



International Education Agency of PNG

Early Childhood Curriculum

Revised Edition – 2006

Foreword

I am pleased to introduce the draft IEA Early Childhood Curriculum.

This document is an exciting new development for the IEA. It is the first step towards a system wide curriculum for early childhood in our schools. The document is being provided in its draft stage to IEA schools for participation, consideration, trial and comment. We are seeking the views of the full range of participants in our early childhood sector. Parents, classroom assistants, teachers, principals and those who work in a training support role are asked to contribute their experience and feedback. This input will ensure that we collectively achieve the goal of a document which is contextual for Papua New Guinea and provides a foundation for children to become confident and competent and move seamlessly to the school years.

In line with the IEA Curriculum for Schools this Draft Early Childhood Curriculum provides a foundation for system wide accountability. It is grounded in the IEA key outcomes and it has been developed within the context of the IEA's mission statement and philosophy.

The document focuses on a crucial time in a child's development. It is about the individual child. The starting point is the learner and the knowledge, skills, and attitudes that the child brings to their experiences. This document also acknowledges the important role of the early childhood teachers in bringing their theoretical and practical knowledge of children together with the knowledge of parents and family to work collaboratively in the creation of the most beneficial programs possible for children.

Steve Mead
Executive Director

Introduction

Children are born ready to learn. During the first few years, experiences develop children's brains in important ways for on going learning throughout their lives.

The foundations for language are established and significant attitudes and dispositions towards the world are developed

The cognitive and intellectual development of children before they enter school is critical to their future educational achievement. Literacy and numeracy are essential to progress at school and children's ability to acquire these skills is influenced by the nature of their early childhood experiences.

Research indicates the importance of the early years for children's well being, learning and social participation in the present and for the future.

Studies that follow children's progress over several years show positive associations between quality Early Childhood Education and achievement in literacy and numeracy in later schooling.

The most recent Competent Children at 10 report found that five years after children move to school, Early Childhood Education continues to play a part in their performance in essential skills, such as problem solving, and communication as well as in core competencies. This is a powerful legacy. The competent Children At

10 Report (Wylie C, Thompson J, and Lythe C, *Competent children at 10. Families, early education and schools* New Zealand Council for Educational Research. Wellington) states the following: 'The aspects of early childhood education which were particularly important, and which emerged in our analysis of key factors accounting for differences in children's performance at age 10, were related to the quality of interaction between early childhood education teachers and the children. Children's scores were higher if their final early childhood education centre had:

- staff who were responsive to individual children
- staff who asked open-ended questions of children
- staff who joined children's play
- staff who allowed children time to complete activities
- staff who guided children in the centre activities
- a variety of activities in different learning areas which children could choose
- experiences of co-operative and supportive work with their peers.
- lots of printed material evident and used.

The Context of the Draft Early Childhood Curriculum

Our students live in a changing world where new knowledge is becoming more and more freely accessible to them. Their world is increasingly complex with advances in technology, communication, increased global mobility and migration and challenging social and environmental concerns.

Students within IEA schools come from a rich diversity of backgrounds both culturally and from a socio-economic point of view.

Children from birth to eight have developmental needs and capacities that differ from those in any other stage of their lives.

The Draft IEA Early Childhood Curriculum is therefore different in its approach from curriculum for older children. The curriculum covers the period from birth to school entry and recognises that there are often wide variations in the rate and timing of children's growth and development and in their capacity to learn new things in new places.

The draft curriculum also acknowledges that each child learns in their own way, it is intended to build on a child's current needs strengths and interests by allowing children choices and by encouraging them to take responsibility for their learning.

The Purpose and structure of the draft document

The purpose of the document is to provide a curriculum framework that will form the basis for an agreed curriculum and programmes in early childhood settings in IEA schools.

Distinctive patterns will come from:

- Cultural perspectives. Students within IEA schools represent a diverse group of Cultural heritages.
- Structural differences such as in sessional or full day programmes.

- Different resources which are available in urban and regional settings.
- Differentiated school fee structures.
- The ways in which the local community participates.
- The age range of the children in the programme.

The IEA Early Childhood Draft Curriculum Guidelines:

Are based on the IEA key outcomes which are that each child will...

... be self-directing

One who is self-confident, has high self esteem and personal integrity with a positive vision for self and the future

... communicate effectively

One who confidently conveys and received information, instruction, ideas and feelings appropriately and effectively in a range of different cultural, language and social contexts

...behave ethically

One who exhibits appropriate morals, manners and virtues in a range of social and cultural settings

... work collaboratively

One who develops good relationships with others and works in co-operative ways to achieve common

... analyse and solve problems

One who accesses a range of information sources appropriate to the resolution of complex issues and applies strategies with accuracy and thoroughness.

Structure

The essential Learning Areas are:

- Personal Social and Emotional Development
- Communication, language and Literacy
- Mathematical Development
- Knowledge and Understanding of the World
- Physical Development
- Creative Development

The six areas are designed to help teachers plan the learning environment, activities and experiences. They also provide a framework for the draft curriculum.

It is important to remember that this does not imply that all of young children's learning is divided up into areas. One experience will often provide a child with opportunities to develop a number of competencies, skills and concepts across several areas of learning.

The draft curriculum reflects the holistic way children learn and grow and takes up a model of learning that weaves together intricate patterns of linked experience and meaning rather than emphasising the acquisition of discrete skills.

Outcomes

The goals establish expectations for most children to reach by the time they enter school. They provide the basis for planning throughout early childhood, so laying secure foundations for future learning. By the end of their early childhood experience some

children will have exceeded the goals; others will be working towards some or all of the goals.

Stepping Stones

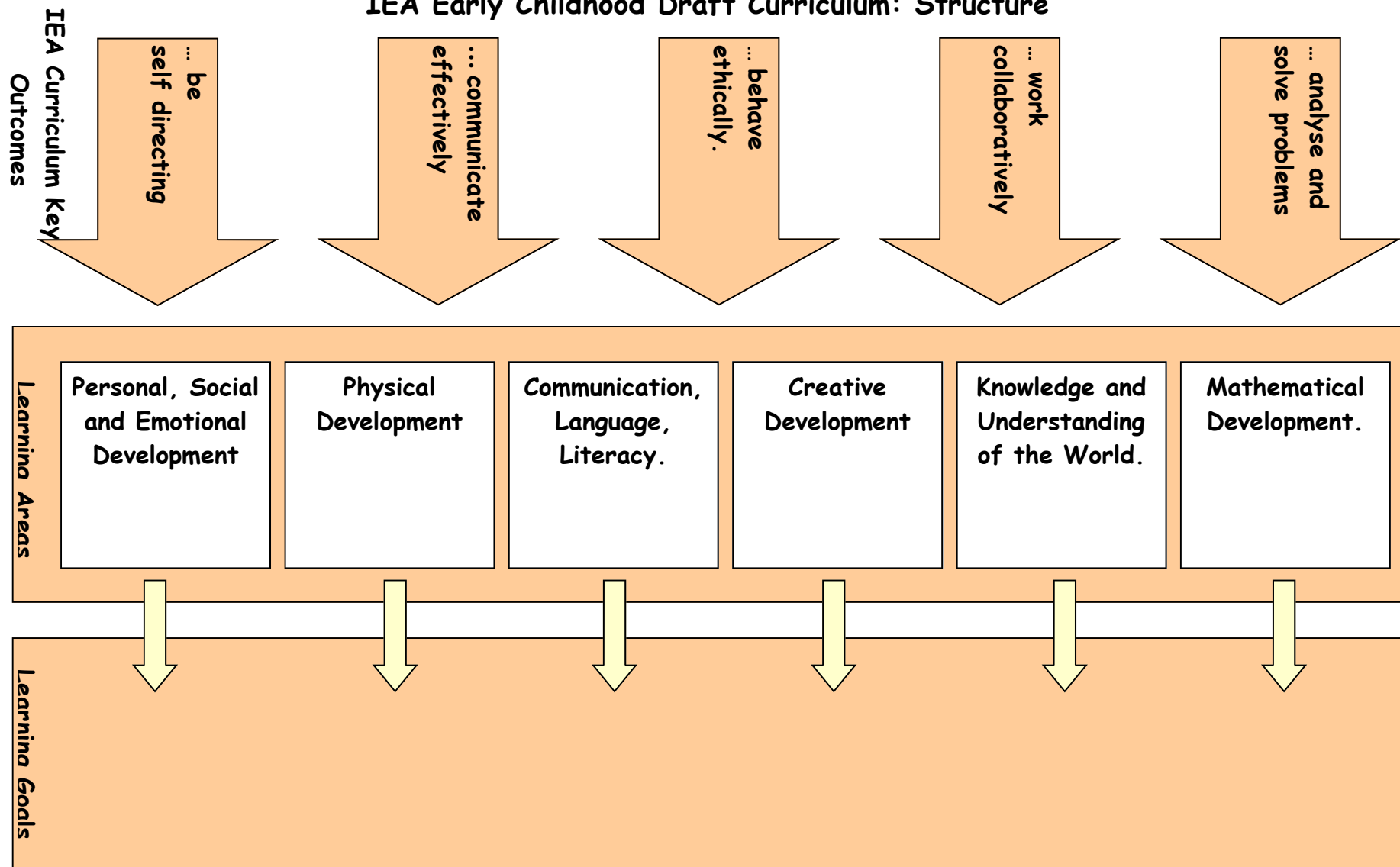
The stepping stones are not age-related and the number varies between and within areas of learning. It is most likely that three year old children will be best described by the earlier stepping stones and the later stepping stones and indeed the goals will describe the 4-5 year old. It is important to remember however that although these stepping stones are presented in a hierarchical order where possible, not all children conform so neatly to this sequence of learning. Some will have achieved confidence in some of the later stepping stones but not the earlier ones. Some stepping stones will appear to have been achieved very quickly, others will take much longer.

As children move from one stepping stone to another they take with them what they have learned and continue to practise refine and use their previous learning so that learning becomes consolidated.

Early Childhood is" ...a period of momentous significance for all people growing up in (our) culture...by the time this period is over, children will have formed conceptions of themselves as social beings, as thinkers, and as language users, and they will have reached certain important decisions about their own abilities and their own worth"

Donaldson, M., Grieve, R., and Pratt, C *Early Childhood Development and Education: Readings in Psychology*. Oxford: Basil Blackwell 1983

IEA Early Childhood Draft Curriculum: Structure



Play

Well-planned play, both indoors and outdoors, is a key way in which young children learn with enjoyment and challenge. In playing, children behave in different ways: sometimes their play will be boisterous, sometimes they will describe and discuss what they are doing, sometimes they will be quiet and reflective as they play.

The role of the practitioner is crucial in:

- planning and resourcing a challenging environment;
- supporting children's learning through planned play activity;
- extending and supporting children's spontaneous play;
- extending and developing children's language and communication in their play.

Through play, in a secure environment with effective adult support, children can:

- explore, develop and represent learning experiences that help them make sense of the world;
- practise and build up ideas, concepts and skills;
- learn how to control impulses and understand the need for rules;
- be alone, be alongside others or cooperate as they talk or rehearse their feelings;
- take risks and make mistakes;
- think creatively and imaginatively;
- communicate with others as they investigate or solve problems;
- express fears or relive anxious experiences in controlled and safe situations

The Theorists

There are three main developmental theorists whose work has had considerable influence on early childhood education programmes around the world.

Jean Piaget (1896-1970)

Piaget was a Swiss biologist who:

- observed that children actively construct their own learning through 'activities.'
- observed patterns in how children's play developed and described stages that he believed all children passed through.
- believed that the child explores, imitates and repeats things for a purpose.
- believed that the mind of a child does not stand still but is a little like a see-saw. On the one end are the things the child absorbs. At the other end of the seesaw new information is moved around to see how it can be fitted into the information the child already has acquired. When new information fits with existing information Piaget would say that the child is able to 'assimilate' it. When new information challenges existing information Piaget would say that the child has to 'accommodate' the new information.
- observed 'assimilation' bringing about equilibrium for the child and 'accommodation' bringing disequilibrium.

- observed children seesawing between 'equilibrium' and 'disequilibrium' as they encounter and gradually make sense of new information.
- Showed clearly how important play is to a child's development
- Stated that: 'as a child is driven to learn it is important to put them in an environment of rich choices creates situations where the child can play/work on what is meaningful for him/her.'

Lev Seminoch Vygotsky (1896-1934)

Vygotsky was a Russian anthropologist who:

- observed the social context in which children develop.
- put great emphasis on social interaction; he saw the child being shaped, encouraged and defined by the people who cared for, played with and taught the child.
- believed learning needs support, guidance and modelling to make it happen; children cannot do it by just being offered an environment and left to find their own way in it.
- proposed that children's learning occurs within their 'zone of proximal development'; in other words, children's learning occurs when they are working in an area where they have some knowledge and know there is

something more. Striving towards that outer edge of knowledge means extending-pushing themselves to learn.

- observed how 'experts' drew the children into socially meaningful activities by ensuring the children could participate at their own level. Later this process of structuring an experience so that a child could participate was labelled 'scaffolding.' This metaphor comes from construction and suggests a moveable support system that can be removed as it becomes unnecessary.

Urie Bronfenbrenner (1917-)

Is a Russian Psychologist who is currently the Jacob Gould Schurmann Professor Emeritus of Human Development and Family Studies and of Psychology, Cornell University.

Bronfenbrenner .believes that:

- children are shaped by their experiences within their family, their cultural and their social networks.
- children develop by having warm, close relationships especially with a person or persons who have an 'enduring, irrational involvement and commitment in care and joint activity with the child'.
- a game of table tennis illustrated his views. This game of ping-pong is a 'reciprocal relationship between two people who are crazy about each other'.
- maintains that children learn best in a partnership; an equal power structure, where the power is gradually handed over to the child and where learning and development is dependent on this relationship.
- created an ecological model that extends beyond the child with in the family. He goes on to place the family with in a community, the community with in the wider world and so on.

An approach: Reggio Emilia

Reggio Emilia is a small and historic town in Northern Italy. During the last quarter of the twentieth century Reggio Emilia became internationally famous for its provision for young children under six years of age. It has been a focus of growing interest in the world of early childhood educators attracting visitors from around the globe. The experience of Reggio Emilia, in providing challenges to accepted practise in many countries, is widely acknowledged.

In the Reggio Emilia approach:

- the local early childhood educators have drawn together all the ideas of Piaget, Vygotsky and Brofenbrenner into a unique approach.
 - teachers have an image of the child; as born already a great person who is strong, powerful, rich and competent.
 - children are interested in constructing their own learning and they are the negotiators.
 - works on the basis that children cannot learn on their own or in solitude.
 - believes that children learn best in social and cultural interactions between child, teachers and family.
- children build their ideas and develop theories of their own (it is an emergent curriculum).
 - values each child but sees them in relation to other children, family and teachers; it is a three way partnership.
 - learning is most often carried out in groups as projects where the teacher as a colleague is used as a resource person and a group facilitator.
 - project work is very much about taking notice of the environment and making visits into the environment.
 - the role of the teacher is critical. This person will encourage the child to reflect what they already know and to wonder about what happens next or why something went a certain way.
 - ideas are discussed in a group to pool ideas and encourage further thinking.
 - adults create expectations to keep interest and motivation high.

Principles for Early Years' Education

Effective education requires both a relevant curriculum and teachers who understand and are able to implement the curriculum requirements.

Effective education requires Teachers who understand that children develop rapidly during the early years; physically, intellectually, emotionally and socially.

Children are entitled to provision that supports and extends knowledge, skills, understanding and confidence, and helps them to overcome any disadvantage.

Teachers should ensure that all children feel included, secure and valued.

They need to build positive relationships with parents in order to work effectively with them and their children.

Early years experience should build on what children already know and can do.

It should also encourage a positive attitude and disposition to learn.

No child should be excluded or disadvantaged because of ethnicity, culture or religion, home language, family background, special educational needs, disability, gender or ability.

Parents and teachers should work together in an atmosphere of mutual respect within which children can have security and confidence.

To be effective, an early year's programme should be carefully structured.

There should be three constant elements:

- provision for the different starting points from which children develop their learning, building on what they can already do;
- relevant and appropriate content that matches the different levels of young children's needs;
- planned and purposeful activity that provides opportunities for teaching and learning, both inside and outside.

There should be opportunities for children to engage in activities planned by adults and also those that they plan or initiate themselves.

Children do not make a distinction between 'play' and 'work' and neither should teachers. Children need time to become engrossed, work in depth and complete activities.

Teachers must be able to observe and respond appropriately to children, informed by a knowledge of how children develop and learn and a clear understanding of possible next steps in their development and learning.

Well-planned, purposeful activity and appropriate intervention by teachers will engage children in the learning process and help them make progress in their learning.

For children to have rich and stimulating experiences, the learning environment should be well planned and well organised. It

provides the structure for teaching within which children explore, experiment, plan and make decisions for themselves.

Effective learning and development for young children requires high-quality care and education by teachers.

Effective education requires both a relevant curriculum and teachers who understand and are able to implement the curriculum requirements.

Effective education requires teachers who understand that children develop rapidly during the early years – physically, intellectually, emotionally and socially.

D Shipley; 'Empowering Children'

Key Resources

The list below contains the resources which, most directly informed the IEA draft Early Childhood Curriculum

Qualifications and curriculum Authority; '*Curriculum guidance for the Foundation Stage*'. London. Great Britain (2000)

Ministry of Education, '*Te Whariki*,' Learning Media Ltd. Wellington, New Zealand (1996)

NSW Department of Community Services; NSW '*Curriculum framework for Children's Services*'. Sydney Australia, (2001)

Lambton Kent District School Board; '*The Early Years Program*,' LKSB Ontario, Canada; (1998)

The list below is a very selective list of the research material:

Abbott, Lesley & Nutbrown Cathy; '*Experiencing Reggio Emilia*.' Open University Press Buckingham Great Britain 2001

Hamer, J & Adams, P. '*The New Zealand Literacy Handbook*.' Dunmore Press. Palmerston North, New Zealand

Ministry of Education. '*Quality in Action*.' Learning Media Wellington, New Zealand (1998)

Ministry of Education. '*The Quality Journey*.' Learning Media Ltd. Wellington New Zealand (2000)

Penrose, P. '*Take Another Look*' 2nd Edition New Zealand Play centre Federation. Auckland New Zealand (1998)

McGee, C '*Teachers and Curriculum Decision-Making*.' Dunmore Press. Palmerston North, N.Z.

Queensland Studies Authority. '*Draft Early Years Curriculum Guidelines*.' QSA Brisbane Australia (2003)

Learning Area: Personal, Social and Emotional Development

Successful personal, social and emotional development is critical for very young children in all aspects of their lives and gives them the best opportunity for success in all other areas of learning.

It is crucial that settings provide the experiences and support to enable children to develop a positive sense of themselves.

To give all children the best opportunities for personal, social and emotional development, teachers need to pay particular attention to:

- establishing constructive relationships with children, with other teachers, between teachers and children, with parents and with workers from other agencies.
 - finding opportunities to give positive encouragement to children, with teachers acting as positive role models.
 - planning opportunities for children to work alone and in small and large groups.
 - ensuring that there is time and space for children to focus on activities and experiences and develop their own interests.
 - planning activities that promote emotional, moral, spiritual and social development alongside intellectual development.
- planning experiences that help children develop autonomy and the disposition to learn.
 - providing positive images in, for example, books and displays that challenge children's thinking and help them to embrace differences in gender, ethnicity, religion, special educational needs and disabilities.
 - providing opportunities for play and learning that acknowledge children's particular religious beliefs and cultural backgrounds.
 - planning for the development of independence skills, particularly for children who are highly dependent upon adult support for personal care.
 - providing support and a structured approach to achieve the successful social and emotional development of vulnerable children and those with particular behavioural or communication difficulties.

Learning

This area of learning is about emotional well-being, knowing who you are and where you fit in and feeling good about yourself. It is also about developing respect for others, social competence and a positive disposition to learn.

Children learn to trust Teachers when they have consistent key adults to relate to and when they receive consistent responses and feel valued because adults engage in their play, support their interests and converse with them.

Children will develop a sense of belonging in an environment in which they can predict the shape of the day and its rhythms. They respond well to appropriate and real responsibilities such as planning the environment, tidying up, serving snacks and taking messages.

Effective learning involves...

- Children feeling safe and secure and able to trust the teachers that works with them.
- Children learning from opportunities to form positive relationships in a setting that supports mutual respect and understanding which celebrates and acknowledges differences.
- Children learning from adults as guides and role models in the setting, and so develop anti-discriminatory attitudes.
- Gaining a knowledge and understanding of their own culture and community helps children develop a sense of belonging and strong self image.
- Each child having a culture defined by their community and more uniquely by their family. Role play provides an effective environment where children can explore their own culture and

appreciate the similarities and differences in those of others.

- A positive self-image and high self-esteem gives children the confidence and security to make the most of opportunities, to communicate effectively and to explore the world around them.
- Children learning in a setting about different kinds of relationships. They identify a particular partner to work or make a play scenario with and another to sit and chat with. Being with the same adults and children within the setting gives children time and opportunity to develop relationships that promote social competence.
- Children sharing their experiences with peers and teachers, they need to encounter empathy and active listening. By sharing emotions and responses during activities and experiences, they develop sensitivity to the needs of others and begin to learn about the value of and need for trust, honesty, support and reliability.
- A positive disposition to learn growing from experiences that children enjoy and can control, are interesting and aid success. Such experiences encourage feelings of competence and self-confidence. They motivate children to learn and carry on learning.

Allowing children to think about and practise ways of solving problems helps them to gain confidence in themselves as problem-solvers, to develop the problem-solving habit and to feel capable of responding to self-chosen challenges.

| | Step 1 | Step 2 | Step 3 | Outcome PSE1 |
|------------------------|--|---|--|---|
| Stepping Stones | <p>Show curiosity.</p> <p>Have a strong exploratory impulse.</p> <p>Have a positive approach to new experiences.</p> | <p>Show increasing independence in selecting and carrying out activities.</p> <p>Show confidence in linking up with others for support and guidance</p> | <p>Display high levels of involvement in activities.</p> <p>Persist for extended periods of time at an activity of their choosing.</p> <p>Take risks and explore within the environment.</p> | <p>Continue to be interested, excited and motivated to learn</p> <p>Be confident to try new activities, initiate ideas and speak in a familiar group</p> <p>Maintain attention, concentrate, and sit quietly when appropriate.</p> |
| Teacher's Role | <p>Interact with children in support of their interests and allow them to learn from their mistakes.</p> <p>Observe children engaged in self-chosen activities and use this in planning.</p> <p>Provide manipulative and open-ended materials that appeal to children's senses.</p> <p>Plan activities in new ways and through different materials, for example using coffee bean husks to explore flow.</p> | <p>Value, support and encourage independent learning.</p> <p>Make materials accessible to children.</p> <p>Teach children to use and care for materials and then trust them to do so independently.</p> | <p>Provide activities that encourage children to ask questions, seek answers, take decisions and solve problems.</p> <p>Provide opportunities for self-chosen activities and for choices within adult-initiated activities.</p> <p>Provide experiences, activities and materials that are challenging but achievable.</p> <p>Give children opportunities to complete activities to their satisfaction.</p> | |

| | Step 1 | Step 2 | Step 3 | Outcome PSE2 |
|------------------------|--|---|---|---|
| Stepping Stones | Separate from main carer with support. | Separate from main carer with confidence. Have a sense of belonging. Show care and concern for self. Talk freely about their home and community. | Have a sense of self as a member of different communities. Express needs and feelings in appropriate ways. Initiate interactions with other people. | Respond to significant experiences, showing a range of feelings when appropriate Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others Have a developing respect for their own cultures and beliefs and those of other people. |
| Teacher's Role | Ensure key teachers are familiar to the children. Set up a comprehensive settling-in programme. Listen to parents' views on their child's development and any concerns they have. Create positive relationships with parents and offer them information, and support. Give children opportunities for contributing their experience, knowledge and ideas and acknowledge and respond to them. Plan an environment that is accessible and welcoming to all children. | Encourage children to cope with their own needs, supporting them where necessary. Give opportunities to form stable relationships with adults and with peers in spontaneous and planned groups. Encourage children to talk about their own home and community life, and to listen carefully as other children talk about their own experiences. | Support children's growing ability to express a wide range of feelings orally. Acknowledge children's feelings and work with them to resolve conflicts. Observe children to ensure interventions are appropriate and timely. Use appropriate language, such as 'May I tell you about ...?' and 'What are you doing?' | |

| | Step 1 | Step 2 | Step 3 | Outcome PSE3 |
|------------------------|--|---|--|---|
| Stepping Stones | <p>Feel safe and secure and demonstrate a sense of trust.</p> <p>Seek out others to share experiences.</p> <p>Relate and make attachments to members of their group.</p> | <p>Demonstrate flexibility and adapt their behaviour to different events, social situations and changes in routine.</p> | <p>Value and contribute to own wellbeing and self-control.</p> | |
| Teacher's Role | <p>Respond promptly and with interest to children's news discoveries and information</p> <p>Provide stability in staffing and in grouping of the children.</p> <p>Have consistent and appropriate expectations of all children, that take account of their development and culture.</p> <p>Establish routines with predictable sequences of events.</p> <p>Provide time, space and materials for children to collaborate with one another in different ways, for example: building constructions, solving problems, sharing confidences.</p> <p>Provide a role play area resourced with materials reflecting their family lives and communities.</p> | <p>Demonstrate a positive attitude to change.</p> <p>Recognise and exploit opportunities for children to practise and demonstrate flexibility in response to change.</p> <p>Prepare children for changes that may occur in the routine.</p> | <p>Give children practice in resolving social conflict</p> <p>Provide activities that involve turn-taking and sharing.</p> <p>Support children in linking with others with openness and self –confidence, for example, to seek help.</p> | <p>Form good relationships with adults and peers.</p> <p>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.</p> |

| | Step 1 | Step 2 | Step 3 | Outcome PSE4 |
|------------------------|--|---|---|--|
| Stepping Stones | Begin to accept the needs of others, with support. | Show care and concern for others, for living things and the environment. | Show confidence and the ability to stand up for own rights. Have an awareness of the boundaries set and behavioural expectations within the setting. | |
| Teacher's Role | Set, explain and maintain clear, reasonable and consistent limits so that children can play and work, feeling safe and secure. Help children to manage their own behaviour Give children time to develop understanding of rules and how they can contribute to creating a community. Share with parents the rationale of boundaries and expectations to achieve a joint approach. | Demonstrate concern and respect for others, living things and the environment and talk about issues. Help children to understand that name calling is hurtful and unacceptable. Collaborate with children in creating explicit rules for the care of the environment. | Be alert to injustices and demonstrate that they are addressed and resolved. Listen to children respectfully when they raise injustices and involve them in finding a 'best fit' solution. | Understand what is right, what is wrong, and why. Consider the consequences of their words and actions for themselves and others. |

| | Step 1 | Step 2 | Step 3 | Outcome PSE5 |
|------------------------|--|--|---|--|
| Stepping Stones | Show willingness to tackle problems and enjoy self-chosen challenges. Demonstrate a sense of pride in own achievement. | Take initiatives and manage developmentally appropriate tasks. | Operate independently within the environment and show confidence in linking up with others for support and guidance. | |
| Teacher's Role | Provide a positive atmosphere where achievement is positively valued. Observe children's strengths and encourage children to take the initiative in their learning. | Consider if and when to intervene to support and guide children. Encourage children to solve problems and support them through the process by clarifying the problem with them. | Encourage children to turn to each other for assistance in solving problems. Encourage children to find, use and return materials for themselves. Encourage children to see adults as a resource and as partners in their learning. Give children with special educational needs and/or disabilities appropriate support in gaining access to materials. | Dress and undress independently and manage their own personal hygiene. Select and use activities and resources independently. |

| | Step 1 | Step 2 | Step 3 | Outcome PSE6 |
|------------------------|--|---|--|---|
| Stepping Stones | Make connections between different parts of their life experience. | Show a strong sense of self as a member of different communities, such as their family or setting. | Have an awareness of, and show interest and enjoyment in, cultural and religious differences. Have a positive self-image and show that they are comfortable with themselves. | <p>Understand that people have different needs, views, cultures and beliefs, that need to be treated with respect.</p> <p>Understand that they can expect others to treat their needs, views, cultures and beliefs with respect</p> |
| Teacher's Role | <p>Provide activities and opportunities for children to share experiences and knowledge from different parts of their lives with each other.</p> <p>Develop positive relationships with parents.</p> | <p>Create a feeling of openness so that children are able to learn from one another and from each other's family experiences.</p> <p>Anticipate the best from each child and be alert to their strengths.</p> | <p>Strengthen the positive impressions children have of their own cultures and faiths and those of others.</p> <p>Ensure that materials and images used and displayed are accurate and non-stereotypical.</p> <p>Give children opportunities to be curious, enthusiastic, engaged and tranquil, so developing a sense of inner self and peace.</p> | |

Learning Area: Communication Language and Literacy

Communication, language and literacy depend on learning and being competent in a number of key skills, together with having the confidence, opportunity, encouragement, support and disposition to use them.

This area of learning includes communication, speaking and listening in different situations and for different purposes, being read a wide range of books and reading simple texts and writing for a variety of purposes.

To give all children the best opportunities for effective development and learning in communication, language and literacy, teachers need to pay particular attention to:

- providing opportunities for children to communicate and build up relationships with adults and each other;
- incorporating communication, language and literacy development in planned activities in each area of learning;
- giving opportunities to share and enjoy a wide range of rhymes, music, songs, poetry, stories and non-fiction books;
- giving opportunities for linking language with physical movement in action songs and rhymes, role play and practical experiences such as cookery and gardening;
- planning an environment that reflects the importance of language through signs, notices and books;
- providing opportunities for children to see adults writing and for children to experiment with writing for themselves through making marks, personal writing symbols and conventional script;
- providing time and opportunities to develop spoken language through conversations between children and adults, both one-to-one and in small groups, with particular awareness of, and sensitivity to, the needs of children for whom English is an additional language, using their home language when appropriate;
- planning opportunities for children to become aware of languages and writing systems other than English, and communication systems such as signing and Braille;
- early identification of and response to any particular difficulties in children's language development.

Learning

The development and use of communication and language is at the heart of young children's learning.

- Learning to listen and speak emerge out of nonverbal communication, which includes body language such as facial expression, eye contact, bending the head to listen, hand gesture, and taking turns.
- These skills develop as children express their needs and feelings, interact with others and establish their own identities and personalities.
- The ability to communicate gives children the capacity to participate more fully in their society. They do so with adults who understand what they say through developing close relationships with them in an affectionate atmosphere.
- Parents most easily understand their very young children's communications and can often interpret for others. At first, all learning arises from physical action and the gathering of experience through the senses. Therefore, children learn best when activities engage many senses. Initially their attempts to communicate will be non-verbal. As language develops, thought becomes less dependent on action. Non-verbal messages remain an important form of communication throughout life.
- In play, children are given the chance to imagine and to recreate experience. As they explore situations, events and ideas, for example building with blocks or making a journey on vehicles, they

improve their competence with language through social interaction, repetition and consolidation.

- Language is developed further and links made with literacy if, for example, in the above types of play, children are also encouraged to look at maps and plans and relevant reference books.
- As they play, children will practise doing and saying things that they are not really able to do, such as making a journey in space. They can capture their actions in drawing, early writing or painting, and retell events to friends, teachers and parents. They are learning that pictures and words are symbolic ways of preserving meaning. Young children's learning is not compartmentalised. They learn when they make connections between experiences and ideas that are related to any aspect of their life in the setting, at home and in the community. Young children also learn best when they are happy and confident. A love of books and stories, rhymes and poems and a growing interest in rhyming, alliteration, sounds and words, depend on mutual pleasure and enthusiasm in planned and incidental work.
- Everyday situations such as getting dressed, shopping, walking or driving to the setting provide rich contexts to encourage conversation and to extend the use of language. Children's surroundings offer natural opportunities to look at and learn about printed language, such as on food packets, road signs and labels.

| | Step 1 | Step 2 | Step 3 | Outcome CLL1 |
|------------------------|---|---|--|--|
| Stepping Stones | Use words and/or gestures, including body language such as eye contact and facial expression, to communicate. | Use simple statements and questions often linked to gestures. Use intonation, rhythm and phrasing to make their meaning clear to others. | Have self-confidence to speak to others about wants and interests. Use simple grammatical structures. Ask simple questions, often in the form of 'where' or 'what'. Use talk to gain attention and initiate exchanges. Use action rather than talk to demonstrate or explain to others. Initiate conversation, attend to and take account of what others say, and use talk to resolve disagreements | |
| Teacher's Role | Provide opportunities for children that encourage them to use gesture to communicate. Talk with children to make links between their gestures and words: <i>'You have bumped your leg and I can see from your face that it is hurting you.'</i> | Encourage children to express their needs in words and adopt common social conventions. Provide experiences that encourage learning through the whole body, eg climbing, cooking, clay and painting and support children's actions with language, eg, <i>'You're going up and now you are coming down.'</i> Respond in words that extend and model the child's communication. Eg: child: <i>'Dog in bath'</i> ; adult: <i>'Yes, that's right, the dog's in the bath. They're going to get all the mud off him.'</i> Provide opportunities for children whose home language is other than English to use that language. | Encourage conversation and help children to respond to the contributions of others in role play and other activities. Look at books and talk about objects in everyday situations such as going to the shops or putting away toys. Encourage conversation with others and model appropriate conventions – taking turns, waiting until someone else has finished, listening to others and using expressions such as <i>'please'</i> , <i>'thank you'</i> and <i>'can I ...?'</i> Provide time for children to initiate discussions from shared experiences and texts. Give time for children to decide what they want to say and how to say it. | Interact with others, negotiating plans and activities, and taking turns in conversation. |

| | Step 1 | Step 2 | Step 3 | Outcome CLL2 |
|------------------------|---|---|---|--|
| Stepping Stones | <p>Listen to favourite nursery rhymes, stories and songs.</p> <p>Join in with repeated refrains, anticipating key events and important phrases.</p> <p>Respond to simple instructions</p> <p>Listen to others in one-to-one/small groups when conversation interests them.</p> | <p>Listen to stories with increasing attention and recall.</p> <p>Describe main story settings, events and principal characters.</p> <p>Question why things happen, and give explanations.</p> | <p>Initiate a conversation, negotiate positions, pay attention to and take account of others' views.</p> | <p>Enjoy listening to and using spoken and written language, and readily turn to it in their play and learning.</p> <p>Sustain attentive listening, responding to what they have heard by relevant comments, questions or actions.</p> <p>Listen with enjoyment, and respond to stories, songs and other music, rhymes and poems and make up their own stories, songs, rhymes and poems.</p> |
| Teacher's Role | <p>Take time to listen to children and take account of what they say in your response to them.</p> <p>Choose stories with repeated refrains, use story props that encourage looking and give focus.</p> <p>Choose action songs with looking and pointing and songs that require replies and turn taking.</p> <p>Give clear directions, for example, 'Come and sit down, please.'</p> <p>Help children deal with directions involving more than one action, for example, 'Put the cars away, please, then come and wash your hands.'</p> | <p>Use stories with props or puppets which encourage naming and thinking about how people think and feel.</p> <p>Comment on what is happening during activities, for example, 'Your hands are sticky with the glue, aren't they? Do you remember when we made the bread yesterday? That was a different kind of sticky.'</p> <p>Provide practical experiences that encourage children to ask and respond to questions, for example pulleys, and wet and dry sand.</p> | <p>Give time and opportunities for children to have conversations with each other.</p> <p>Provide models of language for negotiating, for example, 'May I ...?', 'Would it be alright ...?', 'I think that ...' and 'Will you ...?'</p> | |

| | Step 1 | Step 2 | Step 3 | Outcome CLL3 |
|------------------------|---|---|---|---|
| Stepping Stones | <p>Use familiar words, often in isolation, to identify what they do and do not want.</p> <p>Use vocabulary focused on objects and people who are of particular importance to them.</p> | <p>Build up vocabulary that reflects the breadth of children's experiences.</p> <p>Begin to experiment with language describing possession.</p> | <p>Extend vocabulary, especially by grouping and naming.</p> <p>Use vocabulary and forms of speech that are increasingly influenced by experience of books.</p> | |
| Teacher's Role | <p>Take part in children's play, modelling appropriate vocabulary.</p> <p>Introduce new words in the context of activities.</p> <p>Engage children's interest in words from stories, poems and songs.</p> <p>Recognise the special additional needs of children with sensory or communication difficulties, making use of their preferred means of communication.</p> | <p>Extend children's language, and model the correct use of words.</p> <p>Show interest when children use words well to communicate and describe their experiences.</p> | <p>Encourage children to sort, group and sequence in their play – use words such as <i>last, first, next, before, after, all, most, some, each, every</i></p> <p>Encourage language play, for example through stories like 'Goldilocks' and action songs that require intonation.</p> | <p>Extend their vocabulary, exploring the meanings and sounds of new words.</p> |

| | Step 1 | Step 2 | Step 3 | Outcome CLL4 |
|------------------------|---|--|--|---|
| Stepping Stones | Use isolated words and phrases and/or gestures to communicate with those well known to children. | Begin to use more complex sentences Use a widening range of words to express or elaborate ideas | Link statements and stick to a main theme or intention. Consistently develop a simple story, explanation or line of questioning. Use language for an increasing range of purposes. Confidently talk to people other than those who are well known to them. | |
| Teacher's Role | Talk with and listen to children, responding to what they say. Introduce children to the language they need to communicate within their daily experiences. | Help children expand on what they say, introducing and reinforcing the use of more complex structures. Provide new vocabulary to understand and explain events. | Model language used for a range of purposes, for example requesting, explaining, sharing and instructing. Be aware of the range of purposes for which children talk, and plan opportunities for each to be developed. Model language appropriate for different audiences, for example a close friend or a visitor. Model use of social conventions, while responding sensitively to social conventions at home. | 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' |

| | Step 1 | Step 2 | Step 3 | Outcome CLL5 |
|------------------------|---|---|--|--|
| Stepping Stones | Use action, sometimes with limited talk, that is largely concerned with the <i>here and now</i> . | <p>Talk activities through, reflecting on and modifying what they are doing.</p> <p>Use talk to give new meanings to objects and actions, treating them as symbols for other things.</p> <p>Use talk to connect ideas, explain what is happening and anticipate what might happen next.</p> <p>Use talk, actions and objects to recall and relive past experiences.</p> | <p>Begin to use talk instead of action to rehearse, reorder and reflect on past experience, linking significant events from own experience and from stories, paying attention to sequence and how events lead into one another.</p> <p>Begin to make patterns in their experience through linking cause and effect, sequencing, ordering and grouping.</p> <p>Begin to use talk to pretend imaginary situations.</p> | <p>Use language to imagine and recreate roles and experiences.</p> <p>Use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> |

Teacher's Role

Use talk to describe what children are doing by providing a running commentary, 'Oh I can see what you are doing you have to put the milk in the cup first. Can I have some more please?'

Use talk to anticipate or initiate what children will be doing, for example, while cooking, talk through each stage in the process, 'We need some eggs,' and use the shared talk to anticipate the activity,

'Let's see if we can find some in here.'

Talk to children about what they have been doing, and help them to join in, for example, 'You have been making a model ... and you told me it was going to be a tractor. Show me where the driver sits. What's this lever for?'

Provide models of problem-solving language

Talk through to modify actions, for example, 'Well, that didn't stick so what else can we use? We could try the paste, but I don't know if it will stick wood together.'

Encourage children to use objects to represent a variety of things, for example, in role play, making a car, 'We'll need a steering wheel,' 'What shall we use for a gear lever?'

Play alongside children, using words and actions to represent objects, for example say, 'Mm I'd like some more cake,' while pretending to cut a slice and pass it.

Prompt children's thinking and discussion through involvement in their play, for example, 'Do you think they can all get in the car?' 'And what's this one for?' 'Who's going to live in the house?' 'What is going to happen now?'

Set up shared experiences that children can reflect on, for example visits, cooking or stories that can be re-enacted.

Help children to predict and order events coherently by providing props and materials and encouraging children to re-enact using talk and action.

Set up displays to remind children of their experiences, using objects, artefacts, photographs, books.

Provide opportunities to reflect on and recount past events and stories.

Encourage story-making, using well-known characters and themes.

Provide for, initiate and join in imaginative and role play, encouraging children to talk about what is happening, and act out the scenarios in character.

Ask children to think in advance how they will accomplish a task. Talk through and sequence the stages for example in making soup, 'We peel the vegetables before we chop them up.'

Encourage children to categorise and order things, for example in games with bricks, in puzzles, when sorting out snacks or putting things away, and in role play.

Use materials that work, for example water wheels, batteries and bulbs, and construction materials, so that children can predict and explain processes and outcomes.

Use stories to focus children's attention on predictions and explanations, eg, 'What will she have to do now?' 'Why did the boat tip over?' and general patterns, eg what happens to 'good' and 'wicked' characters at the end of stories.

Encourage children to see patterns in experiences and events.

| | Step 1 | Step 2 | Step 3 | Outcome CLL6 |
|------------------------|--|--|--|--|
| Stepping Stones | Enjoy rhyming and rhythmic activities. Distinguish one sound from another. | Show awareness of rhyme and alliteration. Recognise rhythm in spoken words. | Continue a rhyming string. Hear and say the initial sound in words and know which letters represent some of the sounds. | |
| Teacher's Role | <p>Provide opportunities for rhythmically moving to music, for example skipping, rocking and dancing. Teach children rhyming songs, some with actions. Make up alliterative jingles, for example, <i>'Busy bees buzz about'</i>.</p> <p>Encourage listening to distinguish sounds, for example noticing different songs of birds or noises in the street, and games guessing which object makes a particular sound when hit</p> <p>Encourage children to imitate sounds with their voice, for example farm animals, <i>'ee-aw'</i>, <i>a pneumatic drill</i>, <i>'ddddddd'</i></p> <p>Know that certain English speech sounds may not be used in children's home language(s), and ensure that children have opportunities to hear sounds clearly, modelled as part of everyday activities.</p> | <p>When singing or saying rhymes, talk about the similarities in the rhyming words. Make up alternative endings and encourage children to supply the last word of the second line, for example <i>'Hickory Dickory boot, the mouse ran down the -----'</i></p> <p>When making up alliterative jingles, draw attention to the similarities in sounds at the beginning of words and emphasise the initial sound, for example <i>'mmmmummy'</i>, <i>'shshshadow'</i>, <i>'K-K-K-Katy'</i></p> | <p>Play games that help children create rhyming strings of real and imaginary words.</p> <p>Talk to children about the letters that represent the sounds they hear at the beginning of their own names and other familiar words. Incorporate these in games.</p> | <p>Hear and say initial and final sounds in words, and short vowel sounds within words.</p> <p>Link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words</p> |

| | Step 1 | Step 2 | Step 3 | Outcome CLL7 |
|------------------------|---|---|---|---|
| Stepping Stones | <p>Listen to and join in with stories and poems, one-to-one and also in small groups.</p> <p>Show interest in illustrations and print in books and print in the environment</p> <p>Begin to be aware of the way stories are structured.</p> | <p>Have favourite books.</p> <p>Handle books carefully.</p> <p>Suggest how the story might end.</p> | <p>Know information can be relayed in the form of print.</p> <p>Hold books the correct way up and turn pages.</p> <p>Understand the concept of a word.</p> <p>Enjoy an increasing range of books.</p> <p>Begin to recognise familiar words.</p> <p>Know that information can be retrieved from books and computers.</p> | <p>Explore and experiment with sounds, words and texts.</p> <p>Retell narratives in the correct sequence, drawing on language patterns of stories.</p> |
| Teacher's Role | <p>Find opportunities to tell and read stories to children, using props and actions.</p> <p>Talk to children about characters and their feelings about the story, and encourage discussion and comparison with people from their own experience. Make reference to the characters in books during other activities.</p> <p>Encourage the children to use the stories they hear in their play</p> <p>Create an environment rich in print and the opportunity to add to it.</p> <p>Create an attractive book area where children and adults can enjoy books together.</p> | <p>Take children to visit a local library and/or encourage the librarian to visit the centre. Discuss with children the characters in the books being read.</p> <p>Encourage them to predict outcomes, think of alternative endings and compare plots with own experience.</p> <p>Introduce children to books and other materials that provide information or instruction.</p> <p>Carry out activities using instructions, eg reading a recipe to make a cake.</p> <p>Talk about books, using appropriate vocabulary, eg 'page', 'cover', 'back', 'front', 'author', 'illustrator' and 'word'.</p> <p>Compare the appearance and direction of English print with those of other languages</p> <p>Help children to acquire the concept of a word by, eg, playing with words, using names and labels and pointing them out in the environment and text.</p> | <p>Read stories that the children already know, pausing at intervals to encourage them to 'read' the next word.</p> <p>Encourage children to recall words they see frequently, for example own and friends' names, 'open' and 'school.'</p> <p>Use books, other reference material and computers with the children to answer their questions and provide instructions</p> <p>Continue to model writing for different purposes, talking about the writing, particularly the way it is organised.</p> | <p>Read a range of familiar and common words and simple sentences independently.</p> <p>Know that print carries meaning</p> <p>and, in English, is read from left to right and top to bottom.</p> <p>Show an understanding of the elements of stories, such as 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.</p> |

| | Step 1 | Step 2 | Step 3 | Outcome CLL8 |
|------------------------|--|--|--|---|
| Stepping Stones | Draw and paint, sometimes giving meanings to marks. | Ascribe meanings to marks. | Begin to break the flow of speech into words. Use writing as a means of recording and communicating. | Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words. |
| Teacher's Role | <p>Encourage children to draw and paint and talk to them about what they have done.</p> <p>Provide opportunities for children to see teachers using writing for a purpose, for example lists, messages and reminders.</p> <p>Include opportunities for writing in role play and other activities.</p> <p>Encourage activities in which children will need, and therefore experiment with, writing, for example labelling contents on the outside of a bag, leaving a message</p> | <p>Write poems and short stories in front of children, asking for their contribution.</p> <p>Make books with children of activities they have been doing, using photographs of the children as illustrations.</p> <p>Encourage children to use different forms of writing, for example lists, cards, stories and instructions.</p> | <p>Act as a scribe for children. After they say the sentence, repeat the first part of the sentence, say each word as you write.</p> <p>Talk to children about your writing and involve them in the process, for example by enlisting their help in putting recipe instructions in the correct order.</p> <p>Encourage children to use their ability to hear the sound at the beginning of words in their writing.</p> | <p>Attempt writing for different purposes, using features of different forms such as lists, stories and instructions</p> <p>Write their own names and other things such as labels and captions and begin to form simple sentences, sometimes using punctuation.</p> |

| | Step 1 | Step 2 | Step 3 | Outcome CLL9 |
|------------------------|---|--|---|---|
| Stepping Stones | Engage in activities requiring hand eye coordination. Use one-handed tools and equipment. | Draw lines and circles using gross motor movement. Manipulate objects with increasing control. | Begin to use anticlockwise movement and retrace vertical lines. Begin to form recognisable letters. | |
| Teacher's Role | Provide activities that give children the opportunity and motivation to practise manipulative skills, for example cooking and playing instruments. Teach children the skills they need, for example cutting with scissors, and plan opportunities for them to practise those skills. | Provide opportunities for children to explore shapes and direction using the whole body, for example by playing games involving moving in circles, forwards and backwards. Provide opportunities for large shoulder movements, for example helping children to fix ribbons to the end of sticks to swirl in the air, throwing, batting balls suspended on rope, dancing, making patterns and painting. Provide opportunities for children to develop fine motor control by, for example, pouring water into tiny cups, finger games and setting out cutlery. | Model large anticlockwise and up-and-down letter movements, for example using sky writing, drawing in sand or sawdust and painting. Encourage children to practise letter shapes as they paint, draw and record, for example the sun or caterpillars, and as they write, for example, their names, the names of their friends and family or captions. Encourage children to hold pencils and small tools efficiently. Provide a variety of writing tools and paper, inside and outside. Provide opportunities to write purposefully by, for example, placing notepads by phones or making a reservation list in the café. | Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed |

Learning Area: Mathematical Development

Mathematical development depends on becoming confident and competent in learning and using key skills.

This area of learning includes counting, sorting, matching, seeking patterns, making connections, recognising relationships and working with numbers, shapes, space and measures. Mathematical understanding should be developed through stories, songs, games and imaginative play, so that children enjoy using and experimenting with numbers, including numbers larger than 10.

To give all children the best opportunities for effective mathematical development, teachers need to pay particular attention to:

- many different activities, some of which will focus on mathematical development and some of which will draw out the mathematical learning in other activities, including observing number sand patterns in the environment and daily routines;
- practical activities underpinned by children's developing communication skills;
- activities that are imaginative and enjoyable;
- help for those children who use a means of communication other than spoken English in developing and understanding specific mathematical language;

- opportunities to observe, assess and plan the next stage in children's learning;
- relevant training to improve teachers' knowledge, skills and understanding.

Number

- Numbers can be used as 'labels'. For example, houses and other buildings have numbers to help people find them in a street, cars and other road vehicles have registration numbers, and buses have numbers that indicate their routes.
- Children may see numbers being used when a television channel is selected, the video recorder is programmed or food heated in the microwave. At an early stage, children notice where numbers are used, begin to recognise their form and learn some number names.
- Counting involves saying the number names in order, matching the numbers to objects counted, knowing that you say one number for each object you count, and knowing that when you count, the last number you say gives the number of objects in the group. Children will later see that counting involves knowing that the number in a group is the same even if the objects are counted in a different order.

Calculating

- The act of calculating at this stage is all about using numbers in practical contexts, being able to talk about numbers in everyday life and beginning to make logical deductions about these numbers. It involves comparing numbers of objects (leading to subtraction), combining numbers of objects (addition), sharing objects equally between some children or grouping objects in, say, twos or threes (division) and adding groups of the same number of objects (multiplication). The 'objects' referred to here may be actual objects such as bricks or pencils, but could also be 'events' such as a number of jumps or sounds.

Shape, space and measures

- The words 'shape' and 'object' in this section apply to two-dimensional or three-dimensional objects or shapes. Experiencing the properties of shapes is much more important than the naming of shapes (triangles, cubes, etc), although some mathematical names may be introduced.

Shape

- Awareness of shape involves recognising similarities and differences and distinguishing properties of shapes. It involves, for example, exploring which will roll and which will 'sit' flat on a table, saying how many sides or corners a shape may have or knowing what shape the faces of a 3D shape are. It also involves being able to identify and

name some familiar shapes in the environment, for example noticing that some windows are square-shaped, plates are round or circle shapes, cans of beans are cylinders and packets of cornflakes are in boxes or cuboids.

Space

- Awareness of space involves handling shapes and fitting them together. Children will use shapes to build models in imaginative play and they will move objects in different directions or along pathways. They will arrange shapes to create pictures and patterns, and this might involve using suitable alternatives when they run out of a shape – two triangles that fit together to replace a square, for example. They will talk about what they are doing and can be encouraged to use some shape or positional language. They might be able to follow directions that involve positional language, such as, *'Put the teddy bear in the box, please,'* or *'You'll find it on the shelf by the books.'*

Measures

- Understanding measure develops from activities such as packing, filling and emptying bags and other containers or making something to fit, such as cutting string for a makeshift belt when dressing up. Measuring involves being able to compare sizes and quantities. Sometimes this can be done directly, for example when finding the longest zip fastener in the collection. Where direct comparison is not possible, measuring involves using some kind of

'measure'. For example, to compare their hat sizes, each child might cut a strip of paper so that the ends just touch when it is placed around their head, and then compare strips. In other situations, they might need to use a unit of some kind in order to measure the objects or amounts. Units can be uniform non-standard units, for example interlocking cubes, sticks of the same length, cups of water or buttons of the same size.

- In the longer term, children will learn about measuring time. There are two aspects involved with the concept of time. One is about marking specific moments in time, for example, *'We all go home at 12 o'clock,'* or *'Today is Tyrell's birthday.'* Children will also learn about the order of some routine events, for example, *'We always have a story when we've had our snacks.'* The other aspect of time concerns the passage of time, that is how long it takes to do something.
- Children will become familiar with ideas such as morning/afternoon, day/night and learning about landmark times in the day if these are discussed during the course of the children's day. At this stage, telling the time is not an appropriate activity, but as with other types of measuring, children can compare short periods of time with uniform non-standard units. For example, they might try to finish tidying before the sand timer runs out or they might cycle twice around the playground before it is time to give the bike to someone else.

Learning

Children's mathematical development arises out of daily experiences in a rich and interesting environment. For example, Bethsheba and Jabron are playing in the toyshop that is stocked with a range of toys, a calculator and a till with lots of plastic Kina coins. Paper and pencils are available and the children have written some labels, though the numbers are not recognisable to others. They are joined by the teacher, who asks if the shop is open. The children ask what she wants, and she says, *'A doll with long hair, please.'* Jabron picks up the nearest doll and offers it. Bethsheba says, *'No, that's got short hair. She wants this one,'* and picks a doll with long hair. The teacher thanks her and asks how much it costs. Rebecca looks at the label and says, *'Five Kina.'* The teacher offers four coins and asks, *'Is that enough?'* Bethsheba counts the coins and says, *'I want another one.'* When the teacher gives her another coin; she puts them in the till. For example, a group of children play a game in which the teacher plays the *'monster muncher'*, who takes a number of linking cubes from a child while they shut their eyes. Each child has 10 cubes, and if they work out how many are missing, the monster muncher gives the cubes back. Zhane has seven left and says, *'You've taken two.'* *'Here are two,'* says the teacher, *'Have you got 10 now?'* *'No,'* says Mipil, *'No, it's only nine, you must have taken three!'* *'There you are,'* says the teacher, giving her another cube. *'Seven and three make 10 altogether.'* Joshua has seven left, counts them and then points at the table, where the missing cubes were, saying, *'Eight, nine, 10 - that's three!'* The teacher asks how he has worked it out. *'I counted the spaces,'* Joshua says, and as other children have a turn he urges, *'Count the spaces! Count the spaces!'* Children

may choose to play with shapes or wooden blocks, or to get out a game and play it independently.

| | Step 1 | Step 2 | Step 3 | Outcome MD1 |
|------------------------|--------|--------|--------|---|
| Stepping Stones | | | | Say and use number names in order in familiar contexts. |
| Teacher's Role | | | | Count reliably up to 10 everyday objects. Recognise numerals 1 to 9. Use developing mathematical ideas and methods to solve practical problems. |

| | Step 1 | Step 2 | Step 3 | Outcome MD2 |
|------------------------|--|---|--|---|
| Stepping Stones | Compare two groups of objects, saying when they have the same number | Show an interest in number problems. Separate a group of three or four objects in different ways, beginning to recognise that the total is still the same. | Sometimes show confidence and offer solutions to problems. Find the total number of items in two groups by counting all of them. Use own methods to solve a problem. Say with confidence the number that is one more than a given number. | In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting. Use language such as 'more' or 'less' to compare two numbers. Find one more or one less |

Teacher's Role

Model language that may not be as familiar to children as *'more', such as 'same as', 'less' or 'fewer.'*

Create opportunities for children to separate objects into unequal groups as well as equal groups.

Pose problems as you read number stories or rhymes, for example, *'How many will there be in the pool when one more frog jumps in?'*

Model and encourage use of related mathematical language, for example *'share', 'some', 'each', 'more', 'less', 'fewer', 'same as'* and number names up to five, then 10.

Pose more complex problems, for example sharing a number of things when there will be a remainder.

Show interest in how children solve problems and value their solutions.

Encourage children to count how many altogether. Move two groups close to each other if necessary.

Encourage children to record what they have done, for example by drawing or tallying.

Reciting number names from starting points other than one, to help children *'count on.'*

Ensure children are secure about the order of numbers before asking what comes after or before each number.

Play games where a number of objects are hidden from a group and children guess how many.

Model and encourage use of mathematical language, eg *'count', 'count on', 'how many', 'altogether', 'add', 'one less' and 'number before.'*

than a number from one to 10.

Begin to relate addition to combining two groups of objects and subtraction to *'taking away.'*

| | Step 1 | Step 2 | Step 3 | Outcome MD3 |
|------------------------|---|---|--|---|
| Stepping Stones | <p>Show an interest in shape and space by playing with shapes or making arrangements with objects.</p> <p>Show awareness of similarities in shapes in the environment.</p> <p>Observe and use positional language.</p> <p>Use size language such as 'big' and 'little.'</p> | <p>Show interest by sustained construction activity or by talking about shapes or arrangements.</p> <p>Use shapes appropriately for tasks.</p> <p>Begin to talk about the shapes of everyday objects.</p> | <p>Sustain interest for a length of time on a pre-decided construction or arrangement.</p> <p>Match some shapes by recognising similarities and orientation.</p> <p>Use appropriate shapes to make representational models or more elaborate pictures.</p> <p>Show curiosity and observation by talking about shapes, how they are the same or why some are different.</p> <p>Find items from positional/directional clues.</p> <p>Describe a simple journey.</p> <p>Order two items by length or height.</p> <p>Choose suitable components to make a particular model.</p> <p>Adapt shapes or cut material to size.</p> <p>Select a particular named shape.</p> <p>Begin to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes and mathematical terms to describe shapes.</p> <p>Show awareness of symmetry.</p> <p>Order two or three items by length.</p> <p>Order two items by weight or capacity</p> | <p>Use language such as '<i>greater</i>', '<i>smaller</i>', '<i>heavier</i>' or '<i>lighter</i>' to compare quantities.</p> <p>Talk about, recognise and recreate simple patterns.</p> <p>Use language such as '<i>circle</i>' or '<i>bigger</i>' to describe the shape and size of solids and flat shapes.</p> <p>Use everyday words to describe position.</p> <p>Use developing mathematical ideas and methods to solve practical problems.</p> |

Use shape and positional language such as, *'Can you see a shape like this?'*, *'What could fit inside this box?'* or *'Tell me which shape biscuits you like?'*

Encourage children to talk about the shapes they see and use and about how they are arranged.

Tell stories about journeys, plan real journeys or talk about journeys made together, for example the places passed on a visit down the road.

Model the language for shape, position and measures in discussions, for example *'ball shape'*, *'box shape'*, *'in'*, *'on'*, *'inside'*, *'under'*, *'longer'*, *'shorter'*, *'heavy'*, *'light'*, *'full'* and *'empty.'*

Organise the environment for shape matching, for example use pictures of different bricks on their containers to show where they are kept.

Value children's constructions by displaying them or taking photographs.

Provide a range of boxes and materials for models and constructions such as *'dens'*, indoors and outdoors.

Use shape and position language, for example, *'Which shape will fit here?'*, *'Is this a square as well?'* or *'Which shape could we use for the wheel?'*

Provide examples of the same shape in different sizes.

Encourage imagery, for example ask children to imagine what might be inside a box and help them to focus on both shape and size.

Ask *'silly'* questions, for example show a tiny box and ask if there is a bicycle in it.

Model and encourage use of mathematical language and discussion, for example *'same because'*, *'different because'*, *'curved'*, *'have corners'*, *'circles'*, *'squares'*, *'taller/shorter.'*

Encourage children to extend provision and participate in new arrangements such as redesigning the home corner or the garden.

Play *'hide the shape'*, revealing shapes a little at a time and at different angles. Ask children what they think the shape is, what else it could be or what it could not be.

Ask for shapes, using their mathematical name and by describing properties, for example, *'I want a shape with four straight sides and four corners'* or *'Has anyone got a square I could use?'*

Be a robot and ask children to give you instructions to get to somewhere.

Let them have a turn at being the robot for you to give instructions to.

Teacher's Role

Knowledge and Understanding of the World

In this area of learning, children are developing the crucial knowledge, skills and understanding that help them to make sense of the world. This forms the foundation for later work in science, design and technology, history, geography, and information and communication technology (ICT).

To give all children the best opportunities for developing effectively their knowledge and understanding of the world, teachers need to pay particular attention to:

- activities based on first-hand experiences that encourage exploration, observation, problem solving, prediction, critical thinking, decision making and discussion;
- an environment with a wide range of activities indoors and outdoors that stimulate children's interest and curiosity;
- opportunities that help children to become aware of, explore and question issues of differences in gender, ethnicity, language, religion and culture and of special educational needs and disability issues;
- adult support in helping children communicate and record orally and in other ways; supplementary experience and information for children with sensory impairment.

Learning

Young children are finding out more and more about the world they live in and the people they encounter. Children acquire a range of skills, knowledge and attitudes related to knowledge and understanding of the world in many ways.

- They learn skills necessary to this area of learning by using a range of tools, for example computers, magnifiers, gardening tools, scissors hole punches and screwdrivers.
- They learn by encountering creatures, people, plants and objects in their natural environments and in real life situations, for example in the shop or in the garden. They learn effectively by doing things, for example by using pulleys to raise heavy objects or observing the effect of increasing the incline of a slope on how fast a vehicle travels.
- They need to work with a range of materials in their activities, for example wet and dry sand, coloured and clear liquids, compost, gravel and clay.
- They will begin to understand the past by examining appropriate artefacts such as toys played with by their parents when they were children.
- Understanding design work will come from using a variety of joining methods and materials.

- Children gain information from adults by imitating their behaviour and through explicit teaching, for example with regard to health and safety in the use of tools and hygiene in cooking. Their range of vocabulary can be increased through hearing new words being used appropriately by adults

Effective Learning involves...

- Practical activities
- Interaction with each other and with adults and other children, for example when sensitively intervening in their role play or exploring different materials. Children respond to teachers' enthusiasm for planned activities, and this may prompt their inquisitive questioning. They gain knowledge from each other in incidental interaction, for example when talking about their different experiences of

celebrations at home. They copy each other, for example in trying out new ways of making their tall constructions stable. Children also show each other how to do things, for example how to use a map, a tool or a computer program.

- Children need opportunities to gather information to satisfy their curiosity. They do this in many ways, for example by asking questions of adults, of each other and of themselves. This personal questioning may be evident in their behaviour, for example choosing to sit quietly, thinking about what they need before collecting resources and beginning a design activity. They also gather information by looking at books, using CD ROMs, audio and visual reference material, pictures, photographs, maps, artefacts and products and by talking to visitors and making visits.

| | Step 1 | Step 2 | Step 3 | Outcome KUW1 |
|------------------------|--|--|--|---|
| Stepping Stones | Show curiosity and interest by facial expression, movement or sound. | Show curiosity, observe and manipulate objects. Describe simple features of objects and events. | Examine objects and living things to find out more about them. | |
| Teacher's Role | Provide interesting and attractive resources and learning environments, to stimulate children's curiosity. Encourage and respond to children's signs of interest and extend these through questions, discussions and further investigation. Familiarise children with surroundings and the natural world using, for example, sensory trails, visits to shops, exploring the setting and looking at pictures, books and videos. | Give time for exploratory play, for example stirring cornflower mixture, digging in the garden, taking apart and putting together objects from construction kits. Model descriptive vocabulary and encourage its use. Encourage close observation, for example by drawing the surroundings, natural or made objects. Visit and/or use photographs of the local area to identify features, for example library, church, or market. Give opportunities to take part in events, for example celebrate the opening of a new building, and plant an anniversary tree. | Discuss reasons that make activities safe or unsafe, for example hygiene ,electrical awareness, appropriate use of senses when tasting different flavourings, smelling plants, feeling textures of materials, listening to sound or careful use of tools. Provide opportunities for children to examine objects to understand textures, shape and material. Encourage children to talk about their findings, ask questions and speculate on reasons. | Investigate objects and materials by using all of their senses as appropriate Find out about, and identify, some features of living things, objects and events they observe. |

| | Step 1 | Step 2 | Step 3 | Outcome KUW2 |
|------------------------|--|---|---|--|
| Stepping Stones | Explore objects Show an interest in why things happen and how things work. | Sort objects by one function. Talk about what is seen and what is happening. | Notice and comment on patterns. Show an awareness of change. | |
| Teacher's Role | Provide and encourage children to play with and talk about collections of objects that have similar and different properties, for example natural and made, size, colour, shape, texture, and function. Provide a range of materials and objects to play with that work in different ways for different purposes, for example egg whisk, torch, other household implements, pulleys, construction kits and tape recorder. | Encourage children to sort objects by different criteria, for example things found on a walk or tools in the design area, as they set tables or organise storage of collections of clothes in the home corner. Talk about tools and their effects and objects and how they work, for example a washing machine at home, a teapot or a water wheel. | Provide opportunities for children to notice and discuss patterns around them, for example rubbings from grates, covers, bricks, tree bark. Discuss events that occur regularly within the children's experience, for example, daily routines, celebrations. Examine change over time, for example growing plants or looking at photographs of children since birth, and change that may be reversed, for example melting ice | Look closely at similarities, differences, patterns and change Ask questions about why things happen and how things work. |

| | Step 1 | Step 2 | Step 3 | Outcome KUW3 |
|------------------------|--|---|--|--|
| Stepping Stones | Investigate construction materials. Realise tools can be used for a purpose. | Join construction pieces together to build and balance. Begin to try out a range of tools and techniques safely. | Construct with a purpose in mind, using a variety of resources. Use simple tools and techniques competently and appropriately. | |
| Teacher's Role | Provide for and support children in the use of a range of construction materials, including construction kits containing a variety of shapes, sizes and ways of joining. Praise initiative in improvising with materials and objects. Introduce children to appropriate tools to work on different materials. Model the language of designing and making, for example <i>'join, 'build' and 'shape'</i> . | Provide opportunities for children to construct for their own purposes. Provide ideas and stimuli for children, for example photographs, books, visits, close observation of buildings. Teach and support use of a range of tools, for example scissors, hole punch, stapler, glue spreader, rolling pin, cutter, knife, grater, and encourage children to use correct names of tools | Give children opportunities to practise using an increasing range of techniques and tools and provide a variety of materials. Discuss purposes of design and making tasks. Teach joining, measuring, cutting and finishing techniques and their names. Make links with children's experiences to provide design and make opportunities, for example a ladder for Tyrone or a wall with a soft landing for Humpty Dumpty | Build and construct with a wide range of objects, selecting appropriate resources, and adapting their work where necessary. Select the tools and techniques they need to shape, assemble and join materials they are using. |

| | Step 1 | Step 2 | Step 3 | Outcome KUW4 |
|------------------------|--|---|--|--|
| Stepping Stones | Show an interest in ICT. | Know how to operate simple equipment. | Complete a simple program on the computer and/or perform simple functions on ICT apparatus | |
| Teacher's Role | Stimulate all children's interest in ICT and other technology. Help children to become aware of technology around them in the setting, local environment and home, for example washing machines, street lights, telephones, cash registers and burglar alarms. | Teach simple skills of using equipment, for example switching on and off. Help children understand how things work by giving them opportunities to take apart and reassemble, for example telephones and radios. Build on ICT skills children develop at home | Teach and encourage use of ICT in the setting, for example tape recorder and headphones, digital camera, suitable open ended software such as a paint programme, a word processing programme and programme that enables children to record their voice and music on the computer. Young children need modern powerful computers that work well. Provide opportunities in role play areas to use ICT. Introduce the correct language in conversations, for example the names of technological equipment and the operations performed on them, such as 'eject', 'double click', 'rewind' and 'crash' | Find out about and identify the uses of everyday technology and use information and communication technology to support their learning. |

| | Step 1 | Step 2 | Step 3 | Outcome KUW5 |
|------------------------|---|--|--------|--|
| Stepping Stones | Remember and talk about significant things that have happened to them. | Show interest in the lives of people familiar to them. Begin to differentiate between past and present. | | |
| Teacher's Role | Encourage role play of events in children's lives Talk about and show interest in children's lives and experiences. Model the use of language of time in conversations, for example 'yesterday', 'old', 'past', 'now' and 'then'. | Encourage discussion of important events in the lives of people children know, such as their family. Encourage children to use the vocabulary of time in discussions. Sequence events, for example photographs of children from birth. Use stories that introduce a sense of time and people from the past. Make books of events in settings, for example, cooking Kaukau, building a climbing frame, constructing a bus, learning about a festival. Observe changes in the environment, for example or as a building extension is built. Provide long-term growing projects, for example sowing seeds or looking after chicken eggs | | Find out about past and present events in their own lives, and in those of their families and other people they know |

| | Step 1 | Step 2 | Step 3 | Outcome KUW6 |
|------------------------|---|---|--------|---|
| Stepping Stones | Show an interest in the world in which they live. | Comment and ask questions about where they live and the natural world. Notice differences between features of the local environment. | | |
| Teacher's Role | Arouse awareness of features of the environment in the setting and immediate local area, for example make visits to shops or park. Provide play maps and 'small world' equipment for children to create their own environments | Introduce vocabulary to enable children to talk about their observations and to ask questions. Use appropriate words, for example 'park', 'town', 'village', 'countryside', 'road', 'path', " ", 'house', 'flat', 'market', 'temple' and 'church', to help children make distinctions in their observations. Use stories that help children make sense of different environments. | | Observe, find out about and identify features in the place they live and the natural world. Find out about their environment, and talk about those features they like and dislike. |

| | Step 1 | Step 2 | Step 3 | Outcome KUW7 |
|------------------------|---|--|---|--|
| Stepping Stones | Express feelings about a significant personal event. | Describe significant events for family or friends | Gain an awareness of the cultures and beliefs of others. | |
| Teacher's Role | <p>Be ready to listen to children wanting to talk about significant events and give them time to formulate thoughts and words to express feelings.</p> <p>Introduce language that describes emotions, for example 'sad', 'happy', 'angry', and 'lonely', in conversations with the children when they express their feelings about special events</p> | <p>Use group times to share events in children's lives.</p> <p>Model careful listening and ask questions that show respect for children's individual contributions.</p> <p>Explain the significance of special events to children.</p> <p>Support children in finding appropriate ways of preserving memories of special events, for example making a book, collecting photographs, tape recording, drawing and writing.</p> | <p>Introduce children to a range of cultures and religions, for example tell stories, listen to music, dance, eat foods from different cultures and use resources in role play that reflect a variety of cultures, such as clothes ,cooking implements, vegetables, badges, symbols, candles and toys.</p> <p>Look at pictures and videos of the cultures of children within the setting and other cultures outside children's experience</p> | <p>Begin to know about their own cultures and beliefs and those of other people</p> |

Learning Area: Physical development

Physical development in the foundation stage is about improving skills of co-ordination, control, manipulation and movement. Physical development has two other very important aspects. It helps children gain confidence in what they can do and enables them to feel the positive benefits of being healthy and active.

Effective physical development helps children develop a positive sense of well-being. To give all children the best opportunities for effective physical development, teachers need to pay particular attention to:

- planning activities that offer appropriate physical challenges;
- providing sufficient space, indoors and outdoors, to set up relevant activities;
- giving sufficient time for children to use a range of equipment;
- providing resources that can be used in a variety of ways or to support specific skills;
- introducing the language of movement to children, alongside their actions;
- using additional adult help, if necessary, to support individuals and to
- encourage increased independence in physical activities.

Learning

- Young children's physical development is inseparable from all other aspects of development because they learn through being active and interactive.
- Young children use all their senses to learn about the world around them and make connections between new information and what they already know. Children will develop physical skills if they have sufficient time to persist and learn from their mistakes.
- Confidence and self-esteem grow when children are successful, whether it is in riding a scooter, pedalling a car or moving to a favourite piece of music. Children need to develop control over their bodies and the way they move.
- Natural materials, such as a fallen tree or piles of leaves, can provide inexpensive resources that involve all of the senses, but careful assessment is needed to make sure they are safe to use.
- Large-scale movements, such as climbing over, under, through, around and between, and similar small-scale movements with tools and equipment provide opportunities for children to learn and practice new words and ideas in practical situations.

Effective Learning Involves ...

- Giving children plenty of time to explore experiment and refine movement and actions at their own pace.
- A safe well planned and resourced learning environment.
- Supporting other areas of learning through physical activity.
- Individually, children learning and improving skills such as hopping or skipping as they play alone or alongside peers.
- Children having opportunities to improve social communication skills when physical activities involves others such things as throwing and catching or rolling and capturing a hoop.
- Similarly, developing skills in cutting and sticking give children more confidence and success in designing and making models and objects.
- Energetic bursts of running improve children's understanding of speed and strength.
- Re-enacting a story to music or with props enables children to express feelings and to practise different emotional responses.
- Large and small movements provide opportunities for children to see things from different perspectives such as from the top of a climbing frame, in a tunnel or below a box, to feel different sensations such as hanging upside down, turning over a bar or squeezing a tube of glue, to hear different sounds such as thuds, slides and swishes, and to smell differences such as the grass and safety surfaces, paints and cooking.
- Children who practise and succeed in filling containers in the water tray will handle drinks more successfully and have the confidence to, for example, pour out their own drinks. Children will also improve their ability to take care of themselves, for example dressing, going to the bathroom or washing hands, if they are encouraged to be responsible for meeting their own needs.

| | Step 1 | Step 2 | Step 3 | Outcome PD1 |
|------------------------|---|--|---|---|
| Stepping Stones | <p>Move spontaneously within available space.</p> <p>Respond to rhythm, music and story by means of gesture and movement.</p> <p>Can stop</p> | <p>Move freely with pleasure and confidence.</p> <p>Move in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p>Use movement to express feelings.</p> <p>Adjust speed or change direction to avoid obstacles.</p> <p>Negotiate space successfully when playing racing and chasing games with other children.</p> | <p>Go backwards and sideways as well as forwards.</p> <p>Experiment with different ways of moving.</p> <p>Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p> <p>Jump off an object and land appropriately.</p> | <p>Move with confidence, imagination and in safety</p> |

**Teacher's
Role**

Provide safe spaces, undertake risk assessment, create 'zones' for some activities, explain safety to both children and parents.

Plan time for children to explore space available and their own potential for moving within it.

Give as much opportunity as possible for children to move freely between indoor and outdoor spaces.

Be alert to the safety of children, particularly those who might overstretch themselves.

Ensure children wear appropriate clothing while being sensitive to the requirements for modesty in some cultures and religions.

Talk to children and help them explore new ways of moving.

Offer a range of stimuli to generate movement, including music, songs, action rhymes and stories.

Provide additional challenge and stimulus through access to a range of resources. Join in and make suggestions where appropriate, for example,

'Can we get from here to the wall without ...?'

Provide safe mirrors as children experiment with and observe gesture and facial expressions.

Teach safety techniques such as getting onto the slide or picking up a bulky object.

Teach skills which will help children to keep themselves safe, for example responding rapidly to signals including visual signs and notes of music, role play with road layouts.

Introduce language of negotiation and co-operation, such as *'share', 'wait', 'take turns', 'before' and 'after'*

Encourage children to move both individually and as part of a group.

Use music of different kinds and from a variety of cultures with space, time, opportunity and encouragement to respond.

Encourage children to make a response to stories and rhymes with actions, such as *'The wheels on the bus.'*

Teach and encourage children to use the vocabulary of movement such as *'gallop'* and *'slither'*, of instruction such as *'follow', 'lead' and 'copy'* and of feeling such as *'anger', 'excitement', 'anxiety' and 'affection'*.

Provide props for children to hold that encourage and support their movement and dance

Endorse success and offer challenges on an individual basis without comparing children's attainments

Model safety consistently, for example tidiness and mats in place, and teach children how, for example, to approach things safely

| | Step 1 | Step 2 | Step 3 | Outcome PD2 |
|------------------------|--|--|---|--|
| Stepping Stones | <p>Manage body to create intended movements.</p> <p>Combine and repeat a range of movements.</p> | <p>Sit up, stand up and balance on various parts of the body.</p> <p>Demonstrate the control necessary to hold a shape or fixed position.</p> <p>Mount stairs, steps or climbing equipment using alternate feet.</p> | <p>Manipulate materials and objects by picking up, releasing, arranging, threading and posting them</p> <p>Show increasing control over clothing and fastenings</p> | |
| Teacher's Role | <p>Respect individual progress and preoccupations, allow time to explore and practise movements.</p> <p>Use observation and knowledge to know when to intervene with fresh challenges or when to allow children time to perfect a new skill or explore an idea.</p> <p>Encourage children to move using a range of body parts and to perform given movements at more than one speed such as quickly, slowly, on tiptoe.</p> <p>Encourage body tension activities such as stretching, reaching, curling, twisting and turning.</p> <p>Celebrate each child's attainment by inviting them to demonstrate it as appropriate to others from time to time</p> | <p>Celebrate each fresh accomplishment of each child.</p> <p>Provide balancing challenges, for example walking along a chalk line – <i>straight and then twisty or on a slightly raised surface.</i></p> <p>Plan games to encourage children to move and then stop, for example <i>moving like an animal.</i></p> <p>Teach and encourage children to use the vocabulary of controlled effort, for example '<i>strong</i>', '<i>firm</i>', '<i>gentle</i>', '<i>heavy</i>', '<i>stretch</i>', '<i>reach</i>', '<i>tense</i>' and '<i>floppy</i>'.</p> | <p>Plan opportunities for children to tackle a range of levels and surfaces including flat and hilly ground, grass, pebbles, asphalt, smooth floors and carpets.</p> <p>Provide equipment that offers a range of challenges, such as climbing frame, scrambling net and logs.</p> <p>Provide objects that can be handled safely, including '<i>small world</i>' toys, construction sets, threading and posting toys, dolls' clothes, material for collage and shapes</p> <p>Encourage children to adopt a position in which they can work comfortably and effectively, such as sitting, kneeling or standing at a table or at floor level.</p> <p>Give individual children opportunities and encouragement to build up the skills which lead to personal autonomy, such as dressing and undressing and using knives /forks /chopsticks.</p> | <p>Move with control and coordination.</p> <p>Travel around, under, over and through balancing and climbing equipment.</p> |

| | Step 1 | Step 2 | Step 3 | Outcome PD3 |
|------------------------|---|--|---|---|
| Stepping Stones | <p>Negotiate an appropriate pathway when walking, running or using a wheelchair or other mobility aids both inside and outside.</p> <p>Judge body space in relation to spaces available when fitting into confined spaces or negotiating holes and boundaries.</p> | <p>Show respect for other children's personal space when playing among them.</p> <p>Persevere in repeating some actions/attempts when developing a new skill.</p> <p>Collaborate in devising and sharing tasks, including those which involve accepting rules.</p> | <p>Move body position as necessary</p> <p>Show a clear and consistent preference for the left or right hand</p> | |
| Teacher's Role | <p>Create space, time and safe surfaces that will allow children to plan their own routes, both inside and outside.</p> <p>Provide real and role play opportunities for children to create pathways, for example road layouts, taking the <i>'baby'</i> in the push-chair to the <i>home corner</i>, <i>'going on a picnic'</i>, taking a message from one adult to another and acting out a story about a real or imaginary journey.</p> <p>Provide materials with which children can improvise their own spaces and enclosures, for example blankets and planks.</p> <p>Introduce the vocabulary of spatial relationships, with prepositions such as <i>'between'</i>, <i>'through'</i> and <i>'above'</i>.</p> | <p>Mark out boundaries for some activities so that children can more easily regulate their own activities.</p> <p>Provide sufficient materials for children to share, for example more than one engine with the train track.</p> <p>Provide some activities that work, or are more fun, only when shared with another child.</p> <p>Extend skills by introducing <i>'following'</i> and <i>'imitating'</i> games.</p> <p>Be alert to sources of conflict and help children to agree on ways to resolve them, for example by agreeing a time for each child's turn on equipment</p> | <p>Talk with children about body parts and bodily activity, teaching the vocabulary of body parts and positions, for example by using action rhymes such as 'Head, shoulders, knees and toes.'</p> <p>Provide safe mirrors with role play and encourage children to talk about what they see.</p> <p>Observe mark making, dancing and kicking activities so that teachers can be aware of children's dominant foot and handedness.</p> <p>Provide a range of left-handed tools for children who need them, especially left-handed scissors.</p> | <p>Show awareness of space, of themselves and of others</p> |

| | Step 1 | Step 2 | Step 3 | Outcome PD4 |
|------------------------|---|---|--|--|
| Stepping Stones | <p>Show awareness of own needs with regard to eating, sleeping and hygiene.</p> <p>Often need adult support to meet those needs.</p> | <p>Show awareness of a range of healthy practices with regard to eating, sleeping and hygiene.</p> <p>Observe the effects of activity on their bodies.</p> | <p>Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health</p> | |
| Teacher's Role | <p>Encourage children to ask for help, and provide the help sensitively.</p> <p>Talk to children about why you encourage them to, for example, rest when they are tired</p> | <p>Create opportunities for moving towards independence, for example having hand-washing facilities safely within reach or children making decisions for themselves, such as choice of food.</p> <p>Recognise and promote understanding that foods from a range of cultures and religions can be enjoyable and form a healthy diet.</p> <p>Plan so that children can be active in a range of ways</p> | <p>Help children to understand the thinking behind the good practices they are encouraged to adopt.</p> <p>Be sensitive to varying family expectations and life patterns when encouraging thinking about health.</p> <p>Ensure that children who get out of breath have time to recover.</p> <p>Be aware of specific health difficulties among the children in the group, such as allergies.</p> <p>Promote awareness by talking to children about exercise and its effect on their bodies</p> | <p>Recognise the importance of keeping healthy and those things which contribute to this</p> <p>Recognise the changes that happen to their bodies when they are active</p> |

| | Step 1 | Step 2 | Step 3 | Outcome PD5 |
|------------------------|--|--|--|--|
| Stepping Stones | Operate equipment by means of pushing and pulling movements. | Construct with large materials such as cartons, long lengths of fabric and planks. Show increasing control in using equipment for climbing, scrambling, sliding and swinging. | Use increasing control over an object by touching, pushing, patting, throwing, catching or kicking it. Retrieve, collect and catch objects. | |
| Teacher's Role | Ensure that equipment is appropriate to the size and weight of children in the group. Plan to make equipment available and accessible to all children for the whole of the day or session, if possible. Meet needs that are not likely to be met outside, for example because of the lack of safe outdoor play space in homes and the local community. | Regularly check resources for safety, for example ensuring fabric is clean or planks are not splintered. Provide a wide range of resources, including small wheeled vehicles, 'small-world' toys, bean-bags, balls that do and do not bounce, miniature resources in role play areas, hoops, sticks, bats and skittles. | Model collaboration in throwing, rolling, fetching and receiving games. Encouraging children to play with one another once their skills are sufficient. Create groupings of children who can support and learn from one another. Ask open-ended questions such as, 'How far can your ball go?' which can lead children towards estimating and recording | Use a range of small and large equipment |

| | Step 1 | Step 2 | Step 3 | Outcome PD6 |
|------------------------|---|---|---|---|
| Stepping Stones | Engage in activities requiring hand eye coordination. Use one-handed tools and equipment | Demonstrate increasing skill and control in the use of mark-making implements, blocks, construction sets and 'small world' activities. Understand that equipment and tools have to be used safely. | Explore malleable materials by patting, stroking, poking, squeezing, pinching and twisting them. Manipulate materials to achieve a planned effect. Use simple tools to effect changes to the materials. Show understanding of how to transport and store equipment safely. Practise some appropriate safety measures without direct supervision | Handle tools, objects, construction and malleable materials safely and with increasing control. |

Teacher's Role

Provide a wide range of activities that give children the opportunity and motivation to practise manipulative skills, for example cooking, playing instruments.

Observe closely to establish the position in which children have best control.

Teach children the skills they need, for example cutting with scissors, and plan opportunities for them to practise those skills.

Ensure equipment is of good quality, well maintained and well presented.

Promote progression in mark-making by providing paper and brushes or pencils in a range of sizes and offering children fresh challenges as appropriate.

Provide opportunities for children to sometimes use all their fingers or the whole hand, for example with finger-paint or corn flour, and sometimes use just one finger, for example when making patterns in damp sawdust or sand.

Encourage use of fingers and writing and drawing implements to both follow and create patterns.

Introduce the vocabulary of direction, including where appropriate clockwise and anticlockwise

Encourage use of large and small arm movements with left to right, top to bottom movements. Large movements can be used with, for example, chalk boards, painting trees and fences with water, using big brushes or rollers.

Provide a wide range of materials including clay and more than one kind of dough.

Give opportunities to explore before using tools.

Offer additional resources – tools, techniques, other materials – if a satisfactory result cannot be achieved.

When children want to achieve a specific result, encourage them to talk through in advance what they plan to do and why, so that the teacher can assist as necessary, and encourage children to reflect on what they have done.

Introduce and encourage children to use the vocabulary of manipulation, for example *'squeeze'* and *'prod'*, and the language of description, for example *'spiky'*, *'silky'*, *'lumpy'* and *'tall'*.

Model and teach safe practice and allow children increasing responsibility, under supervision, for carrying out the practices they have been taught

Learning Area: Creative Development

Creativity is fundamental to successful learning. Being creative enables children to make connections between one area of learning and another and so extend their understanding.

This area of learning includes art, music, dance, role play and imaginative play.

To give all children the best opportunity for effective creative development, teachers need to pay attention to:

- a stimulating environment in which creativity, originality and expressiveness are valued.
- a wide range of activities that children can respond to by using many senses
- sufficient time for children to explore, develop ideas and finish working at their ideas.
- opportunities for children to express their ideas through a wide range of types of representation.
- resources from a variety of cultures to stimulate different ways of thinking.
- opportunities to work alongside artists and other creative adults.
- opportunities for children with visual impairment to access and have physical contact with artefacts, materials, spaces and movements.

- opportunities for children with hearing impairment to experience sound through physical contact with instruments and other sources of sound.
- opportunities for children who cannot communicate by voice to respond to music in different ways, such as gestures.
- accommodating children's specific religious or cultural beliefs relating to particular forms of art or methods of representation.

Learning

Children's creativity develops most productively within a rich learning environment supported by interventions of sensitive and responsive adults.

Children will learn to respond, explore, express, communicate their ideas and use their imagination when they have sufficient time to explore and research their ideas, imitate what they see, experiment with ideas and bring their own ideas to the process.

Children need to spend some time with adults who are themselves creative.

They will learn effectively when they encounter experiences and resources that stimulate their curiosity and when given opportunities to put together and take apart ideas, materials and experiences.

The creative process is not always instant, so children need support in taking the time necessary to work at their ideas and to finish their work.

Children need to feel safe enough to take risks, make mistakes and be adventurous in their creative pursuits. Giving them help in tolerating uncertainty and discarding ideas that are not useful will support this.

If children are to have the confidence to try innovative ideas, they must be given time to work at their own pace.

Creative development requires children to learn to express with all of their senses. To achieve this, they need to investigate and communicate new ideas across the different

areas of creative development. For example, they need to be given opportunities to explore the ways in which, through dance and physical activities, we can 'think' with our bodies.

Effective learning involves...

- Children having time to explore and experiment with ideas, materials and activities.
- Children feeling secure to try new experiences and ways of doing things.
- Children learning through all of their senses.

| | Step 1 | Step 2 | Step 3 | Outcome CD1 |
|------------------------|--|--|---|---|
| Stepping Stones | <p>Begin to differentiate colours.</p> <p>Use their bodies to explore texture and space.</p> <p>Make three-dimensional structures.</p> | <p>Differentiate marks and movements on paper.</p> <p>Begin to describe the texture of things.</p> <p>Use lines to enclose a space, and then begin to use these shapes to represent objects.</p> <p>Begin to construct, stacking blocks vertically and horizontally and making enclosures and creating spaces.</p> | <p>Explore what happens when they mix colours and choose particular colours to use for a purpose</p> <p>Understand that different media can be combined.</p> <p>Make constructions, collages, paintings, drawings and dances.</p> <p>Use ideas involving fitting, overlapping, in, out, enclosure, grids and sun-like shapes.</p> <p>. Experiment to create different textures.</p> <p>Work creatively on a large or small scale.</p> | <p>Explore colour, texture, shape, form and space in two or three dimensions.</p> |

**Teacher's
Role**

Provide a wide range of materials, resources and sensory experiences to enable the children to explore colour and texture.

Make time and space for the children to express their curiosity and explore the environment using all their senses.

Extend children's thinking through sensitive and well-timed and well considered comments and questions.

Be aware of health and safety issues as children explore the environment, explaining what is and is not safe to touch and where it is safe to engage in movement.

Demonstrate, teach and model skills and techniques associated with the things children are doing, for example show them how to stop the paint from dripping or how to balance bricks so that they will not fall down.

Introduce vocabulary to enable children to talk about their observations and experiences, for example *'smooth', 'shiny', 'rough', 'prickly', 'flat', 'patterned', 'jagged', 'bumpy', 'soft' and 'hard'*

Make suggestions and ask questions to extend children's ideas, for example, 'I wonder what would happen if you used the chalk on its side on that bumpy piece of paper?'

Support children in mixing colours, joining things together and combining materials, demonstrating where appropriate.

Introduce vocabulary to help children talk about what is happening, for example *'lighter', 'darker', 'thicker', 'thinner' and 'shade'*

Encourage children to describe their actions and their effects

Encourage children to move and use spaces to develop creative ideas.

Support children in thinking through their projects, making suggestions and offering options.

Help children gain confidence in their own way of representing ideas.

Offer constructive feedback and help children to begin to make aesthetic judgements about their work. Ask questions egs, 'Was that how you wanted it to look?', 'Is there any part you would like to change?'

'Which bit do you like best?'

| | Step 1 | Step 2 | Step 3 | Outcome CD2 |
|------------------------|--|---|--|---|
| Stepping Stones | <p>Join in favourite songs.</p> <p>Show an interest in the way musical instruments sound.</p> <p>Respond to sound with body movement.</p> <p>Enjoy joining in with dancing and ring games.</p> | <p>Sing a few simple, familiar songs.</p> <p>Sing to themselves and make up simple songs.</p> <p>Tap out simple repeated rhythms and make some up.</p> <p>Explore and learn how sounds can be changed</p> <p>Imitate and create movement in response to music.</p> | <p>Begin to build a repertoire of songs.</p> <p>Explore the different sounds of instruments.</p> <p>Begin to move rhythmically.</p> | |
| Teacher's Role | <p>Provide opportunities for children to explore the sounds of everyday objects and musical instruments, especially things that can be shaken and struck.</p> <p>Ensure that the music and songs used reflect a wide range of types and cultures, for example orchestral music and reggae music.</p> <p>Sing with children frequently.</p> <p>Help children to link sound and movement, for example making big movements to loud music and small movements to quiet music.</p> <p>Use sound at story time, for example beating a drum when the giant approaches.</p> | <p>Provide opportunities for children to play instruments alongside adults, especially things that can be played with a <i>'hitting'</i> action.</p> <p>Extend the children's experience of instruments and knowledge of their names and the ways in which they can be played.</p> <p>Allow plenty of time for exploration.</p> <p>Select songs for children to sing that are within children's pitch and have plenty of repetition.</p> <p>Allow children to hear a song many times before asking them to sing it.</p> <p>Introduce the language of dynamics, such as 'fast', 'slow', 'loud' and 'quiet' and of pitch, such as 'high' and 'low.'</p> <p>Introduce children to a wide range of music and dance.</p> | <p>Provide opportunities for children to move to music, supporting the interpretation of the music and drawing their attention to the movements of other children</p> <p>Encourage children to describe their movement, supporting this process with the appropriate vocabulary</p> <p>Introduce vocabulary to enable children to talk about the ways in which music and dance affect them, for example <i>'happy'</i>, <i>'sad'</i>, <i>'excited'</i>, and <i>'afraid'</i>.</p> <p>Introduce vocabulary to enable children to describe the ways in which instruments are played, for example <i>'plucked'</i>, <i>'bowed'</i>, <i>'blown'</i>, <i>'hammered'</i>, <i>'hit'</i>, <i>'beaten'</i></p> | <p>Recognise and explore how sounds can be changed, sing simple songs from memory, recognise repeated sounds and sound patterns and match movements to music.</p> |

| | Step 1 | Step 2 | Step 3 | Outcome CD3 |
|------------------------|--|--|---|--|
| Stepping Stones | <p>Pretend that one object represents another, especially when objects have characteristics in common.</p> <p>Notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</p> | <p>Use one object to represent another, even when the objects have few characteristics in common.</p> <p>Use available resources to create props to support role play.</p> <p>Develop a repertoire of actions by putting a sequence of movements together.</p> <p>Enjoy stories based on themselves and people and places they know well.</p> <p>Engage in imaginative and role play based on own first-hand experiences</p> | <p>Introduce a story line or narrative into their play.</p> <p>Play alongside other children who are engaged in the same theme.</p> <p>Play cooperatively as part of a group to act out a narrative.</p> | <p>Use their imagination in art and design, music, dance, imaginative and role play and stories.</p> |
| Teacher's Role | <p>Be interested and participate in children's play.</p> <p>Model the pretending process, supporting children's understanding of the ways in which one object can be used to represent another.</p> | <p>Ensure that there is enough time for children to express their thoughts, ideas and feelings in a variety of ways, such as in role play, by painting and by responding to music.</p> <p>Provide appropriate materials, and extend children's thinking through involvement in their play, using questions thoughtfully and appropriately</p> | <p>Pay particular attention to children who are less confident.</p> <p>Be aware of the link between imaginative play and children's ability to handle narrative.</p> <p>Introduce language that enables children to talk about their experiences in greater depth and detail.</p> | |

| | Step 1 | Step 2 | Step 3 | Outcome CD4 |
|------------------------|--|--|---|--|
| Stepping Stones | <p>Show an interest in what they see, hear, smell, touch and feel.</p> <p>Use body language, gestures, facial expression or words to indicate personal satisfaction or frustration</p> | <p>Further explore an experience using a range of senses.</p> <p>Begin to use representation as a means of communication.</p> <p>Describe experiences and past actions, using a widening range of materials.</p> | <p>Try to capture experiences and responses with music, dance, paint and other materials or words.</p> <p>Develop preferences for forms of expression.</p> <p>Talk about personal intentions, describing what they were trying to do.</p> <p>Respond to comments and questions, entering into dialogue about their creations.</p> <p>Make comparisons.</p> | <p>Respond in a variety of ways to what they see, hear, smell, touch and feel</p> <p>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.</p> |
| Teacher's Role | <p>Show sensitivity to children's expressions and the range of different ways in which they express themselves.</p> <p>Make time for children to communicate their responses, listening carefully and showing interest in what they have to say.</p> <p>Allow children to work through their frustrations, supporting them in finding solutions to problems.</p> <p>Provide experiences that involve all the senses and movement</p> | <p>Be interested in children's responses, observing their actions and listening carefully.</p> <p>Introduce and model new vocabulary to enable children to talk about what they are doing.</p> <p>Introduce new tools and techniques when appropriate.</p> <p>Show children that you appreciate their creations and would welcome them sharing their ideas with you.</p> <p>Encourage children to discuss and appreciate the beauty around them in nature and the environment.</p> | <p>Introduce descriptive language to support children, for example 'rustle' and 'shuffle.'</p> <p>Support children in expressing opinions and introduce language such as 'like', 'dislike', 'prefer' and 'disagree.'</p> <p>Talk about how to listen when someone is explaining what they have done, and consistently model careful listening.</p> <p>Provide children with examples of how other people have responded to experiences, engage them in discussions of these examples and help them to make links and connections.</p> | |