

Personal, Social and Emotional Development Emotional Development 3-5 years

Development Matters:	Enabling Environments: Experiences, Routines, Indoor and Outdoor Space	Positive Relationships: Adult role, Interactions	Examples within setting	Vision Guideposts
<p>By the end of the EYFS, children should:</p> <p><u>Making relationships</u></p> <ul style="list-style-type: none"> • Initiates conversations, attends to and takes account of what others say. • Explains own knowledge and understanding, and asks appropriate questions of others. • Takes steps to resolve conflicts with other children, e.g. finding a compromise. <p>Early Learning Goal Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p><u>Self-confidence and self-awareness</u></p> <ul style="list-style-type: none"> • Confident to speak to others about own needs, wants, interests and opinions. • Can describe self in positive terms and talk about abilities. <p>Early Learning Goal Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p><u>Managing feelings and behaviour</u></p> <ul style="list-style-type: none"> • Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. • Aware of the boundaries set, and of behavioural expectations in the setting. • Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. <p>Early Learning Goal Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>	<ul style="list-style-type: none"> • Creating a well-resourced environment with designated learning areas. • All areas are clearly labelled and resources are organised to allow children to access them independently. • Photographs of children working are displayed in every area of the classroom. • Planning is shared with all members of staff. • Individual Reading Record Book goes home daily – messages are written in here to communicate with children. • Every child has a Home School book – linking home and school life with photos and messages. • Parents come into the classroom every morning with children this gives an opportunity for children to share their work. • Clear routines are established within the setting giving children a very secure structured environment in which to work. • The class routines allow some of the day to be focussing on child-initiated play. • The children attend Singing, Praise and Special assemblies during Autumn and Spring and daily assemblies in the Summer. • EYLOGG – used for observations and assessments. • Achievosaurus are awarded for self-confidence and self-awareness. • Class Dojo is for communication between school and home – photos and messages. • Praise Certificates are awarded to children whom display kindness towards others. 	<ul style="list-style-type: none"> • The Foundation Stage teacher and class assistants work closely together sharing observations and planning together. • Good relationships are built with parents who are encouraged to come into class each day with their child and are encouraged to communicate using Class Dojo. • Children attend Breakfast Club and After School provision which are run by various members of school staff. • Nursery children attend Lunch Club in the school hall with the whole school. • The start of each day is seen as a time to chat to parents and carers and to model interactions with children. • Adults working in the setting model expected behaviours. • The children are encouraged to feel pride in their classroom and equipment and to care for it. • The children are trained to help to tidy away at the end of each session. 	   	<p>Relationships between adults and children are authentic, rooted in respect and care for each child's well-being.</p> <p>Adults approach children in a loving spirit, with an awareness of the privilege and responsibility of relating to young children.</p> <p>We are committed to ensuring that children are safe and healthy.....Priority is placed on children's well-being through all experiences.</p> <p>Since children learn from interacting with other children as well as from adults, opportunities are provided for social learning.</p> <p>Adults support children in managing and resolving their own conflicts by being approachable and empathetic, and helping children to focus on problem solving.</p> <p>Children are active, capable learners, through exploration, play, talk and being with others.</p> <p>Children are encouraged to relate to other children, including their peers and children of varying ages.</p> <p>Daily events within the routine provide worthwhile, relevant and appropriate experiences including involving children in real life tasks</p>

Continuous Provision / Long Term Planning Literacy 3-5 years

Development Matters:	Enabling Environments: Experiences, Routines, Indoor and Outdoor Space	Positive Relationships: Adult role, Interactions	Examples within setting	Vision Guideposts
<p>By the end of the EYFS, children should:</p> <p>Reading</p> <ul style="list-style-type: none"> Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers. <p>Early Learning Goal Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p> <p>Writing</p> <ul style="list-style-type: none"> Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words. Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts. <p>Early Learning Goal Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<ul style="list-style-type: none"> The Early Talk programme is implemented within the setting. Planning and reviewing times encourage development of speaking and listening skills. Recognising first and surnames on coat pegs and shoe boxes. Stories are read at various times throughout the day. Children bring favourite books from home that are read regularly to the class. MYSTERY READER sessions take place weekly where an adult reads a story to the class. Child initiated Letters and Sounds resources box is freely available within the setting. Letters and Sounds sessions are held daily. Alphabet frieze is displayed. Children sing alphabet song to reinforce letter names. The book corner has a wide variety of books, fiction and non-fiction and the selection of books is changed on a regular basis to stimulate children's interest. There is a writing area with many mark making materials left out for children to experiment with. Children's interests are gained to regularly resource the writing area. TALK4WRITING activities are implemented within the class. Resources to assist writing are available at all times eg key words, sounds cards, Letters and Sounds display, letters formation cards. Children's writing is displayed on the walls throughout the setting. Correct Letter formation guidance is on display. The outdoor environment has clipboards, whiteboards and paper to use and small world resources are used. 	<ul style="list-style-type: none"> Adults are aware of the Early Talk programme resources. Adults in the setting give each child time to talk and value their contributions. Adults are skilled in questioning techniques when listening to children read. Adults write informative comments in children's Reading Record Books. Adults in the setting model a love of books. Adults are well trained in the Letters and Sounds programme and deliver well planned, interactive sessions. Adults are familiar with Talk4Writing activities. Adults in the setting model emergent writing and correct letter formation. Adults value the children's writing and promote opportunities to write during all different activities and within all different areas of the setting, both indoor and outdoor. Adults encourage children to use resources available when writing. 	     	<p>Respect for individuals and diversity is evident in all communications, verbal and non-verbal.</p> <p>Adults discuss, reflect, and together discover children's learning and their role in enhancing possibilities for further learning.</p> <p>Adults provide organised, focussed learning opportunities which are appropriate in content and duration to children's development.</p> <p>Within group activities, a range of opportunities and strategies support children with different learning styles</p> <p>Adults use sensitivity and understanding of the child's experience when deciding whether to directly interact with a child, or to observe and value the child's independent involvement.</p> <p>Children are encouraged to explain their own learning in their own way to interested adults.</p> <p>Children have time to be listened to and to engage in sustained shared thinking.</p>

Continuous Provision / Long Term Planning Mathematics 3-5 years

Development Matters:	Enabling Environments: Experiences, Routines, Indoor and Outdoor Space	Positive Relationships: Adult role, Interactions	Examples within setting	Vision Guideposts
<p>By the end of the EYFS, children should:</p> <p>Numbers</p> <ul style="list-style-type: none"> Recognise some numerals of personal significance. Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. Counts actions or objects which cannot be moved. Counts objects to 10, and beginning to count beyond 10. Counts out up to six objects from a larger group. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Counts an irregular arrangement of up to ten objects. Estimates how many objects they can see and checks by counting them. Uses the language of 'more' and 'fewer' to compare two sets of objects. Finds the total number of items in two groups by counting all of them. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Records, using marks that they can interpret and explain. Begins to identify own mathematical problems based on own interests and fascinations. <p>Early Learning Goal Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p> <p>Shape, space and measure</p> <ul style="list-style-type: none"> Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Can describe their relative position such as 'behind' or 'next to'. Orders two or three items by length or height. Orders two items by weight or capacity. Uses familiar objects and common shapes to create and recreate patterns and build models. Uses everyday language related to time. Beginning to use everyday language related to money. Orders and sequences familiar events. Measures short periods of time in simple ways. <p>Early Learning Goal Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>	<ul style="list-style-type: none"> The classroom has a maths area with shapes, calculators, money etc. to promote mathematical play which are available at all times. Mathematical activities are undertaken using stories based on mathematical concepts. (Maths book collection of real books) There is a washing line of numbers for the children to use and help to reinforce numbers when singing songs. The children sing number songs and rhymes regularly. During registration time children calculate number of children absent and present and number of children having dinners and sandwiches by using tens frames. A Class Calendar is used daily. There is a focus on two numbers per week. Correct number formation is reinforced during all activities.. Correct number formation guidance is on display and a chant is used to encourage correct formation. A wide range of 2D and 3D shapes are available to the children to use when model making. Rulers, tape measures, various scales and clocks are available at all times for the children to include in their child initiated activities. 	<ul style="list-style-type: none"> Adults in the setting model using the language of calculating and take every opportunity to involve the children in counting and comparing objects in the daily routines. Adults encourage children to involve mathematical concepts in everyday activities to promote the idea that maths is involved in everyday life. Adults use mathematical questioning to challenge children's mathematical development in all aspects of the school day. Adults encourage children to interact with the maths area. Adults encourage children to form numbers correctly when recording. Adults are aware of the numbers of the week and integrate these numbers during child initiated activities. Adults in the setting model the correct mathematical language for shapes. 	   	<p>First hand experiences give new opportunities to explore and experiment.</p> <p>Sensitive, flexible routines provide a feeling of security and anticipation of events. Indoor and outdoor space is accessible for free flow, simultaneous use.</p> <p>Children's mistakes are part of their exploration and learning. Children are encouraged to take risks and explore, ask questions and problem solve.</p> <p>Children have time to develop mastery through opportunities to continue their play/work interests.</p> <p>Adults have time to observe children's learning.</p> <p>Adults discuss, reflect, and together discover children's learning and their role in enhancing possibilities for learning.</p>

Continuous Provision / Long-term Plan

Knowledge and Understanding of the World 3-5 years

Development Matters:	Enabling Environments: Experiences, Routines, Indoor and Outdoor Space	Positive Relationships: Adult role, Interactions	Examples within setting	Vision Guideposts
<p>By the end of the EYFS, children should:</p> <p>People and communities</p> <ul style="list-style-type: none"> Enjoys joining in with family customs and routines. <p>Early Learning Goal Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>The world</p> <ul style="list-style-type: none"> Looks closely at similarities, differences, patterns and change. <p>Early Learning Goal Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>Technology</p> <ul style="list-style-type: none"> Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software. <p>Early Learning Goal Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>	<ul style="list-style-type: none"> The setting has an investigating area, which has some stimulating resources to excite and motivate children's exploratory play. There are reference books available in all areas. The children have a Forest School session of 3 hours every week. Class Dojo and Home School books are used to make links between home and school and are used to initiate discussions. The setting has well-resourced workshop area that is organised to allow children to easily access materials. The investigating area includes programmable toys for the child to freely access. Children use the interactive whiteboard. The setting has a range of real and play technology equipment to incorporate into role play. The setting has close connections with the local church and the people involved in the life of the church. The setting has a "Travelling Bear" who goes on holiday with the children. There is a globe permanently displayed in the classroom encouraging enquiry about the World. The setting has multi-cultural dolls in the role play area. 	<ul style="list-style-type: none"> Adults in the setting stimulate children's interest and curiosity about the world around them. Adults in the setting use open questioning and give the children time to look carefully and express their thoughts. Adults encourage children to use equipment with independence and to move resources around the various areas to promote independence and resourcefulness. Adults model using tools safely and monitor children carefully. The children are encouraged to talk about their families and share important happenings in their life. 	    	<p>Resources are organised to promote accessibility, independence and choice</p> <p>Open-ended and accessible resources, used in open ended ways, enable children to determine solutions and meet their own challenges.</p> <p>Children's pace is respected, as adults are aware that children's learning includes consolidation by revisiting, deeper exploration, confirming and testing, as well as by responding to new challenges.</p> <p>Adults recognise learning in a social context, as children make sense together of themselves and the world through imaginary play, discussion, solving problems.</p> <p>Adults are aware that learning takes place not only in the intellect, but also in the body and emotions.</p> <p>First-hand experiences give new opportunities to explore and experiment .</p> <p>Experiences are varied, and offer opportunities across all areas of learning and development. Fresh, creative approaches ensure lively interest.</p> <p>Adults discuss, reflect, and together discover children's learning and their role in enhancing possibilities for learning.</p>

Continuous Provision / Long-term Plan Expressive Arts and Design 3-5 years

Development Matters	Enabling Environments: Experiences, Routines, Indoor and Outdoor Space	Positive Relationships: Adult role, Interactions	Examples within setting	Vision Guideposts
<p>By the end of the EYFS, children should:</p> <p>Exploring and using media and materials</p> <ul style="list-style-type: none"> • Begins to build a repertoire of songs and dances. • Explores the different sounds of instruments. • Explores what happens when they mix colours. • Experiments to create different textures. • Understands that different media can be combined to create new effects. • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. • Uses simple tools and techniques competently and appropriately. • Selects appropriate resources and adapts work where necessary. • Selects tools and techniques needed to shape, assemble and join materials they are using. <p>Early Learning Goal Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Being imaginative</p> <ul style="list-style-type: none"> • Create simple representations of events, people and objects. • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. • Chooses particular colours to use for a purpose. • Introduces a storyline or narrative into their play. • Plays alongside other children who are engaged in the same theme. • Plays cooperatively as part of a group to develop and act out a narrative. <p>Early Learning Goal Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<ul style="list-style-type: none"> • The resources in the setting are organised so as to enable the children, in any area they wish, to develop their own ideas for play. • The children's work is valued and displayed around the setting. • An "Art Area" is equipped with various materials and equipment to encourage independence and promote creativity – these are changed regularly. • Everyday the children sing songs. • Musical instruments are available to use in child-initiated play. • Music is available for children to listen to throughout the day or to incorporated in their play. • The setting has a wide range of puppets and these are changed on a regular basis to stimulate children's role play. • There is a role play area in the classroom that has different stimulus depending on the focus and the children's interests. • Achievosaurus are awarded to the children to celebrate evidence of the characteristics of learning. 	<ul style="list-style-type: none"> • Adults are constantly trying to add interesting stimuli to the setting to promote creativity. • Adults use questioning to encourage the children to be independent when using materials and media and to promote perseverance and problem solving skills. • Adults value the importance of creative thinking. • Adults in the setting model a love of singing and listening to music. 	    	<p>Endpoints or products are not predetermined: rather the child's process of doing leads to its own conclusion.</p> <p>Adults understand the creative process, and support children through the stages of generating ideas, drafting and refining.</p> <p>Children's mistakes are part of their exploration and learning.</p> <p>Children are encouraged to take risks and explore, ask questions and problem solve.</p> <p>Open ended and accessible resources, used in open-ended ways, enable children to determine solutions and meet their own challenges.</p> <p>Every child has the capacity to create, and everyone's contributions and ideas are respected.</p> <p>Self-esteem grows as children build confidence to express their originality. This promotes resilience for life.</p> <p>Parents are invited to appreciate child-like responses.</p> <p>Adults provoke creative responses by introducing challenge for children. Adults exercise open-mindedness and are innovative.</p> <p>Activities are open ended so that within a group each child's experience is unique, allowing adults to respond appropriately to individual children.</p> <p>The child's unique experience is celebrated and shared with the child, parents and carers, colleagues and other settings.</p> <p>Children's excitement and discoveries are embraced by adults, who understand the importance of imagination, playing with ideas and originality.</p>

Continuous Provision / Long-term Plan Physical Development 3-5 years

Development Matters:	Enabling Environments: Experiences, Routines, Indoor and Outdoor Space	Positive Relationships: Adult role, Interactions	Examples within setting	Vision Guideposts
<p>By the end of the EYFS, children should:</p> <p>Moving and handling</p> <ul style="list-style-type: none"> • Experiments with different ways of moving. • Jumps off an object and lands appropriately. • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Travels with confidence and skill around, under, over and through balancing and climbing equipment. • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. • Uses simple tools to effect changes to materials. • Handles tools, objects, construction and malleable materials safely and with increasing control. • Shows a preference for a dominant hand. • Begins to use anticlockwise movement and retrace vertical lines. • Begins to form recognisable letters. • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. <p>Early Learning Goal Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p> <p>Health and self-care</p> <ul style="list-style-type: none"> • Eats a healthy range of foodstuffs and understands need for variety in food. • Usually dry and clean during the day. • Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. • Shows understanding of how to transport and store equipment safely. • Practices some appropriate safety measures without direct supervision. <p>Early Learning Goal Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<ul style="list-style-type: none"> • The outdoors area allows for fine and gross physical play. • Large ride on toys are used outside. • The school has a hall space. • The children are encouraged to independently get the equipment they require and to place it back where they found it. • In the creative area play dough, clay tools, scissors, cellotape, staplers, split pins etc. are available for independent use by the children. • Correct Letter formation guidance is on display. • Mark making equipment is available in all areas. • There are set codes of behaviour for physical play. • The children share their playtime with all other members of the school community. • Healthy eating is part of the school ethos. • All children have fruit daily. • Children eat lunch in the dinner hall with the rest of the school. • Children regularly have food preparation activities when they prepare, cook and eat food for themselves and to share with others around the school. • Children are expected to change shoes and hang up their coats at the beginning of each session. • The children change into shorts and t-shirts for PE sessions. • Children engage in toilet routines with independence. 	<ul style="list-style-type: none"> • All adults working in the setting are very aware of issues of health and safety. • The adults model using equipment safely and moving carefully around the setting. • Adults encourage children to experiment with mark making and writing in all areas. • Lunchtime supervisors encourage good manners at the table and encourage a family mealtime situation with other members of the school community. • Adults discuss the use of the tools in the creative area with the children. • Adults encourage children to have independence with self-care skills. 	   	<p>Young children learn through sensory-motor experience, and actively construct their understanding through theory-making and experimenting.</p> <p>Adults are aware that learning takes place not only in the intellect, but also in the body and emotions.</p> <p>Adults recognise patterns in children's behaviour or play, identifying schema or learning styles.</p> <p>Indoor and outdoor space are accessible for free-flow, simultaneous use.</p> <p>Environments created include quiet, personal space, space for energised movement, and interesting stimulating space for exploration.</p> <p>Open, uncluttered space gives children open-ended possibilities for imaginative projects.</p> <p>Adult think beyond their designated space to include green spaces and the wider community.</p> <p>Babies and young children need to move. Restrictions on movement such as sitting still for too long can restrict learning.</p> <p>Experiences are varied and offer opportunities across all areas of learning and development.</p> <p>Fresh, creative approaches ensure lively interest.</p>

Continuous Provision / Long-term Plan Communication and Language Development 3-5 years

Development Matters:	Enabling Environments: Experiences, Routines, Indoor and Outdoor Space	Positive Relationships: Adult role, Interactions	Examples within setting	Vision Guideposts
<p>Early Learning Goals: By the end of the EYFS, children should:</p> <p><u>Listening and attention</u></p> <ul style="list-style-type: none"> • Maintains attention, concentrates and sits quietly during appropriate activity. • Two-channelled attention – can listen and do for short span. <p>Early Learning Goal Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p><u>Understanding</u></p> <ul style="list-style-type: none"> • Responds to instructions involving a two-part sequence. • Understands humour, e.g. nonsense rhymes, jokes. • Able to follow a story without pictures or props. • Listens and responds to ideas expressed by others in conversation or discussion. <p>Early Learning Goal Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.</p> <p><u>Speaking</u></p> <ul style="list-style-type: none"> • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • Uses language to imagine and recreate roles and experiences in play situations. • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. • Introduces a storyline or narrative into their play. <p>Early Learning Goal Children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>	<ul style="list-style-type: none"> • The Early Talk programme is implemented within the setting. • TALK4WRITING activities are implemented within the class. • There are set codes of behaviour to encourage concentration. • Praise certificates are awarded to children displaying good listening skills. • Daily sessions are planned for whole class sessions when children are encouraged to listen, concentrate and sit quietly. • The children take part in assemblies, church visits, whole school celebrations and talks from visitors. • Makaton signing is used in the classroom when required. • Opportunities to share humour are encouraged all the time. • The book corner includes soft toys for the children to read stories to. • Role play area, which changes regularly, encourages new vocabulary. 	<ul style="list-style-type: none"> • All adults working in the setting encourage good listening skills. • The adults model good listening and attention skills by valuing all children’s contributions. • Lunchtime supervisors encourage good manners at the table and encourage a family mealtime situation with other members of the school community. • Adults encourage the use of Makaton signing. • Adults play in the role play area regularly to introduce and establish new vocabulary. • Adults extend children’s vocabulary by asking open ended questions and participating in meaningful conversations with the children. 	   	<p>Young children learn through sensory-motor experience, and actively construct their understanding through theory-making and experimenting.</p> <p>Adults are aware that learning takes place not only in the intellect, but also in the body and emotions.</p> <p>Adults recognise patterns in children’s behaviour or play, identifying schema or learning styles.</p> <p>Indoor and outdoor space are accessible for free-flow, simultaneous use.</p> <p>Environments created include quiet, personal space, space for energised movement, and interesting stimulating space for exploration.</p> <p>Open, uncluttered space gives children open-ended possibilities for imaginative projects.</p> <p>Adult think beyond their designated space to include green spaces and the wider community.</p> <p>Babies and young children need to move. Restrictions on movement such as sitting still for too long can restrict learning.</p> <p>Experiences are varied and offer opportunities across all areas of learning and development.</p> <p>Fresh, creative approaches ensure lively interest.</p>