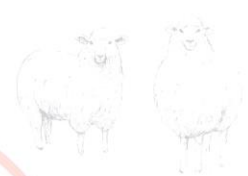


Thurnham CE Infant School
Early Years Foundation Stage
Progression through the Prime and Specific Areas

<u>Prior Learning</u>	<u>Area of Learning</u>	<u>Aspect</u>	<u>How will be this will be assessed...</u>	<u>Possible Linked Topics / Activities</u>
	Prime Areas			
<p><u>Development Matters is a Non-statutory curriculum guidance for the EYFS. It offers a view on how children develop and learn.</u></p> <p>Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult.</p> <p>Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Develop their pronunciation but may have problems saying: • some sounds: r, j, th,</p>	<p><u>Communication and Language</u></p> <p><u>The Educational Programme:</u></p> <p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to</p>	<p><u>Listening, Attention and Understanding</u></p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</p> <p>Make comments about what they have heard and ask questions to clarify their understanding;</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p>	<p><u>How will be this will be assessed...</u></p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</p> <p>Make comments about what they have heard and ask questions to clarify their understanding;</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p>	<p><u>Some of the activities / things to promote and teach Communication and Language are:</u></p> <ul style="list-style-type: none"> • Having good quality interactions with the children. Allowing time for conversations. • Adults modelling correct tenses and pronunciation • Adults modelling good listening / clear speaking. • Adults modelling and engaging in conversation • Giving children the opportunities to speak in front of a range of audiences e.g. in small groups, larger groups, carpet times. • Focus on new vocabulary and observing how children are using the vocabulary in play. • Supporting children by using visuals.
		<u>Speaking</u>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-</p>	

<p>ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.</p> <p>Use longer sentences of four to six words.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	<p>thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>	<p>fiction, rhymes and poems when appropriate;</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<ul style="list-style-type: none"> • Enjoying stories on a daily basis. • Assessing all children using Language Link. • Supporting children with their speech, through the Speech Link Programme. • Speaking and Listening projects from Term 2 to allow the opportunity to prepare a project for the class and for the children to ask / answer questions. <p>These are typical activities. Teaching the skills needed for Communication and Language should not be limited to this list. Many opportunities for modelling / teaching will arise during child-initiated time.</p>
<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p>	<p><u>Personal, Social and Emotional Development</u></p> <p><u>The Educational Programme:</u></p> <p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape</p>	<p><u>Self-Regulation</u></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</p> <p>Give focused attention to what the teacher says, responding</p>	<p><u>Some of the activities / things to promote and teach Personal, Social and Emotional Development are:</u></p> <ul style="list-style-type: none"> • Teaching the children about Growth Mindset • Each class having a calm box / calm area • Teaching the children about different emotions, including how to recognise


<p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Understand gradually how others might be feeling.</p> <p>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.</p>	<p>their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>	<p><u>Managing Self</u></p> <p><u>Building Relationships</u></p>	<p>appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly;</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Work and play cooperatively and take turns with others;</p> <p>Form positive attachments to adults and friendships with peers;</p> <p>Show sensitivity to their own and to others' needs.</p>	<p>emotions within themselves and others and dealing with these.</p> <ul style="list-style-type: none"> • Teaching the children how to use the Feelings Register. • Embedding our school rules (Be ready, Be safe, Be Respectful) • Celebrating World Mental Health Day • Having a school well-being day. • Adult being good role models – showing respect and listening. • Listening to each other. • Modelling and teaching sharing. • Celebrating achievements with the Super Powers Wall • Sharing WOW moments from home • Helping the children to make good friendship choices and learn to resolve conflicts. • Children to be encouraged to put aprons on independently • Do own coats up • Manage going to the toilet independently.
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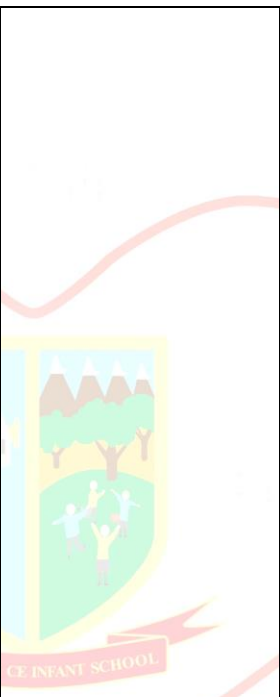
				These are typical activities. Teaching the skills needed for Personal, Social and Emotional Development should not be limited to this list. Many opportunities for modelling / teaching will arise during child-initiated time.
<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks</p> <p>Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others</p>	<p><u>Physical Development</u></p> <p><u>The Educational Programme:</u></p> <p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision</p>	<p><u>Gross Motor Skills</u></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others;</p> <p>Demonstrate strength, balance and coordination when playing;</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p><u>Fine Motor Skills</u></p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery;</p> <p>Begin to show accuracy and care when drawing.</p>	<p><u>Some of the activities / things to promote and teach physical Development are:</u></p> <ul style="list-style-type: none"> • A variety of equipment, such as: balls, hoops, obstacle courses skipping ropes available to access in the outdoor area. • Bikes and scooters. • Cycle Ready Sessions, which support the children to learn to ride a two-wheeled bike • Climbing frame • Balancing equipment • Children to have daily clever fingers opportunities • Dough disco • Children to have access but equipment such as scissors, paint brushes, pencils etc.

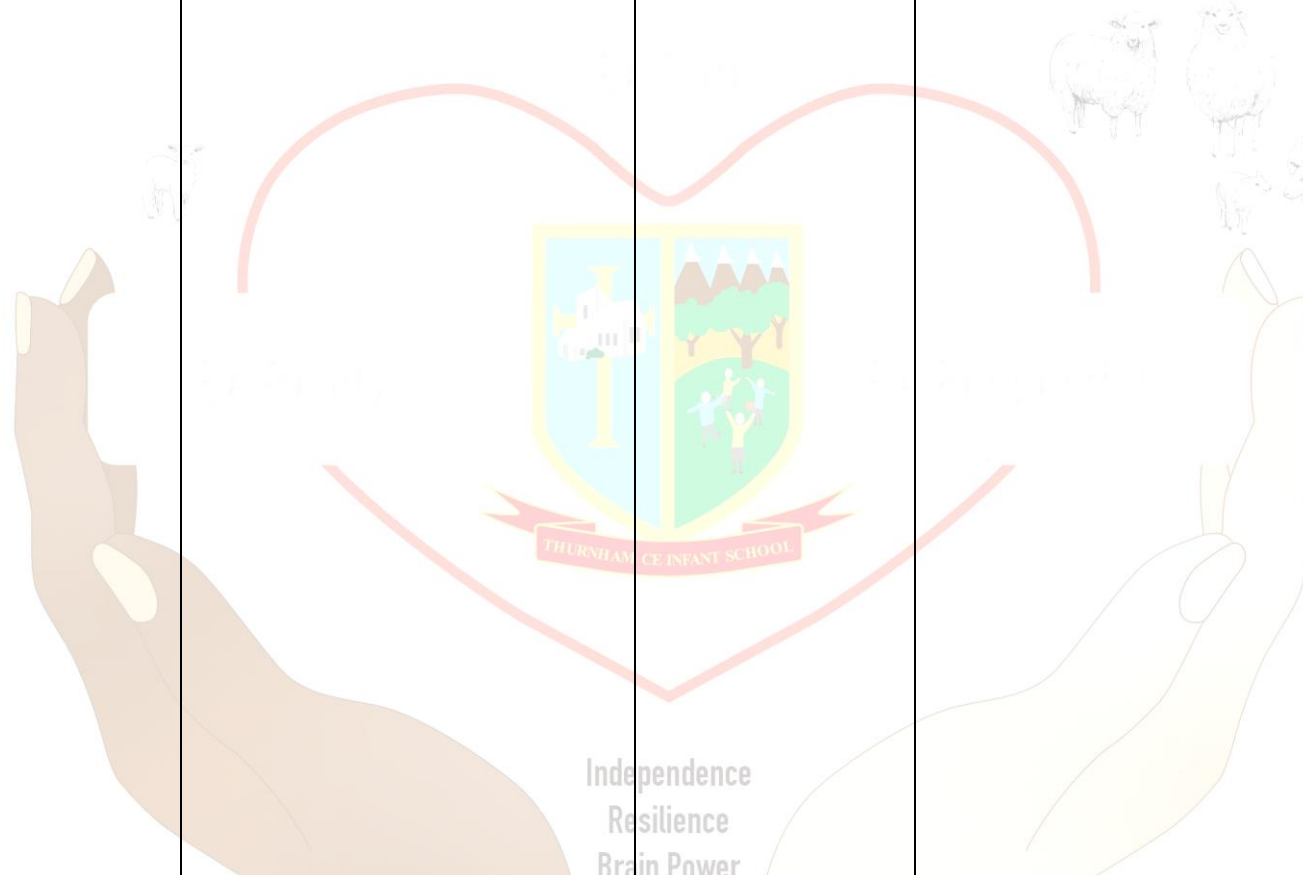
<p>to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>	<p>helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>			<ul style="list-style-type: none"> • Children to use stationary equipment, such as staplers, hole punches etc. • A variety of malleable resources • Construction opportunities, including real resources e.g. planks of wood. • Children to have coach led PE sessions, later on in the year. <p>These are typical activities. Teaching the skills needed for Physical Development should not be limited to this list. Many opportunities for modelling / teaching will arise during child-initiated time.</p>
<p>Understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing</p> <p>Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in a</p>	<p><u>Literacy</u></p> <p><u>The Educational Programme:</u></p> <p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with</p>	<p><u>Comprehension</u></p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</p> <p>Anticipate – where appropriate – key events in stories;</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-</p>	<p><u>Some of the activities / things to promote and teach Literacy are:</u></p> <ul style="list-style-type: none"> • Little Wandle Phonics on a daily basis • Reading Groups • Catch up sessions identified through regular assessment.

<p>word • recognise words with the same initial sound, such as money and mother</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name.</p> <p>Write some letters accurately.</p>	<p>children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>	<p><u>Word Reading</u></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs;</p> <p>Read words consistent with their phonic knowledge by sound-blending;</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><u>Writing</u></p> <p>Write recognisable letters, most of which are correctly formed;</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters;</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>fiction, rhymes and poems and during role-play.</p> <ul style="list-style-type: none"> • Writing area, which will provide the opportunity to write lists, labels, stories, captions, letters sentences etc. Writing should be readily accessible in areas throughout the classroom. • Non-fiction texts – finding and locating information, comparing to fiction • Children learning how to correctly form letters • Encourage the children to respond with their own comments and questions about the stories • Encourage children to use the role play area with the various props and resources. • Book corners • Writing week, including bed time stories in pyjamas. • A high-quality range of diverse story books <p>These are typical activities. Teaching the skills needed for Literacy should not be limited to this list. Many opportunities for modelling / teaching will arise during child-initiated time.</p>
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<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5</p> <p>Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'.</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe</p>	<p style="text-align: center;"><u>Mathematics</u></p> <p style="text-align: center;"><u>The Educational Programme:</u></p> <p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>	<p style="text-align: center;"><u>Number</u></p> <p style="text-align: center;"><u>Numerical Patterns</u></p>	<p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise (recognise quantities without counting) up to 5;</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Verbally count beyond 20, recognising the pattern of the counting system;</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p><u>Some of the activities / things to promote and teach Mathematics are:</u></p> <ul style="list-style-type: none"> • Everyday opportunities to count, order, recognise numbers within the indoor and outdoor areas. • Ensuring there are opportunities to explore number, counting etc within all areas of provision in the classroom. • Offering weekly enhancements both indoor and outdoor to allow children to practise their Maths. Each enhancement will have a challenge. • Encourage children to use correct mathematical vocabulary. • Address misconceptions when playing alongside the children. • Offer the children self-accessible manipulatives. • We follow White Rose Maths – for adult directed learning, which is planned on a weekly basis. • We hold a school themed Maths Week, including asking parents to come into school and talk about how
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<p>a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc.</p> <p>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>				<p>they use Maths in their jobs.</p> <p>These are typical activities. Teaching the skills needed for Mathematics should not be limited to this list. Many opportunities for modelling / teaching will arise during child-initiated time.</p>
<p>Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Show interest in different occupations.</p> <p>Explore how things work.</p> <p>Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to</p>	<p><u>Understanding the World</u></p> <p><u>The Educational Programme:</u></p> <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and</p>	<p><u>Past and Present</u></p> <p>Talk about the lives of the people around them and their roles in society;</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><u>People, Culture and Communities</u></p>	<p>Talk about the lives of the people around them and their roles in society;</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Describe their immediate environment using knowledge</p>	<p><u>Some of the activities / things to promote and teach Understanding the World are:</u></p> <ul style="list-style-type: none"> • Opportunities to discuss past and present events in life e.g. speaking and listening • Class time line to help children to sequence events in the school year. • Trip to Shorne Woods Country Park / local • Inviting parents to come and talk about their jobs.

<p>understand the need to respect and care for the natural environment and all living things.</p> <p>Explore and talk about different forces they can feel.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Continue developing positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>	<div data-bbox="1059 126 1337 826">  </div> <p><u>The Natural World</u></p>	<p>from observation, discussion, stories, non-fiction texts and maps;</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants;</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</p> <p>Understand some important processes and changes in the natural world around them,</p>	<ul style="list-style-type: none"> • Inviting the police, firefighters and other important members of society, during our Term 4 topic and throughout the year. • Helping the children to understand that they are part of a community. Invite people from the Community to work with the children e.g. Revered Catherine. • Dinosaur topic in Term 5, supports the children understanding of 'a long time ago' • In the Garden topic in Term 6, helps children to explore the natural world around them. We also learn about seasons, habitats and growing. • Our 'Under the Sea' topic in Term 3 will help children to learn about different environments. They also learn about the effects of pollution and how to care for our environment. • Listen to stories from different religions and learn about cultural celebrations e.g. Diwali.
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	<p><u>Expressive Arts and Design</u></p> <p><u>The Educational Programme:</u></p> <p>The development of children's artistic and cultural awareness</p>	<p><u>Creating with Materials</u></p>	<p>including the seasons and changing states of matter.</p>	<ul style="list-style-type: none"> • Celebrate Black History Month during October. • Speaking and Listening project about 'A holiday or day trip' helps children to learn about and compare different places. • Our Term 2 Topic, teaches children about different celebrations celebrated in a variety of cultures. • We learn about historical figures e.g. Guy Fawkes • Looking at key events in history e.g. Remembrance Day. • Fund raising events, such as Children in Need. <p>These are typical activities. Teaching the skills needed for Understanding the World should not be limited to this list. Many opportunities for modelling / teaching will arise during child-initiated time.</p>
<p>Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to</p>			<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p>	<p><u>Some of the activities / things to promote and teach Expressive Arts and Design are:</u></p>

<p>represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc.</p> <p>Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	<p>supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>	<p><u>Being Imaginative and Expressive</u></p>	<p>Share their creations, explaining the process they have used;</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher;</p> <p>Sing a range of well-known nursery rhymes and songs;</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<ul style="list-style-type: none"> • Children should have access to a variety of materials that children can use to create pictures, models, painting etc. • Children may not always produce an end result but it is the process that is important. • We support the children to learn new skills and explore using a range of equipment • Role play areas • Weekly music lessons with a music teacher. • Children will be given the opportunity to self-access e.g. mixing up their own paints. • Children should have plentiful materials, so that they are able to choose ways of doing things. • We regularly sing well-known nursery rhymes and songs. • We play music that the children are interested in e.g. if they are singing a pop song, we'll listen to it so the children can dance and sing. • We offer props that will allow children to act out familiar stories.
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