

Early Years Foundation Stage Curriculum Guide for Parents September 2011 – July 2012

In the Early years Foundation Stage (EYFS) at Blundell's Preparatory School our aims are: -

- to support children to make a planned, confident transition from home to school
- to provide a happy, caring, safe and secure environment for learning
- to plan learning experiences that meet the individual needs and interests of the children through a balanced provision of adult led and child initiated opportunities
- to support children to become competent and confident learners so they are able to reach their full potential
- to provide a broad and balanced high quality curriculum in line with the Early Years Foundation Stage guidance , which incorporates the Every Child Matters documents
- to foster positive home school links with parents and other care providers.

We follow The Early Years Foundation Stage Curriculum which came into effect in September 2008. This framework is a means of ensuring high standards of early education and care that will reassure parents that their child's development is being fully supported.

The first stage of the EYFS curriculum begins at Blundell's Preparatory School when children enter Nursery and continues until the end of the Reception year (Kindergarten). The EYFS underpins all future learning by supporting and fostering the children's personal, social and emotional wellbeing. It encourages positive attitudes and dispositions towards learning in the children and promotes learning through play.

The Early Years Foundation Stage is divided into six areas of learning.

- Personal, social and emotional development
- Communication, language and literacy
- Problem Solving, Reasoning and Numeracy
- Knowledge and Understanding of the world
- Physical development
- Creative development

All areas of Learning and Development are connected to one another and are equally important.

It is important to us that we also promote the Every Child Matters statements throughout a child's learning journey at Blundell's Preparatory School.

- Being Healthy
- Staying Safe
- Enjoying and Achieving
- Making A Positive Contribution
- Achieving Economic Well-Being

At Blundell's Preparatory School during the EYFS these six areas of learning and the Every Child Matters statements are covered through a variety of topics, which are listed below. Much emphasis is put on cross-curricular activities so one activity is likely to cover a range of learning. For example children building with bricks may cooperate together to carry the bricks, the children might negotiate the best place to put them and compare the size of different bricks. Therefore, they may be developing language, mathematical, physical, personal and social competencies through this one activity.

We plan our curriculum by providing a starting interest for children and then weekly planning develops inline with children's progress and interests. We use observations of children's learning and achievements to inform planning. Planning is differentiated throughout our Early Years and activities are planned to aid smooth transitions continuity and progression. Curriculum planning is continually monitored for quality, relevance and effectiveness. Planning meetings take place to discuss and evaluate teaching objectives and outcomes and this is then fed into future planning.

At the beginning of each term parents are issued with a letter setting out the provisional guide to the weekly breakdown of each topic. Each parallel class plans together so this letter would be the same across the year group. This letter provides valuable information so that parents can support their children by discussing topics that would have been covered at school.

Topics for the Early Years Foundation Stage

Nursery 1

Autumn Term:

Living Creatures, Autumn and Winter

Spring Term:

Me and My Family, Spring and Books & Toys

Summer Term: -

Our Environment and Nursery Rhymes

Nursery 2

Seasons and Festivals will be covered as they occur.

Autumn Term:

People Who Help Us –including Stanley Thorne Primary Science topics: -

Me - building on work covered in Nursery 1

Families

Colour

Doctor and Dentists

Spring Term:

Weather-including Stanley Thorne Primary Science topics: -

Me -extending work covered last term

Families - extending work covered last term

Colour - extending work covered last term

Growing

Summer Term:

Fairy Tales – including Stanley Thorne Primary Science topics: -

Me extending work covered last term

Food

Cooking

Toys (Recap as most of this will have been covered in Nursery 1)

Kindergarten

Seasons and Festivals will be covered as they occur.

Most topics are connected with the Stanley Thorne Primary Science scheme.

Autumn Term:

School, Dinosaurs, Texture and Touch, Sounds,

Spring Term:

All Kinds of Creatures, Day and Night, What makes it go? Safety

Summer Term:

All Kinds of Creatures (continued to include Pets and Minibeasts), Water, Keeping Clean.

All these topics are used as a guide to promote the development of a number of skills in the six areas of learning.

From Nursery 2 children begin to follow the Abacus mathematics scheme, which continues, into Kindergarten. This scheme has many practical activities that build on the mathematical activities covered in Nursery One. Nursery Two children have an 'At home' activity for the children to do at home, displayed on the board outside the classroom and Kindergarten children have an 'At home' workbook in their book bag with an activity that can be done each week. Both these activities are optional, but it will help your child with the topic being covered, if they do these fun, practical tasks at home.

In Nursery One, Nursery Two and Kindergarten children are encouraged to mark make and write in many curriculum areas and for a variety of different purposes, at an appropriate level for their development. The Kindergarten children follow part of the Collins 'Focus on Literacy' language scheme and most of the 'Read write Inc' scheme. These both promote 'Communication, language and literacy' developmental stages and early learning goals from the EYFS. The 'Focus on Literacy' scheme enables children to share Big Books and read together as well as to follow up discussion work with a selection of different activities. Kindergarten use Nelson Handwriting to assist with letter formation and again skills that enable children to improve their fine motor skills will also be continued from the activities that have progressed from the Nursery.

All children in the EYFS at Blundell's Preparatory School are encouraged to enjoy and share books with each other, individually and with an adult. All EYFS classes have a timetabled slot in the Pre-Prep library where they can enjoy a wide selection of books. The Kindergarten use 'Read Write Inc' which is a synthetic approach to learning to read and write and again builds on the earlier work covered in the nursery classes. A meeting is held for all Kindergarten parents at the beginning of the Autumn Term to explain in detail how this scheme operates and how parents can support their children. In the Kindergarten children bring home a library book to share and read with an adult or sibling and Read Write Inc activities and/or books,

when developmentally ready. In the Spring Term the Nursery Two children may begin bringing home phonics books that they make in class to help them learn their sounds. Nursery Two also use Oxford Literacy Web sound books, if appropriate as well as start using the rhymes in connection with the 'Read Write Inc' phonics programme.

Kindergarten use the Folens Scheme to assist with the teaching of Citizenship and Personal, Social and Health Education as well as a range of picture books and Circle Times to cover topics as they occur. The Nursery One and Nursery Two classes use a range of picture books as well as songs, rhymes and Circle Times.

Children in Nursery Two and Kindergarten learn French through songs, rhymes and other practical activities.

IT activities occur throughout the EYFS with a range of toys, games, cameras, c.d. players and a computer program designed for the Early Years being used regularly from Nursery Two.

Assessment in the Nursery is done in line with the 'Early Years Foundation Stage' and in the Kindergarten the Early Years Foundation Stage Profile is completed as per statutory requirements. Staff constantly observe the children and this is reflected in weekly planning, so that children can be set individual targets suitable for their level of development. If parents would like to see their children's records or discuss their progress they can request to do this at any time, and not only at the formal parents' evenings held twice a year. A formal report about their child's progress is issued to parents at the end of the Autumn Term and at the end of the Summer Term.

If you would like any further information about the curriculum in the EYFS at Blundell's Preparatory School, please do not hesitate to ask your child's teacher or speak to me.

Mrs. Diane Kimber
Academic Leader
September 2011

Listed below are some objectives that the children in Nursery One, Nursery Two and Kindergarten work towards during their time in the EYFS. Each objective is age and developmentally appropriate for each individual child. Children work towards achieving all the ‘Early Learning Goals’, marked *, by the end of Kindergarten.

<u>List of the stages of development including early learning goals – ‘Development Matters’</u>
<i>Personal Social and Emotional Development</i>
<i>1 Dispositions and Attitudes</i>
<u>E 30 – 50 months</u>
i. Seek and delight in new experiences
ii. Have a positive approach to new experiences
iii. Show confidence in linking with others for support and guidance
iv. Show an increasing independence in selecting and carrying out activities
<u>F 40 – 60+ months</u>
i. Display high levels of involvement in activities
ii. Persist for extended periods of time at an activity of their choosing
iii. *Continue to be interested, excited and motivated to learn
iv. *Be confident to try new activities, initiate ideas and speak in a familiar group
v. *Maintain attention, concentrate and sit quietly when appropriate
<i>2 Self-confidence and Self-esteem</i>
<u>E 30 – 50 months</u>
i. Showing increasing confidence in new situations
ii. Talk freely about their home and community
iii. Take pleasure in gaining more complex skills
iv. Have a sense of personal identity
<u>F 40 – 60+ months</u>
i. Express needs and feelings in appropriate ways
ii. Have an awareness and pride in self as having own identity and abilities
iii. *Respond to significant experiences, showing a range of feelings when appropriate
iv. *Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others
v. *Have a developing respect for their own cultures and beliefs and those of other people
<i>3 Making Relationships</i>
<u>E 30 – 50 months</u>
i. Feel safe and secure, and show a sense of trust
ii. Form friendships with other children
iii. Demonstrates flexibility and adapt their behaviour to different events, social situations and changes in routine
<u>F 40 – 60+ months</u>
i. Value and contribute to own well-being and self-control
ii. *Form good relationships with adults and peers
iii. *Work as part of a group or class, taking turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously
<i>4 Behaviour and Self-control</i>
<u>E 30 – 50 months</u>
i. Begin to accept the needs of others with support
ii. Show care and concern for others, for living things and for the environment
<u>F 40 – 60+ months</u>

i. Show confidence and the ability to stand up for own rights
ii. Have an awareness of the boundaries set and behavioural expectations within the setting
iii. *Understand what is right, what is wrong, and why
iv. *Consider the consequences of their words and actions for themselves and others
<i>5 Self-care</i>
<u>E 30 – 50 months</u>
i. Show willingness to tackle problems and self-chosen challenges
ii. Demonstrate a sense of pride in own achievement
iii. Take initiatives and manage developmentally appropriate tasks
<u>F 40 – 60+ months</u>
i. Operate independently within the environment and show confidence in linking up with others for support and guidance
ii. Appreciate the need for hygiene
iii. *Dress and undress independently and manage their own personal hygiene
iv. *Select and use activities and resources independently
<i>6 Sense of Community</i>
<u>E 30 – 50 months</u>
i. Make connections between different parts of their life experience
<u>F 40 – 60+ months</u>
i. Have an awareness of, and an interest in cultural and religious differences
ii. Have a positive self-image and show that they are comfortable with themselves
iii. Enjoy joining in with family customs and routines
iv. *Understand that people have different needs, views, cultures and beliefs, that need to be treated with respect
v. *Understand that they can expect others to treat their needs, views cultures and beliefs with respect
<i>Communication, Language and Literacy</i>
<i>1 Language for Communication</i>
<u>E 30 – 50 months</u>
i. Use simple statement and questions often linked to gestures
ii. Use intonation, rhythm and phrasing to make their meaning clear to others
iii. Join in with repeated refrains, anticipating key events and phrases in rhymes and stories
iv. Listen to stories with increasing attention and recall
v. Describe main story settings, events and principal characters
vi. Listen to others in one-to-one or small groups when conversation interests them
vii. Respond to simple instructions
viii. Question why things happen and give explanations
ix. Use vocabulary focused on objects and people who are of particular importance to them
x. Begin to experiment with language describing possession
xi. Build up vocabulary that reflects the breadth of their experiences
xii. Begin to use more complex sentences
xiii. Use a widening range of words to express or elaborate on ideas
<u>F 40 – 60+ months</u>
i. Have confidence to speak to others about their own wants and interests
ii. Use talk to gain attention and sometimes use action rather than talk to demonstrate or explain to others
iii. Extend vocabulary, especially by grouping and naming
iv. Use vocabulary and forms of speech that are increasingly influenced by their experience of books
v. Link statements and stick to a main theme or intention
vi. Consistently develop a simple story, explanation or line of questioning
vii. Use language for an increasing range of purposes
viii. *Interact with others, negotiating plans and activities and taking turns in conversation

ix.	*Enjoy listening to and using spoken and written language, and readily turn to it in their play and learning
x.	*Sustain attentive listening, responding to what they have heard by relevant comments, questions or actions
xi.	*Listen with enjoyment, and respond to stories, songs and other music, rhymes and poems and make up their own stories, songs, rhymes and poems
xii.	*Extend their vocabulary exploring the meanings and sounds of new words
xiii.	*Speak clearly and audibly with confidence and control and show awareness of the listener, for example by their use of conventions such as greetings, 'please' and 'thank you'
<i>2 Language for Thinking</i>	
<u>E 30 – 50 months</u>	
i.	Talk activities through, reflecting on and modifying what they are doing
ii.	Use talk to give new meaning to objects and actions, treating them as symbols for other things
iii.	Use talk to connect ideas, explain what is happening and anticipating what might happen next
iv.	Use talk, actions and objects to recall and relive past experiences
<u>F 40 – 60+ months</u>	
i.	Begin to use talk instead of actions to rehearse, reorder and reflect on past experiences, linking cause and effect, sequencing, ordering and grouping
ii.	Begin to use talk to pretend imaginary situations
iii.	*Use language to imagine and recreate roles and experiences
iv.	*Use talk to organise, sequence and clarify thinking, ideas, feelings, events
<i>3 Linking sounds and letters</i>	
<u>E 30 – 50 months</u>	
i.	Enjoying rhyming and rhythmic activities
ii.	Show awareness of rhythm and alliteration
iii.	Recognise rhythm in spoken words
<u>F 40 – 60+ months</u>	
i.	Continue a rhyming string
ii.	Hear and say the initial sounds in words and know which letters represent some of the sounds
iii.	*Hear and say sounds in words in the order in which they occur
iv.	*Link sounds to letters, naming and sounding the letters of the alphabet
v.	*Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words
<i>4 Reading</i>	
<u>E 30 – 50 months</u>	
i.	Listen and join in with stories and poems, one-to-one and also in small groups
ii.	Begin to be aware of the way stories are structures
iii.	Suggest how the story might end
iv.	Show an interest in illustrations and print in books and print in the environment
v.	Handle books carefully
vi.	Know information can be relayed in the form of print
vii.	Hold books the correct way up and turn pages
viii.	Understand the concept of a word
<u>F 40 – 60+ months</u>	
i.	Enjoy an increasing range of books
ii.	Begin to recognise some familiar words
iii.	Know that information can be retrieved from books and computers
iv.	*Explore and experiment with sounds, words and text
v.	*Retell narratives in the correct sequence, drawing on language patterns and stories
vi.	*Read a range of familiar and common words and simple sentences independently
vii.	*Know that print carries meaning and, in English, is read from left to right and from top to bottom

viii.	*Show an understanding of the elements of stories, such as the main character, sequence of events, and openings, and how information can be found in non-fiction texts to answer questions about where, who, why and how
5 Writing	
<u>E 30 – 50 months</u>	
i.	<i>Sometimes giving meaning to marks as they draw and paint</i>
ii.	Ascribe meaning to marks that they see in different places
<u>F 40 – 60+ months</u>	
i.	Begin to break the flow of speech into words
ii.	Use writing as a means of recording and communicating
iii.	*Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words
iv.	*Attempt writing for different purposes, using features of different forms such as lists, stories and instructions
v.	*Write their own names and other things such as labels and captions and begin to form simple sentences, sometimes using punctuation
6 Handwriting	
<u>E 30 – 50 months</u>	
i.	Use one-handed tools and equipment
ii.	Draw lines and circles using gross motor movement
iii.	Manipulate objects with increasing control
<u>F 40 – 60+ months</u>	
i.	Begin to use anti-clockwise movements and retrace vertical lines
ii.	Begin to form recognisable letters
iii.	*Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed
<u>Problem Solving, Reasoning and Numeracy</u>	
<u>1 Numbers as labels and for counting</u>	
<u>E 30 – 50 months</u>	
i.	Use some number names and number language spontaneously
ii.	Show curiosity about numbers by offering comments or asking questions
iii.	Use some number names accurately in play
iv.	Sometimes match number and quantity correctly
v.	Recognise groups with one, two or three objects
<u>F 40 – 60+ months</u>	
i.	Recognise some numerals of personal significance
ii.	Count up to three or four objects by saying one number name for each item
iii.	Count out up to six objects from a larger group
iv.	Count actions or objects that cannot be moved
v.	Begin to count beyond 10
vi.	Begin to represent numbers using fingers, marks on paper or pictures
vii.	Select the correct numeral to represent 1 to 5, then 1 to 9, objects
viii.	Recognise numerals, 1 to 5
ix.	Count an irregular arrangement of up to 10 objects
x.	Estimate how many objects they can see and check by counting them
xi.	Count aloud in ones, twos, fives or tens
xii.	Know that numbers identify how many objects are in a set
xiii.	Use ordinal numbers in different contexts
xiv.	Match then compare the numbers of objects in two sets
xv.	*Say and use number names in order in familiar contexts
xvi.	*Count reliably up to 10 everyday objects
xvii.	*Recognise numerals 1 to 9
xviii.	*Use developing mathematical ideas and methods to solve problems

2 Calculating
E 30 – 50 months
i. Compare two groups of objects, saying when they have the same number
ii. Show an interest in number problems
iii. Separate a group of three or four objects in different ways, beginning to recognise that the total is still the same
F 40 – 60+ months
i. Find the total number of objects in two groups by counting all of them
ii. Use own methods to work through a problem
iii. Say the number that is one more than a given number
iv. Select two groups of objects to make a given total of objects
v. Count repeated groups of the same size
vi. Share objects into equal groups and count how many in each group
vii. *In practical activities and discussion begin to use the vocabulary involved in adding and subtracting
viii. *Use language such as ‘more’ or ‘less’ to compare two numbers
ix. *Find one more or one less than a number from 1 to 10
x. *Begin to relate addition to combining two groups of objects and subtraction to ‘taking away’
3 Shape, space and measure
E 30 – 50 months
i. Show an interest in shape and space by playing with shapes or making arrangements with other objects
ii. Show awareness of similarities in shapes in the environment
iii. Observe and use positional language
iv. Are beginning to understand ‘bigger than’ and ‘enough’
v. Show interest by sustained construction activity or by talking about shapes or arrangements
vi. Use shapes appropriately for tasks
vii. Begin to talk about the shapes of everyday objects
F 40 – 60+ months
i. Show curiosity about and observation of shapes by talking about how they are the same or different
ii. Match some shapes by recognising similarities and orientation
iii. Begin to use mathematical names for ‘solid’ 3D shapes and ‘flat’ 2D shapes and mathematical terms to describe shapes
iv. Select a particular named shape
v. Show awareness of symmetry
vi. Find items from positional or directional clues
vii. Order two or three items by length or height
viii. Order two items by weight or capacity
ix. Match sets of objects to numerals that represent the number of objects
x. Sort familiar objects to identify their similarities and differences, making choices and justifying decisions
xi. Describe solutions to practical problems, drawing on experience, talking about own ideas, methods and choices
xii. Use familiar objects and common shapes to create and recreate patterns and build models
xiii. Use everyday language related to time; order and sequence familiar events, and measure short periods of time with a non-standard unit, for example with a sand timer
xiv. Count how many objects share a particular property, presenting results using pictures, drawings or numerals
xv. *Use language such as ‘greater’, ‘smaller’, ‘heavier’ or ‘lighter’ to compare quantities
xvi. *Talk about, recognise and recreate simple patterns
xvii. *Use language such as ‘circle’ or ‘bigger’ to describe the shape and size of solids and flat shapes
xviii. *Use everyday words to describe position
xix. *Use developing mathematical ideas and methods to solve practical problems

<i>Knowledge and Understanding of the World</i>
<i>1 Exploration and investigation</i>
<u>E 30 – 50 months</u>
i. Show curiosity and interest in the features of objects and living things
ii. Describe and talk about what they see
iii. Show curiosity about why things happen and how things work
iv. Show understanding of cause/effect relations
<u>F 40 – 60+ months</u>
i. Notice and comment on patterns
ii. Show an awareness of change
iii. Explain own knowledge and understanding, and ask appropriate questions of others
iv. *Investigate objects and materials by using all their senses as appropriate
v. *Find out about and identify, some features of living things, objects and events they observe
vi. *Look closely at similarities, differences, patterns and change
vii. *Ask questions about why things happen and how things work
<i>2 Designing and making skills</i>
<u>E 30 – 50 months</u>
i. Investigate various construction materials
ii. Realise tools can be used for a purpose
iii. Join construction pieces together to build and balance
iv. Begin to try out a range of tools and techniques safely
<u>F 40 – 60+ months</u>
i. Construct with a purpose in mind, using a variety of resources
ii. Use simple tools and techniques competently and appropriately
iii. *Build and construct with a wide range of objects, selecting appropriate resources, and adapting their work where necessary
iv. *Select the tools and techniques they need to shape, assemble and join the materials they are using
<i>3 Information and communication technology</i>
<u>E 30 – 50 months</u>
i. Know how to operate simple equipment
<u>F 40 – 60+ months</u>
i. Complete a simple program on a computer
ii. Use ICT to perform simple functions such as selecting a channel on the TV remote control
iii. Use a mouse and keyboard to interact with age-appropriate computer software
iv. *Find out about and identify the uses of everyday technology and use information and communication technology and programmable toys to support their learning
<i>4 Time</i>
<u>E 30 – 50 months</u>
i. Remember and talk about significant events in their own experience
ii. Show interest in the lives of people familiar to them
iii. Talk about past and future events
iv. Develop an understanding of growth, decay and changes over time
<u>F 40 – 60+ months</u>
i. Begin to differentiate between past and present
ii. Use time-related words in conversation
iii. Understand about the seasons of the year and their regularity
iv. Make short-term future plans
v. *Find out about past and present events in their own lives, and in those of their families and other people they know
<i>5 Place</i>
<u>E 30 – 50 months</u>
i. Show an interest in the world in which they live

ii.	Comment and ask questions about where they live and the natural world
F 40 – 60+ months	
i.	Notice differences between features of the local environment
ii.	*Observe, find out about and identify features in the place where they live and the natural world
iii.	*Find out about their environment, and talk about those features that they like and dislike
6 Communities	
E 30 – 50 months	
i.	Express feelings about a significant personal event
ii.	Describe significant events for family or friends
iii.	Enjoy imaginative role-play with peers
iv.	Show interest in different occupations and ways of life
F 40 – 60+ months	
i.	Gain an awareness of the cultures and beliefs of others
ii.	Feel a sense of belonging to own community and place
iii.	*Begin to know about their own cultures and beliefs and those of other people
Physical Development	
1 Movement and Space	
E 30 – 50 months	
i.	Move freely with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping
ii.	Use movement to express feelings
iii.	Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles
iv.	Sit up, stand up and balance on various parts of the body
v.	Demonstrate the control necessary to hold a shape or fixed position
vi.	Operate equipment by means of pushing and pulling movements
vii.	Mount stairs, steps, or climbing equipment using alternate feet
viii.	Negotiate an appropriate pathway when walking, running, or using a wheelchair or other mobility aids both indoors and outdoors
ix.	Judge body space in relation to spaces available when fitting into confined spaces or negotiating holes and boundaries
x.	Show respect for other children's personal space when playing among them
xi.	Persevere in repeating some actions or attempts when developing a new skill
xii.	Collaborate in devising and sharing tasks, including those which involve accepting rules
F 40 – 60+ months	
i.	Go backwards and sideways as well as forwards
ii.	Experiment with different ways of moving
iii.	Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences
iv.	Jump off an object and land appropriately
v.	Show an understanding of the need for safety when tackling new challenges
vi.	Avoid dangerous places and equipment
vii.	Construct with large materials such as cartons, fabric and planks
viii.	*Move with confidence, imagination and safety
ix.	*Move with control and coordination
x.	*Travel around, under, over and through balancing and climbing equipment
xi.	*Show awareness of space, of themselves and of others
2 Health and Bodily Awareness	
E 30 – 50 months	
i.	Show awareness of own needs with regard to eating, sleeping and hygiene
ii.	Often need adult support to meet those needs
iii.	Show awareness of a range of healthy practices with regard to eating, sleeping and hygiene

iv.	Observe the effects of activity on their bodies
F 40 – 60+ months	
i.	Show some understanding that good practices with regard to exercise, eating sleeping and hygiene can contribute, to good health
ii.	*Recognise the importance of keeping healthy and those things with contribute to this
iii.	*Recognise that changes that happen to their bodies when they are active
3 Using Equipment and Materials	
E 30 – 50 months	
i.	Engage in activities requiring hand/eye coordination
ii.	Use one-handed tools and equipment
iii.	Show increasing control over clothing and fastenings
iv.	Show increasing control in using equipment for climbing, scrambling, sliding and swinging
v.	Demonstrate increasing skill and control in the use of mark making implements, blocks, construction sets and ‘small world’ activities
vi.	Understand that equipment and tools have to be used safely
F 40 – 60+ months	
i.	Explore malleable materials by patting, stroking, poking, squeezing, pinching and twisting them
ii.	Use increasing control over an object by touching, pushing, patting, throwing, catching or kicking it
iii.	Manipulate materials to achieve a planned effect
iv.	Use simple tools to effect changes to materials
v.	Show understanding of how to transport and store equipment safely
vi.	Practise some appropriate safety measures without direct supervision
vii.	*Use a range of small and large equipment
viii.	*Handle tools, objects, construction and malleable materials safely and with increasing control
Creative Development	
1 Being Creative - Responding to Experiences, Expressing and Communicating Ideas	
E 30 – 50 months	
i.	Use language and other forms of communication to share the things they create, or to indicate personal satisfaction or frustration
ii.	Explore and experience using a range of senses and movement
iii.	Capture experiences and responses with music, dance, paint, and other materials or words
iv.	Develop preferences for forms of expression
F 40 – 60+ months	
i.	Talk about personal intentions, describing what they were trying to do
ii.	Respond to comments and questions, entering into dialogue about their creations
iii.	Make comparisons and create new connections
iv.	*Respond in a variety of ways to what they see, hear, smell, touch and feel
v.	*Express and communicate their ideas, thoughts and feelings by using a widening range of materials, suitable tools, imaginative and role play, movement, designing and making, and a variety of songs and musical instruments
2 Exploring Media and Materials	
E 30 – 50 months	
i.	Begin to be interested in and describe the texture of things
ii.	Explore colour and begin to differentiate between colours
iii.	Differentiate marks and movement on paper
iv.	Use their bodies to explore texture and space
v.	Understand that they can use lines to enclose a space, and then begin to use these shapes to represent objects
vi.	Create 3D structures
vii.	Begin to construct, stacking blocks vertically and horizontally and making enclosures and creating spaces
F 40 – 60+ months	

i.	Explore what happens when they mix colours
ii.	Choose particular colours to use for a purpose
iii.	Understand that different media can be combined to create new effects
iv.	Create constructions, collages, painting and drawings
v.	Use ideas involving fitting, overlapping, in, out, enclosure, grids and sun-like shapes
vi.	Work creatively on a large or small scale
vii.	*Explore colour, texture, shape, in two or three dimensions
3 Creating Music and Dance	
<u>E 30 – 50 months</u>	
i.	Enjoy joining in with dancing and ring games
ii.	Sing a few simple, familiar songs
iii.	Sing to themselves and make up simple songs
iv.	Tap out simple repeated rhythms and make some up
v.	Explore and learn how sounds can be changed
vi.	Imitate and create movement in response to music
<u>F 40 – 60+ months</u>	
i.	Begin to build a repertoire of songs
ii.	Explore the different sounds of instruments
iii.	Begin to move rhythmically
iv.	*Recognise and explore how sounds can be changed, sing simple songs from memory, recognise repeated sounds and sound patterns and match movements to music
4 Developing Imagination and Imaginative Play	
<u>E 30 – 50 months</u>	
i.	Notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there
ii.	Use available resources to create props to support role-play
iii.	Develop a repertoire of actions by putting a sequence of movements together
iv.	Engage in imaginative role-play based on own first hand experiences
<u>F 40 – 60+ months</u>	
i.	Introduce a storyline or narrative into their play
ii.	Play alongside other children who are engaged in the same theme
iii.	Play cooperatively as part of a group to act out a narrative
iv.	*Use their imagination in art and design, music, dance, imaginative and role-play and stories