusing gaze on them, and vocalising
- Reaches out for, touches and begins to hold objects, developing later on into being able to release grasp
- Rolls over from back to side, gradually spending longer on side waving upper leg before returning to back
- Develops roll from back right through to front, gradually becoming happy to spend longer on tummy as able to lift head for longer
- Explores objects with mouth, often picking up an object and holding it to the mouth for lips and tongue to explore (mouthing)
- When lying on tummy becomes able to lift first head and then chest, supporting self with forearms and then straight arms
- Starts to creep (belly crawl commando-style) from prone (on tummy) position on the floor, often moving backwards before going forwards
- Becomes increasingly able to communicate, both expressing and responding through body movements, gesture, facial expression and vocalisations

#### Health and self-care

- Responds to and thrives on warm, sensitive physical contact and care
- Makes needs known through crying and body movements
- Responds to being rocked as a means of soothing
- Sleeps for 14-16 hours a day, with several short naps. Substantial sleeping is vital for processing sensory information taken in while awake
- Responds and turns to sounds, especially voices
- Expresses discomfort, hunger or thirst, distress and need for holding or moving
- Alert for periods of increasing length, interspersed with naps
- Anticipates food routines with interest
- Starts to move to solid feeding (current recommendations are at around 6 months) as well as milk
- Communicates discomfort or distress with wet or soiled nappy
- First teeth usually appear – first two lower incisors and then two upper incisors
- Chews on baby toothbrush
- Opens mouth for spoon

## **Range 2- 6 -12 months**

### **12-18 months**

### **18-24 months**

#### **Moving and handling**

- Belly crawling moves into crawling up on hands and knees
- Becomes adept at changing position from crawling to sitting in order to stop, pick up, handle and investigate objects
- Sits unsupported on the floor, leaving hands free to manipulate objects with both hands
- Picks up objects in palmar grip and shakes, waves, bangs, pulls and tugs them between two hands while looking at them
- Enjoys finger and toe rhymes and games.
- Pulls to standing from crawling, holding on to furniture or person for support
- Walks around furniture lifting one foot and stepping sideways (cruising)
- Starts walking independently on firm surfaces and later on uneven surfaces
- Points with first finger, sharing attention with adult.
- Starts to throw and release objects overarm.
- Enjoys the sensory experience of making marks in food, damp sand, water, mud, paste or paint
- Pushes, pulls, lifts and carries objects, moving them around and placing with intent
- Climbs inside, underneath, into corners and between objects
- Manipulates objects using hands singly and together, such as squeezing water out of a sponge

#### **Health and self-care**

- Sleeps for 11-15 hours a day with at least 2 naps
- Self-soothes and is able to drop off to sleep when conditions are right for them

- Expresses feelings and communicates through gesture, facial expression, movements, body language and vocalisations (such as joy, distress, frustration and fear)
- Shows rapid changes in energy levels, from highly active to a sudden need for adult support in order to restore
- Grasps finger foods and brings them to mouth and shares control of spoon and bottle or cup, moving towards independence with support
- Attentive to sounds in the environment, even at distance and overhead, often pointing, vocalising and sharing attention with adults
- Interested in making and exploring sounds with objects
- Generally has up to 12 teeth - willing to allow baby toothbrush to be used on teeth
- Can actively cooperate with nappy changing, dressing/undressing
- Starts to communicate regarding urination and bowel movement

## **Range 3-12-18 months**

### **18-24 months**

### **24-36 months**

#### **Moving and handling**

- Develops security in walking upright using feet alternately and can also run short distances
- Walks upstairs facing forwards holding rail or hand of adult, with both feet onto a single step at a time
- Changes position from standing to squatting and sitting with little effort
- Participates in finger and action rhymes, songs and games, imitating the movements and anticipating actions
- Hands start to operate independently during a task that uses both, with each hand doing something different at the same time (e.g. holding a block in one hand and steadying the other block with the other hand).
- Shows interest, dances and sings to music rhymes and songs, imitating movements of others
- Can walk considerable distance with purpose, stopping, starting and changing direction
- Looks closely at small items and creatures, and can also see items at substantial distance, comfortably changing focus from one to the other
- When holding crayons, chinks etc, makes connections between their movement and the marks they make
- Uses gesture and body language to convey needs and interests and to support emerging verbal language use

#### **Health and self-care**

- Sleeps for 12-14 hours a day with one/two naps Daytime sleeping continues to be important for healthy development
- Highly active in short bursts, with frequent and sudden need for rest or withdrawal
- Enjoys hugs and cuddles and seeks comfort from attachment figure when they feel the need
- Uses physical expression of feelings to release stress.
- Generally has up to 16 teeth – helps adult with brushing teeth
- Intentionally makes sounds with objects and actively responds to music and singing with whole-body dancing
- Develops own likes and dislikes in food and drink, willing to try new food textures and tastes
- Shows interest in indoor and outdoor clothing and shoes/wellingtons

- Clearly communicates wet or soiled nappy or pants, showing increasing awareness of bladder and bowel urges
- Helps with dressing/undressing and care routines, enjoying the rituals established for hand washing and teeth cleaning
- Feeds self with increasing need to be in control and holds cup with both hands, drinking without much spilling

## Range 4-24-36 months

### Moving and handling

Sits up from lying down, stands up from sitting and squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.

- Sits comfortably on a chair with both feet on the ground
- Runs safely on whole foot
- Moves in response to music, or rhythms played on instruments such as drums or shakers
- Jumps up into the air with both feet leaving the floor and can jump forward a small distance
- Begins to walk, run and climb on different levels and surfaces
- Begins to understand and choose different ways of moving
- Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it
- Climbs up and down stairs by placing both feet on each step while holding a handrail for support
- Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride
- May be beginning to show preference for dominant hand and/or leg/foot
- Turns pages in a book, sometimes several at once
- Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools
- Holds mark-making tools with thumb and all fingers

### **Health and self-care**

- Very energetic in short bursts and needs time for rest and calm with at least three hours of a day of exercise including moderate- to vigorous-intensity physical activity, spread throughout the day
- Needs to sleep for 10–13 hours in a 24-hour period which may include a nap, with regular sleep and wake-up times
- Feeds self competently
- Can hold a cup with two hands and drink well without spilling
- Develops some independence in self-care and shows an awareness of routines such as handwashing or teeth cleaning but still often needs adult support
- Develops increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet
- Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots
- Begins to recognise danger and seeks the support and comfort of significant adults
- Can increasingly express their thoughts and emotions through words as well as continuing to use facial expressions

## **Range 5-24-36 months**

### **36-48 months**

### **48-60 months**

#### **Moving and handling**

- Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise
- Walks down steps or slopes whilst carrying a small object, maintaining balance and stability
- Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles
- Can balance on one foot or in a squat momentarily, shifting body weight to improve stability
- Can grasp and release with two hands to throw and catch a large ball, beanbag or an object
- Creates lines and circles pivoting from the shoulder and elbow
- Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons

#### **Health and self-care**

- Can tell adults when hungry, full up or tired or when they want to rest, sleep or play
- Observes and can describe in words or actions the effects of physical activity on their bodies.
- Can name and identify different parts of the body
- Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely
- Can wash and can dry hands effectively and understands why this is important
- Willing to try a range of different textures and tastes and expresses a preference. Can name and identify different parts of the body
- Observes and controls breath, able to take deep breaths, scrunching and releasing the breath



- Can mirror the playful actions or movements of another adult or child
- Working towards a consistent, daily pattern in relation to eating, toileting and sleeping routines and understands why this is important
- Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.
- Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom

## **Range 6-48-60 months**

### **60-71 months**

#### **Moving and handling**

- Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping
- Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk
- Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles
- Travels with confidence and skill around, under, over and through balancing and climbing equipment
- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it
- Uses simple tools to effect changes to materials
- Handles tools, objects, construction and malleable materials safely and with increasing control and intention
- Shows a preference for a dominant hand
- Begins to use anticlockwise movement and retrace vertical lines
- Begins to form recognisable letters independently
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed

#### **Health and self-care**

- Eats a healthy range of foodstuffs and understands need for variety in food
- Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures
- Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad
- Can initiate and describe playful actions or movements for other children to mirror and follow

- Has established a consistent, daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important
- Usually dry and clean during the day
- Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health
- Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others
- Shows understanding of how to transport and store equipment safely
- Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience

## Specific Areas of Learning

### Literacy

Literacy is about understanding and being understood. Early literacy skills are rooted in children's enjoyable experiences from birth of gesturing, talking, singing, playing, reading and writing. Learning about literacy means developing the ability to interpret, create and communicate meaning through writing and reading in different media, such as picture books, logos, environmental print and digital technologies. It involves observing and joining in the diverse ways that different people and communities use literacy for different purposes. Most importantly, literacy is engaging, purposeful and creative.

Developing literacy competence and skills is a complex, challenging yet rewarding journey that requires high-quality pedagogical activities to enhance learning. Young children need to be listened to by attentive adults who recognise and value children's choices. They need enjoyable, playful opportunities of being included and involved in the literacy practices of their home, early years setting, and community environments. They need experiences of creating and sharing a range of texts in a variety of ways, with different media and materials, with adults and peers, both indoors and outdoors, as well as learning about using different signs and symbols, exploring sound and developing alphabetic and phonetic skills.*Birth to Five Matters*

## Literacy

### Range 1- Birth to 6 months

### 6 months- 12 months

#### Reading

- Notices and engages with sounds and images in the environment
- As part of sensory exploration, may touch and handle books and digital reading devices
- Enjoys looking at books and other suitable printed or digital material with familiar people, and being read to

#### Writing

*Writing systems are complicated ways to symbolise meaning, and children need to learn many skills and develop a lot of knowledge as they begin to write. Writing skills and understanding start to develop in babies and toddlers. Firstly, children begin to understand that written texts are symbolic and carry meaning. Later they begin to produce and read written marks purposefully (See the roots of Writing in Communication and language).*

*What is often referred to as 'early mark-making' is the beginning of writing. It is a sensory and physical, and cognitive experience for babies and toddlers, which enables them to see the connection between their actions and the resulting marks, recognising their own agency. (See roots of mark-making and handwriting in Playing and exploring and Physical Development).*

## Range 2- 6 -12 months

## 12-18 months

## 18-24 months

### Reading

- Handles books, printed and digital reading material with interest
- Responds to sounds in the environment such as cars, sirens and birds
- Is interested in and explores the sounds made by banging and tapping familiar objects and simple instruments
- Waves and taps arms, bounces or stamps to simple rhythms in songs and rhymes
- Notices pictures and symbols and beginning to recognise what they stand for in their familiar experiences

### Writing

*Writing systems are complicated ways to symbolise meaning, and children need to learn many skills and develop a lot of knowledge as they begin to write. Writing skills and understanding start to develop in babies and toddlers. Firstly, children begin to understand that written texts are symbolic and carry meaning. Later they begin to produce and read written marks purposefully (See the roots of Writing in Communication and language).*

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## **Range 3-12-18 months**

### **18-24 months**

### **24-36 months**

#### **Reading**

- Is interested in and anticipates books and rhymes and may have favourites
- Begins to join in with actions and sounds in familiar song and book sharing experience

#### **Writing**

*As toddlers develop, they increase their understanding of how their marks are symbolic and convey meaning.*

*Their marks may not yet resemble letters and words but nonetheless may carry meaning for the child.*

- Begins to understand the cause and effect of their actions in mark making
- Knows that the marks they make are of value
- Enjoys the sensory experience of making marks

## **Range 4-24-36 months**

#### **Literacy**

#### **Reading**

- Has some favourite stories, rhymes, songs, poems or jingles
- Repeats and uses actions, words or phrases from familiar stories
- Fills in the missing word or phrase in a known rhyme, story or game, e.g. "Humpty Dumpty sat on a ...". Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps
- Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes

## **Writing**

- Distinguishes between the different marks they make
- Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.

## **Range 5-24-36 months**

### **36-48 months**

### **48-60 months**

## **Literacy**

### **Reading**

- Listens to and joins in with stories and poems, when reading one-to-one and in small groups
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories
- Begins to be aware of the way stories are structured, and to tell own stories
- Talks about events and principal characters in stories and suggests how the story might end
- Shows interest in illustrations and words in print and digital books and words in the environment
- Recognises familiar words and signs such as own name, advertising logos and screen icons
- Looks at and enjoys print and digital books independently
- Knows that print carries meaning and, in English, is read from left to right and top to bottom
- Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print)
- Handles books and touch screen technology carefully and the correct way up with growing competence
- Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps



- Begins to develop phonological and phonemic awareness
- Shows awareness of rhyme and alliteration
- Recognises rhythm in spoken words, songs, poems and rhymes
- Claps or taps the syllables in words during sound play
- Hears and says the initial sound in words

### **Writing**

- Makes up stories, play scenarios, and drawings in response to experiences, such as outings
- Sometimes gives meaning to their drawings and paintings
- Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves
- Includes mark making and early writing in their play
- Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right
- Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes
- Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words
- Begins to make letter-type shapes to represent the initial sound of their name and other familiar words

## Range 6-48-60 months

### 60-71 months

#### Reading

- Enjoys an increasing range of print and digital books, both fiction and non-fiction
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading
- Describes main story settings, events and principal characters in increasing detail
- Re-enacts and reinvents stories they have heard in their play
- Knows that information can be retrieved from books, computers and mobile digital devices
- Is able to recall and discuss stories or information that has been read to them, or they have read themselves
- Begins to recognise some written names of peers, siblings or “Mummy”/”Daddy” for example
- Begins to develop phonological and phonemic awareness
- Continues a rhyming string and identifies alliteration
- Hears and says the initial sound in words
- Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them
- Starts to link sounds to letters, naming and sounding the letters of the alphabet
- Begins to link sounds to some frequently used digraphs, e.g. *sh*, *th*, *ee*
- Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences
- Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text
- Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc

## **Writing**

- Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats
- Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology
- Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together
- Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name
- Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences

## Specific Areas of Learning

### Mathematics

Mathematics for young children involves developing their own understanding of number, quantity, shape and space. Babies and young children have a natural interest in quantities and spatial relations – they are problem-solvers, pattern-spotters and sense-makers from birth. This curiosity and enjoyment should be nurtured through their interactions with people and the world around them, drawing on their personal and cultural knowledge. Every young child is entitled to a strong mathematical foundation which is built through playful exploration, apprenticeship and meaning-making. Children should freely explore how they represent their mathematical thinking through gesture, talk, manipulation of objects and their graphical signs and representations, supported by access to graphic tools in their pretend play.

Effective early mathematics experiences involve seeking patterns, creating and solving mathematical problems and engaging with stories, songs, games, practical activities and imaginative play. Plenty of time is required for children to revisit, develop and make sense for themselves. This is supported by sensitive interactions with adults who observe, listen to and value children's mathematical ideas and build upon children's interests, including those developed with their families. It is crucial to maintain children's enthusiasm so they develop positive self-esteem as learners of mathematics and feel confident to express their ideas. Birth to Five Matters

## Mathematics

### Range 1- Birth to 6 months

### 6 months- 12 months

#### Number

- Reacts to obvious changes of amount when those amounts are significant (more than double)

#### Spatial awareness

- Explores space when they are free to move, roll and stretch
- Developing an awareness of their own bodies, that their body has different parts and where these are in relation to each other

#### Shape

- Explores differently sized and shaped objects
- Beginning to put objects inside others and take them out again

#### Pattern

- Shows interest in patterned songs, rhymes and movements
- Experiences patterned objects and images
- Begins to predict what happens next in predictable situations

#### Measures

- Responds to size, reacting to very big or very small items that they see or try to pick up

## Range 2- 6 -12 months

### 12-18 months

### 18-24 months

#### **Number**

- May be aware of number names through their enjoyment of action rhymes and songs that relate to numbers
- Looks for things which have moved out of sight

#### **Spatial Awareness**

- Explores space around them and engages with position and direction, such as pointing to where they would like to go

#### **Shape**

- Stacks objects using flat surfaces
- Responds to changes of shape
- Attempts, sometimes successfully, to match shapes with spaces on inset puzzles

#### **Pattern**

- Joins in with repeated actions in songs and stories
- Initiates and continues repeated actions

#### **Measures**

- Shows an interest in objects of contrasting sizes in meaningful contexts
- Gets to know and enjoys daily routine
- Shows an interest in emptying containers

## **Range 3-12-18 months**

### **18-24 months**

### **24-36 months**

#### **Comparison**

- Responds to words like *lots* or *more*

#### **Counting**

- Says some counting words
- May engage in counting-like behaviour, making sounds and pointing or saying some numbers in sequence

#### **Cardinality**

- May use number words like *one* or *two* and sometimes responds accurately when asked to give one or two things

#### **Spatial Awareness**

- Enjoys filling and emptying containers
- Investigates fitting themselves inside and moving through spaces

#### **Shape**

- Pushes objects through different shaped holes, and attempts to fit shapes into spaces on inset boards or puzzles
- Beginning to select a shape for a specific space
- Enjoys using blocks to create their own simple structures and arrangements

#### **Pattern**

- Becoming familiar with patterns in daily routines
- Joins in with and predicts what comes next in a familiar story or rhyme
- Beginning to arrange items in their own patterns, e.g. lining up toys

#### **Measures**

- Shows an interest in size and weight
- Explores capacity by selecting, filling and emptying containers e.g. fitting toys in a pram

- Beginning to understand that things might happen now or at another time, in routines

## Range 4-24-36 months

- Beginning to compare and recognise changes in numbers of things, using words like *more*, *lots* or *same*

### **Counting**

- Begins to say numbers in order, some of which are in the right order (ordinality)

### **Cardinality** (*How many?*)

- In everyday situations, takes or gives two or three objects from a group
- Beginning to notice numerals (number symbols)
- Beginning to count on their fingers.

### **Spatial Awareness**

- Moves their bodies and toys around objects and explores fitting into spaces
- Begins to remember their way around familiar environments
- Responds to some spatial and positional language
- Explores how things look from different viewpoints including things that are near or far away

### **Shape**

- Chooses puzzle pieces and tries to fit them in
- Recognises that two objects have the same shape
- Makes simple constructions

### **Pattern**

- Joins in and anticipates repeated sound and action patterns
- Is interested in what happens next using the pattern of everyday routines

### **Measures**

- Explores differences in size, length, weight and capacity
- Beginning to understand some talk about immediate past and future



- Beginning to anticipate times of the day such as mealtimes or home time

## **Range 5-24-36 months**

### **36-48 months**

### **48-60 months**

#### **Comparison**

- Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. *You've got two, I've got two. Same!*

#### **Counting**

- May enjoy counting verbally as far as they can go
- Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5.
- Uses some number names and number language within play, and may show fascination with large numbers
- Begin to recognise numerals 0 to 10

#### **Cardinality**

- Subitises one, two and three objects (without counting)
- Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle)
- Links numerals with amounts up to 5 and maybe beyond
- Explores using a range of their own marks and signs to which they ascribe mathematical meanings

#### **Composition**

- Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers
- Beginning to use understanding of number to solve practical problems in play and meaningful activities
- Beginning to recognise that each counting number is one more than the one before
- Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same

### **Spatial Awareness**

- Responds to and uses language of position and direction
- Predicts, moves and rotates objects to fit the space or create the shape they would like

### **Shape**

- Chooses items based on their shape which are appropriate for the child's purpose
- Responds to both informal language and common shape names
- Shows awareness of shape similarities and differences between objects
- Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes
- Attempts to create arches and enclosures when building, using trial and improvement to select blocks

### **Pattern**

- Creates their own spatial patterns showing some organisation or regularity
- Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC)
- Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next

### **Measures**

- In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items
- Recalls a sequence of events in everyday life and stories

## Range 6-48-60 months

### 60-71 months

#### Comparison

- Uses number names and symbols when comparing numbers, showing interest in large numbers
- Estimates of numbers of things, showing understanding of relative size

#### Counting

- Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0
- Increasingly confident at putting numerals in order 0 to 10 (ordinality)

#### Cardinality

- Engages in subitising numbers to four and maybe five
- Counts out up to 10 objects from a larger group.
- Matches the numeral with a group of items to show how many there are (up to 10)

#### Composition

- Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects
- Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three
- In practical activities, adds one and subtracts one with numbers to 10
- Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and “+” or “-“

#### Spatial Awareness

- Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints
- Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning)

- May enjoy making simple maps of familiar and imaginative environments, with landmarks

### **Shape**

- Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes
- Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes
- Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build

### **Pattern**

- Spots patterns in the environment, beginning to identify the pattern “rule”
- Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat

### **Measures**

- Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy
- Becomes familiar with measuring tools in everyday experiences and play
- Is increasingly able to order and sequence events using everyday language related to time
- Beginning to experience measuring time with timers and calendars

## **Specific Areas of Learning**

### **Understanding the world**

Understanding the World provides a powerful, meaningful context for learning across the curriculum. It supports children to make sense of their expanding world and their place within it through nurturing their wonder, curiosity, agency and exploratory drive.

This development requires regular and direct contact with the natural, built and virtual environments around the child and engaging children in collaborative activities which promote inquiry, problem-solving, shared decision making and scientific approaches to understanding the world. Active involvement in local community life helps children to develop a sense of civic responsibility, a duty to care, a respect for diversity and the need to work for peaceful co-existence.

In addition, first-hand involvement in caring for wildlife and the natural world provides children with an appreciation of ecological balance, environmental care and the need to live sustainable lives. Rich play, virtual and real world experiences support learning about our culturally, socially, technologically and ecologically diverse world and how to stay safe within it. They also cultivate shared meanings and lay the foundation for equitable understandings of our interconnectedness and interdependence. **Birth to Five Matters**

## Understanding the world

### Range 1- Birth to 6 months

### 6 months- 12 months

#### People and communities

- Starts to realise they influence people, e.g. as they laugh and smile so do the people they are with
- Develops a sense of belonging to their family and their key carer
- Recognises key people in their own lives

#### The world

- Moves eyes, then head, to follow moving objects
- Reacts with abrupt change when a face or object suddenly disappears from view
- Looks around with interest when in a room, garden, balcony or park, visually scanning the environment for novel, interesting objects and events
- Smiles with pleasure at recognisable playthings
- Repeats actions that have an effect, e.g. kicking or hitting a mobile or shaking a rattle

#### Technology

*The beginnings of understanding technology lie in babies exploring and making sense of objects and how they behave (see Playing and exploring, Thinking creatively and critically)*

## **Range 2- 6 -12 months**

### **12-18 months**

### **18-24 months**

#### **People and communities**

- Starts to realise they influence people, e.g. as they laugh and smile so do the people they are with
- Develops a sense of belonging to their family and their key carer
- Recognises key people in their own lives

#### **The world**

- Closely observes what animals, people and vehicles do
- Watches toy being hidden and tries to find it, watches intently where a spider has scuttled away under leaves
- Looks for dropped objects
- Becomes absorbed in combining objects, e.g. banging two objects or placing objects into containers
- Knows things are used in different ways, e.g. a ball for rolling or throwing, a toy car for pushing

#### **Technology**

*The beginnings of understanding technology lie in babies exploring and making sense of objects and how they behave (see Playing and exploring, Thinking creatively and critically)*

## **Range 3-12-18 months**

### **18-24 months**

### **24-36 months**

#### **People and communities**

- Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them
- Is interested in photographs of themselves and other familiar people and objects
- Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc) and is interested in photographs of themselves with these.

#### **The world**

- Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life
- Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking
- Remembers where objects belong
- Matches parts of objects that fit together, e.g. puts lid on teapot

#### **Technology**

- Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times
- Shows interest in toys with buttons, flaps and simple mechanisms and begins to learn to operate them



## Range 4-24-36 months

### People and communities

- Has a sense of own immediate family and relations and pets
- In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird
- Beginning to have their own friends
- Learns that they have similarities and differences that connect them to, and distinguish them from, others

### The world

- Notices detailed features of objects in their environment
- Can talk about some of the things they have observed such as plants, animals, natural and found objects
- Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake

### Technology

- Seeks to acquire basic skills in turning on and operating some digital equipment
- Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car
- Plays with water to investigate “low technology” such as washing and cleaning
- Uses pipes, funnels and other tools to carry/transport water from one place to another

## **Range 5- -24-36 months**

### **36-48 months**

### **48-60 months**

#### **Understanding the world**

##### **People and communities**

- Shows interest in the lives of people who are familiar to them
- Enjoys joining in with family customs and routines
- Remembers and talks about significant events in their own experience
- Recognises and describes special times or events for family or friends
- Shows interest in different occupations and ways of life indoors and outdoors
- Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family

##### **The world**

- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world
- Talks about why things happen and how things work
- Developing an understanding of growth, decay and changes over time
- Shows care and concern for living things and the environment
- Begin to understand the effect their behaviour can have on the environment

##### **Technology**

- Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support
- Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets

- Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images
- Knows that information can be retrieved from digital devices and the internet
- Plays with a range of materials to learn cause and effect, for example, makes a string puppet using dowels and string to suspend the puppet

## **Range 6-48-60 months**

### **60-71 months**

#### **People and communities**

- Enjoys joining in with family customs and routines
- Talks about past and present events in their own life and in the lives of family members
- Knows that other children do not always enjoy the same things, and is sensitive to this
- Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions

#### **The world**

- Looks closely at similarities, differences, patterns and change in nature
- Knows about similarities and differences in relation to places, objects, materials and living things
- Talks about the features of their own immediate environment and how environments might vary from one another
- Makes observations of animals and plants and explains why some things occur, and talks about changes

#### **Technology**

- Completes a simple program on electronic devices
- Uses ICT hardware to interact with age-appropriate computer software
- Can create content such as a video recording, stories, and/or draw a picture on screen
- Develops digital literacy skills by being able to access, understand and interact with a range of technologies

- Can use the internet with adult supervision to find and retrieve information of interest to them

## **Specific Areas of Learning**

### **Expressive Art and Design**

Children and adults have the right to participate in arts and culture. Expression conveys both thinking (ideas) and feeling (emotion). Children use a variety of ways to express and communicate, through music, movement and a wide range of materials. Creative thinking involves original responses, not just copying or imitating existing artworks.

Expressive Arts and Design fosters imagination, curiosity, creativity, cognition, critical thinking and experimentation and provides opportunities to improvise, collaborate, interact and engage in sustained shared thinking. It requires time, space and opportunities to re-visit and reflect on experiences. Multi-sensory, first-hand experiences help children to connect and enquire about the world. Appreciating diversity and multiple perspectives enriches ways of thinking, being, and understanding. Skills are learned in the process of meaning-making, not in isolation. Birth to Five Matters

## **Expressive arts and design**

### **Range 1- Birth to 6 months 6 months- 12 months**

#### **Expressive arts and design**

##### **Creating with materials**

- Experiments with a range of media – tools, materials, sound and whole body movement -- through multi-sensory exploration

##### **Being imaginative and expressive**

- Responds to and engages with the world that surrounds her, e.g. sounds, movement, people, objects, sensations, emotions (her own and other)

### **Range 2- 6 -12 months**

#### **12-18 months**

#### **18-24 months**

##### **Creating with materials**

- Experiments with a range of media – tools, materials, sound and whole body movement -- through multi-sensory exploration

### **Being imaginative and expressive**

- Responds to and engages with the world that surrounds her, e.g. sounds, movement, people, objects, sensations, emotions (her own and others)

## **Range 3-12-18 months**

### **18-24 months**

### **24-36 months**

#### **Creating with materials**

- Continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression
- Moves while singing/vocalising, whilst listening to sounds and music, while playing with sound makers/instruments
- Mirrors and improvises actions they have observed, e.g. clapping or waving
- Sings/vocalises whilst listening to music or playing with instruments/sound makers
- Notices and becomes interested in the transformative effect of their action on materials and resources

#### **Being imaginative and expressive**

- Expresses self through physical actions and sound
- Pretends that one object represents another, especially when objects have characteristics in common
- Creates sound effects and movements, e.g. creates the sound of a car, animals

## Range 4 - 24-36 months

### **Creating with materials**

- Joins in singing songs
- Creates sounds by rubbing, shaking, tapping, striking or blowing
- Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. *loud/quiet, fast/slow*
- Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects
- Enjoys and responds to playing with colour in a variety of ways, for example combining colours
- Uses 3D and 2D structures to explore materials and/or to express ideas

### **Being imaginative and expressive**

- Uses everyday materials to explore, understand and represent his world – his ideas, interests and fascinations
- Begins to make believe by pretending using sounds, movements, words, objects Beginning to describe sounds and music imaginatively, e.g. *scary music*
- Creates rhythmic sounds and movements



## **Range 5 -24-36 months**

### **36-48 months**

### **48-60 months**

#### **Creating with materials**

- Explores and learns how sounds and movements can be changed
- Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns
- Enjoys joining in with moving, dancing and ring games
- Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home
- Taps out simple repeated rhythms
- Develops an understanding of how to create and use sounds intentionally
- Continues to explore colour and how colours can be changed
- Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience
- Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces
- Uses tools for a purpose

#### **Being imaginative and expressive**

- Uses movement and sounds to express experiences, expertise, ideas and feelings
- Experiments and creates movement in response to music, stories and ideas
- Sings to self and makes up simple songs
- Creates sounds, movements, drawings to accompany stories
- Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously
- Engages in imaginative play based on own ideas or first-hand or peer experiences.

- Uses available resources to create props or creates imaginary ones to support play
- Plays alongside other children who are engaged in the same theme

## **Range 6-48-60 months**

### **60-71 months**

#### **Creating with materials**

- Begins to build a collection of songs and dances
- Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to
- Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking
- Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.
- Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts

#### **Being imaginative and expressive**

- Creates representations of both imaginary and real-life ideas, events, people and objects
- Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences
- Chooses particular movements, instruments/sounds, colours and materials for their own imaginative purposes
- Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping

- Responds imaginatively to art works and objects, e.g. *this music sounds likes dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth*
- Introduces a storyline or narrative into their play
- Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative

## **Appendix 1**

### **References**

Developmental Matters 2020: Non statutory curriculum guidance for the early years foundation stage  
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Birth to Five Matters 2021: non statutory guidance for the Early Years Foundation Stage by Early Years  
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