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North Somerset Early Years Foundation Stage (EYFS)



Promoting Effective Provision and Planning Booklet

Introduction

Effective Practice

The guidance on effective practice to support children's development is based on the EYFS Principles and the examples given in the EYFS Practice Guidance and collated in this booklet, illustrate just some of the possibilities.

The examples of effective practice provide ideas on activities and initiatives that practitioners can engage in to support and extend children's learning and

development, based on their interests and needs. As well as leading activities and encouraging child-led activities, you should support and extend all children's development and learning by being an active listener and joining in and intervening when appropriate.

The EYFS CD-ROM and the cards both give further examples of effective practice.

Planning and resourcing (Principles into Practice card 3.1)

Good planning is the key to making children's learning effective, exciting, varied and progressive. It enables practitioners to build up knowledge about how individual children learn and make progress. It also provides opportunities for you to think and talk about how to sustain a successful learning environment. This process works best when all practitioners working in the setting are involved. Practitioners who work alone will benefit from opportunities to discuss their plans with others working in similar circumstances.

Planning should include all children, including those with additional needs. However, it is important to remember that no plan written weeks in advance can include a group's interest in a spider's web on a frosty morning or a particular child's interest in transporting small objects in a favourite blue bucket, yet it is these interests which may lead to some powerful learning.

Plans should therefore be flexible enough to adapt to circumstances.

Putting the Principles into practice

The principles which guide the work of all early years practitioners are grouped into four themes:

A Unique Child – every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

Positive Relationships – children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.

Enabling Environments – the environment plays a key role in supporting and extending children’s development and learning.

Learning and Development – children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.

Play

(Principles into Practice cards 3.3 4.1)

Play underpins the delivery of all the EYFS. Children must have opportunities to play indoors and outdoors. All early years providers must have access to an outdoor play area which can benefit the children. If a setting does not have direct access to an outdoor play area then they must make arrangements for daily opportunities for outdoor play in an appropriate nearby location.

The EYFS CD-ROM also contains information suggesting innovative ways to engage children in outdoor play.

Play underpins all development and learning for young children. Most children play spontaneously, although some may need adult support, and it is through play that they develop intellectually, creatively, physically, socially and emotionally.

Providing well-planned experiences based on children’s spontaneous play, both indoors and outdoors, is an important way in which practitioners support young children to learn with enjoyment and challenge. In playing, children behave in different ways: sometimes their play will be responsive or boisterous, sometimes they may 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:

- observing and reflecting on children’s spontaneous play;
- building on this by planning and resourcing a challenging environment which:
 - supports and extends specific areas of children’s learning;
 - extends and develops children’s language and communication in their play.

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

- explore, develop and represent learning experiences that help them to make sense of the world;
- practise and build up ideas, concepts and skills;
- learn how to understand the need for rules;

Meeting the diverse needs of children (Principles into Practice cards 1.2 2.1)

Meeting the individual needs of all children lies at the heart of the EYFS. Practitioners should deliver personalised learning, development and care to help children to get the best possible start in life. The EYFS CD-ROM provides some examples of ways in which you can achieve this.

You must promote positive attitudes to diversity and difference within all children. In doing this you will help them to learn to value different aspects of their own and other people's lives.

This includes making sure that all children and families feel included, safe and valued; that all children and adults are treated as individuals and are not discriminated against; and that all children are listened to and respected.

Practitioners must plan for the needs of children from black and other minority ethnic backgrounds, including those learning English as an additional language, and for the needs of any children with learning difficulties or disabilities. Providers must actively avoid gender stereotyping and must challenge any expression of prejudice or discrimination, by children or adults.

You must plan for each child's individual care and learning requirements. The focus should be on removing or helping to counter underachievement and overcoming barriers for children where these already exist. You should also identify and respond early to needs which could lead to the development of learning difficulties. There must be appropriate challenges for gifted and talented children.

Personal, Social and Emotional Development

- Value and support the decisions that children make. Encourage them when they try new things.
- Be aware of cultural differences in attitudes and expectations.
- Continue to share and explain practice with parents, ensuring a two-way communication using interpreter support where necessary.
- As children differ in their degree of self-assurance, plan to convey to each child that you appreciate them and their efforts.
- Consult with parents about children's varying levels of confidence in different situations
- Describe what different children tried to do, or achieved, emphasising that effort is worthwhile.
- Support children's symbolic play, recognising that pretending to do something can help a child to express their feelings.
- Record individual achievements which reflect significant progress for every child: one may have stepped on the slide, another may be starting to play readily with others.
- Seek and exchange information with parents about young children's concerns, so that they can be reassured if they feel uncertain.
- Ensure that children have opportunities to join in.
- Create areas in which children can sit and chat with friends, such as a snug den.
- Support children's growing independence as they do things for themselves, such as pulling up their pants after toileting, recognising differing parental expectations.
- Allow children to pour their own drinks, serve their own food, choose a story, hold a puppet or water a plant.
- Choose some stories that highlight the consequences of choices.
- Provide pictures or objects representing options to support children in making and expressing choices.
- Talk to children about choices they have made, and help them understand that this may mean that they cannot do something else.
- Enlist support to ensure children learning English as an additional language can express preferences.
- Interact with children in support of their interests and give them scope to learn from many things, including their mistakes.
- Encourage children to see adults as a resource and as partners in their learning.
- Support children in developing positive relationships by challenging negative or detrimental comments and actions towards either peers or adults.
- Teach children to use and care for materials, and then trust them to do so independently.
- Vary activities so that children are introduced to different materials.
- Plan activities that require collaboration.
- Make materials easily accessible to all children, to ensure everybody can make choices.
- Ensure that key practitioners offer extra support to children in new situations.
- Create positive relationships with parents by listening to them and offering information and support.
- Encourage children to talk about their own home and community life, and to find out about other children's experiences.
- Ensure that children learning English as an additional language have opportunities to express themselves in their home language some of the time.
- Anticipate the best from each child, and be alert for evidence of their strengths.

- Plan extra time for helping children in transition, such as when they move from one setting to another or between different groups in the same setting.
- Provide role-play areas with a variety of resources reflecting diversity.
- Establish routines with predictable sequences and events.
- Encourage children to choose to play with a variety of friends, so that everybody in the group experiences being included.
- Prepare children for changes that may occur in the routine.
- Provide stability in staffing and in grouping of the children.
- Provide time, space and materials for children to collaborate with one another in different ways, for example, building constructions.
- Provide a role-play area resourced with materials reflecting children's family lives and communities.
- Give children time to try before intervening to support and guide them.
- Create an atmosphere where achievement is valued.
- Encourage children to solve problems, and support them by clarifying the problem with them.
- Plan opportunities for children to take the initiative in their learning.
- Provide means for children to keep track of, and share, their achievements.
- Build on children's ideas to plan new experiences that present challenges.
- *Give children opportunities to complete activities to their satisfaction.*
- *Encourage children to explore and talk about what they are learning, valuing their ideas and ways of doing things.*
- *Give time for children to pursue their learning without interruption, and to return to activities.*
- *Provide experiences and activities that are challenging but achievable.*
- *Explain why it is important to pay attention when others are speaking.*
- *Give children opportunities both to speak and to listen, ensuring that the needs of children learning English as an additional language are met, so that they can participate fully.*
- *Plan regular short periods when individuals listen to others, such as singing a short song, sharing an experience or describing something they have seen or done.*
- *Invite people from a range of cultural backgrounds to talk about aspects of their lives or the things they do in their work, such as a volunteer who helps people become familiar with the local area.*
- *Support children's growing ability to express a wide range of feelings orally, and talk about their own experiences.*
- *Encourage children to share their feelings and talk about why they respond to experiences in particular ways.*
- *Explain carefully why some children may need extra help or support for some things, or why some children feel upset by a particular thing.*
- *This helps children to understand that when it is required their individual needs will be met.*
- *Help children and parents to see the ways in which their cultures and beliefs are similar, encouraging them to contribute to the curriculum by sharing and discussing practices, resources, celebrations and experiences.*
- *Make a display with the children, showing all the people who make up the 'community' of the setting.*
- *Collect information that helps children to understand why people do things differently from each other, and encourage children to talk about these differences.*
- *Share stories that reflect the diversity of children's experiences.*

- Support children in linking openly and confidently with others, for example, to seek help or check information.
- Provide activities that involve turn-taking and sharing.
- Involve children in agreeing codes of behaviour and taking responsibility for implementing them.
- Help children to understand their rights to be kept safe by others, and encourage them to talk about ways to avoid harming or hurting others.
- Have agreed procedures outlining how to respond to changes in children's behaviour.
- Share policies and practice with parents, ensuring an accurate two-way exchange of information through an interpreter or through translated materials, where necessary
- Share with parents the rationale of boundaries and expectations to maintain a joint approach.
- Set, explain and maintain clear, reasonable and consistent limits so that children can play and work feeling safe and secure
- Be alert to injustices and let children see that they are addressed and resolved.
- Ensure that children have opportunities to identify and discuss boundaries, so that they understand why they are there and what they are intended to achieve.
- Help children's understanding of what is right and wrong by explaining why it is wrong to hurt somebody, or why it is acceptable to take a second piece of fruit after everybody else has had some.
- Involve children in identifying issues and finding solutions.
- Make time to listen to children respectfully when they raise injustices, and involve them in finding a 'best fit' solution.
- Provide books with stories about characters that follow or break rules, and the effects of their behaviour on others.
- Affirm and praise positive behaviour, explaining that it makes children and adults feel happier.
- Encourage children to think about issues from the viewpoint of others.
- Give children opportunities to be responsible for setting up, and clearing away, some activities.
- Praise children's efforts to manage their personal needs, and to use and return resources appropriately.
- Provide opportunities for self-chosen activities, and for choices within adult-initiated activities.
- Strengthen the positive impressions children have of their own cultures and faiths, and those of others, by sharing and celebrating a range of practices and special events.
- Encourage children to talk with each other about similarities and differences in their experiences, and the reasons for these, supported by props for telling stories, reflecting experiences of children who are both like them and different from them.
- Develop strategies to combat negative bias and, where necessary, support children and adults to unlearn discriminatory attitudes.
- Give children opportunities to be curious, enthusiastic, engaged and tranquil, so developing a sense of inner-self and peace.
- Ensure that all children are given support to participate in discussions and to be listened to.

Communication, Language and Literacy

- Display pictures and photographs showing familiar events, objects and activities and talk about them with the children.
- Provide activities which help children to learn to distinguish differences in sounds, word patterns and rhythms.
- Talk about things which interest young children and listen and respond to their ideas and questions.
- For children learning English as an additional language, value non-verbal communications and those offered in home languages.
- Respond by adding to words, gesture, objects and other visual cues to support two-way understanding.
- 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".
- Provide opportunities for children to talk with other children and adults about what they see, hear, think and feel.
- Encourage children to learn one another's names and to pronounce them correctly.
- Ensure all staff can pronounce the names of children, parents and other staff members.
- Include things which excite young children's curiosity, such as hats, bubbles, shells, story books, seeds and snails.
- Provide activities, such as cooking, where talk is used to anticipate or initiate what children will be doing, for example, "We need some eggs. Let's see if we can find some in here".
- Plan to encourage correct use of language by telling repetitive stories, and playing games which involve repetition of words or phrases.
- Encourage repetition, rhythm and rhyme by using tone and intonation as you tell, recite or sing stories, poems and rhymes from books.
- Use rhymes from a variety of cultures and ask parents to share their favourites from their home languages.
- Use puppets and other props to encourage listening and responding when singing a familiar song or reading from a story book.
- Find opportunities to tell and read stories to children, using puppets, soft toys, or real objects as props.
- Provide stories, pictures and puppets which allow children to experience and talk about how characters feel.
- Provide dual language books to raise awareness of different scripts. Try to match dual language books to languages spoken by families in the setting. Remember not all languages have written forms and not all families are literate either in English, or in a different home language.
- Draw attention to marks, signs and symbols in the environment and talk about what they represent. Ensure this involves recognition of English and other relevant scripts.
- Provide materials which reflect a cultural spread, so that children see symbols and marks with which they are familiar, for example, Chinese script on a fabric shopping bag.
- Encourage children to handle and manipulate a variety of media and implements, for example, clay, finger-paint, spoons, brushes and shells.
- Vary the range of tools and equipment located with familiar activities, for example, put small scoops, rakes or sticks with the sand.
- Talk with children to make links between their gestures and words, for example, "Your face does look cross. Has something upset you?".
- Support children in using a variety of communication strategies, including signing, where appropriate.
- Listen to children and take account of what they say in your responses to them.

- Choose stories with repeated refrains, dances and action songs involving looking and pointing, and songs that require replies and turn-taking such as 'Tommy Thumb'.
- Encourage children to express their needs and feelings in words.
- Provide opportunities for children whose home language is other than English, to use that language.
- Find out from parents how children make themselves understood at home; confirm which is their preferred language.
- Set up a listening area where children can enjoy rhymes and stories.
- Introduce 'rhyme time' bags containing books to take home and involve parents in rhymes and singing games.
- Ask parents to record regional variations of songs and rhymes in other languages.
- Share rhymes, books and stories from many cultures, sometimes using languages other than English, particularly where children are learning English as an additional language.
- Give children clear directions and help them to deal with those involving more than one action, for example, "Put the cars away, please, then come and wash your hands and get ready for lunch".
- When introducing a new activity, use mime and gesture to support language development. Showing children a photograph of an activity such as handwashing helps to reinforce understanding.
- Provide practical experiences that encourage children to ask and respond to questions, for example, explaining pulleys or wet and dry sand.
- Introduce new words in the context of play and activities.
- Show interest in the words children use to communicate and describe their experiences.
- Help children expand on what they say, introducing and reinforcing the use of more complex sentences.
- Introduce, alongside books, story props, such as pictures, puppets and objects, to encourage children to retell stories and to think about how the characters feel.
- Help children to build their vocabulary by extending the range of their experiences.
- Ensure that all practitioners use correct grammar.
- Talk to children about what they have been doing and help them to reflect upon and explain events, for example, "You told me this model was going to be a tractor. What's this lever for?".
- Set up shared experiences that children can reflect upon, for example, visits, cooking, or stories that can be re-enacted.
- Help children to predict and order events coherently, by providing props and materials that encourage children to re-enact, using talk and action.
- 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, 'Hickory Dickory boot, The mouse ran down the...'.
- When making up alliterative jingles, draw attention to the similarities in sounds at the beginning of words and emphasise the initial sound, for example, "mmmmummy", "shshshshadow".
- Encourage children to use the stories they hear in their play.
- Discuss with children the characters in books being read.
- Encourage them to predict outcomes, to think of alternative endings and to compare plots and the feelings of characters with their own experiences.
- Focus on meaningful print such as a child's name, words on a cereal packet or a book title, in order to discuss similarities and differences between symbols.

- Help children to understand what a word is by using names and labels and by pointing out words in the environment and in books.
- Read stories that children already know, pausing at intervals to encourage them to 'read' the next word.
- Create an attractive book area where children and adults can enjoy books together.
- Provide some simple poetry, song, fiction and non-fiction books.
- Include books containing photographs of the children that can be read by adults and that children can begin to 'read' by themselves.
- Create an environment rich in print where children can learn about words, for example, using names and labels.
- Introduce children to books and other materials that provide information or instructions.
- Carry out activities using instructions, such as reading a recipe to make a cake.
- Ensure access to stories for all children by using a range of visual cues and story props.
- Plan to include home language and bilingual story sessions by involving qualified bilingual adults, as well as enlisting the help of parents.
- Make books with children of activities they have been doing, using photographs of them as illustrations.
- Write poems and short stories with children, scribing for them.
- Support children in recognising and writing their own names.
- Provide activities during which children will experiment with writing, for example, leaving a message.
- Include opportunities for writing during role-play and other activities.
- Encourage the children to use their phonic knowledge when writing consonant vowel-consonant (CVC) words.
- Provide activities that give children the opportunity and motivation to practise manipulative skills, for example, cooking and playing instruments.
- Provide opportunities for large shoulder movements, for example, swirling ribbons in the air, batting balls suspended on rope and painting.
- Encourage children to make anti-clockwise circles and up and down strokes in the air and in their play, for example, with sand and water and brushes or running around anti-clockwise.
- *Encourage conversation with others and demonstrate appropriate conventions: turntaking, waiting until someone else has finished, listening to others and using expressions such as "please", "thank you" and "can I...?". At the same time, respond sensitively to social conventions used at home.*
- *Show children how to use language for negotiating, by saying "May I...?", "Would it be all right...?", "I think that..." and "Will you...?" in your interactions with them.*
- *Model language appropriate for different audiences, for example, a visitor.*
- *Encourage children to predict possible endings to stories and events.*
- *Encourage children to experiment with words and sounds, for example, in nonsense rhymes.*
- *Give time for children to initiate discussions from shared experiences and have conversations with each other.*
- *Give thinking time for children to decide what they want to say and how they will say it.*
- *Set up collaborative tasks, for example, construction, food activities or story-making through role-play.*
- *Help children to talk about and plan how they will begin, what parts each will play and what materials they will need.*

- Provide opportunities for talking for a wide range of purposes, for example, to present ideas to others as descriptions, explanations, instructions or justifications, and to discuss and plan individual or shared activities.
- Foster children's enjoyment of spoken and written language by providing interesting and stimulating play opportunities.
- Provide word banks and writing resources for both indoor and outdoor play.
- Resource role-play areas with listening and writing equipment and provide easy access to word banks.
- Encourage children to sort, group and sequence events in their play, using words such as: first, last, next, before, after, all, most, some, each, every.
- Encourage language play, for example, through stories such as 'Goldilocks and the Three Bears' and action songs that require intonation.
- Value children's contributions and use them to inform and shape the direction of discussions.
- Provide opportunities for children to participate in meaningful speaking and listening activities.
- Ask children to think in advance about how they will accomplish a task.
- Talk through and sequence the stages together.
- Use stories from books to focus children's attention on predictions and explanations, for example, "Why did the boat tip over?".
- Help children to identify patterns, for example, what generally happens to 'good' and 'wicked' characters at the end of stories; to draw conclusions, "The sky has gone dark. It must be going to rain"; to explain effect, "It sank because it was too heavy"; to predict, "It might not grow in there if it is too dark" and to speculate, "What if the bridge falls down?".
- Set up displays that remind children of what they have experienced, using objects, artefacts, photographs and books.
- Provide for, initiate and join in imaginative play and role-play, encouraging children to talk about what is happening and to act out the scenarios in character.
- Take an interest in what and how children think and not just what they know.
- 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.
- Demonstrate writing so that children can see spelling in action.
- Encourage them to apply their own grapheme-phoneme knowledge to what they read and write.
- When children are ready (usually by the age of five) provide systematic regular phonics sessions. These should be multisensory in order to capture their interests, sustain motivation and reinforce learning.
- Ensure that role-play areas encourage writing of signs with a real purpose.
- Plan fun activities and games that help children create rhyming strings of real and imaginary words, for example, Maddie, daddy, baddie, laddie.
- Create imaginary words to describe, for example, monsters or other strong characters in stories and poems.
- Discuss and model ways of finding out information from non-fiction texts.
- Explain to parents the importance of reading to children, ask about favourite books, and offer book loans.
- Encourage children to add to their first-hand experience of the world through the use of books, other texts and information, and information and communication technology (ICT).

- Provide story boards and props which encourage children to talk about the sequence of events and characters in a story.
- Help children to identify the main events in a story and to enact stories, as the basis for further imaginative play.
- Make story boxes with the children. Practitioners should maximise the opportunities that these reading activities present to reinforce the intrinsic pleasure in stories and books as well as applying children's developing phonic knowledge and skills.
- Encourage children to recall words they see frequently, such as 'welcome', their own and friends' names, 'open' and 'bus stop'.
- Play word bingo to develop children's grapheme correspondence, so that they can rapidly decode words.
- Provide story sacks and boxes for use in the setting and at home.
- Provide varied texts and encourage children to use books for pleasure and information.
- Provide some simple texts which children can decode to give them confidence and to practise their developing phonic skills.
- Provide picture books, books with flaps or hidden words, books with accompanying CDs or tapes, and story sacks.
- Act as a scribe for children. After they say a sentence, repeat the first part of it, say each word as you write, and include some punctuation.
- Encourage children to use their ability to hear the sounds at the beginning of words and then in the order in which they occur through words in their writing.
- Play games that encourage children to link sounds to letters and then write the letters and words.
- Encourage children to re-read their writing as they write.
- Provide materials and opportunities for children to use writing in their play, and create purposes for independent and group writing.
- Plan occasions where you can involve children in organising writing, for example, putting recipe instructions in the right order.
- Provide word banks and other resources for segmenting and blending to support children to use their phonic knowledge.
- Teach children to form letters correctly, for example, when they label their paintings.
- Encourage children to practise letter shapes as they paint, draw and record, and as they write, for example, their names, the names of their friends and family, or captions.
- Provide a variety of writing tools and paper, indoors and outdoors.
- Give children practice in forming letters correctly, for example, labelling their work, making cards and writing notices.
- Provide opportunities to write meaningfully, for example, by placing notepads by phones or writing parent notes.

Problem Solving, Reasoning and Numeracy

- Show children how we use counting to find out 'how many'.
- Talk about how the symbols and marks you make stand for numbers and quantities.
- Ask questions such as "Would you like one sandwich or two?"
- At mealtimes, talk about portions of food so that children learn about quantities, such as 'enough', 'more', 'how many'.
- Introduce number labels to use outdoors for car number plates, house and bus numbers.
- Create a 'number rich' environment in the home play area.
- Introduce numbers as they are used at home, by having a clock, a telephone, a washing machine, number plates, birthday cards etc
- Encourage parents of children learning English as an additional language to talk in their home language about quantities and numbers.
- Keep a diary with the children about their favourite things.
- Talk about how many like apples, or which of them watches a particular TV programme at home.
- Plan to incorporate a mathematical component in areas such as the sand, water or other play areas.
- Play games which relate to number order, addition and subtraction, such as hopscotch and skittles.
- Talk about and help children to recognise patterns.
- Draw children's attention to the pattern of square/rectangle/ square which emerges as you fold or unfold a tablecloth or napkin.
- Be consistent in your use of vocabulary for weight and mass.
- Sort coins on play trays into interesting arrangements and shapes; sort them into bags, purses and containers.
- Measure for a purpose, such as finding out whether a teddy will fit in a bed.
- Collect pictures that illustrate the use of shapes and patterns from a variety of cultures, for example, Arabic designs.
- Provide opportunities for children to measure time (sand timer), weight (balances) and measure (non-standard units).
- Vary the use of volume and capacity equipment in the sand, water and other play areas to maintain interest.
- Use number language, for example, 'one', 'two', 'three', 'lots', 'hundreds', 'how many?' and 'count', in a variety of situations.
- Model and encourage use of mathematical language by, for example, asking questions such as, "How many saucepans will fit on the shelf?"
- Allow children to understand that one thing can be shared, for example, a pizza.
- Give children a reason to count, for example, by asking them to select enough wrist bands for three friends to play with the puppets.
- Enable children to note the 'missing set', for example, "There are none left" when sharing things out.
- Provide number labels for children to use, for example, by putting a number label on each bike and a corresponding number on each parking space. Include counting money and change in role-play games.
- Demonstrate language such as 'same as', 'less' or 'fewer'.
- Create opportunities for children to separate objects into unequal groups as well as equal groups.
- Demonstrate 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'.
- Find out and use equivalent terms for these measures in home languages.

- Encourage children to talk about the shapes they see and use and how they are arranged.
- Have large and small blocks and boxes available for construction both indoors and outdoors.
- Play games involving children positioning themselves inside, behind, on top and so on.
- Provide rich and varied opportunities for comparing length, weight and time.
- Value children's constructions by helping to display them or take photographs of them.
- Organise the environment to foster shape matching, for example, pictures of different bricks on containers to show where they are kept.
- Use stories such as Rosie's Walk by Pat Hutchins to talk about distance and stimulate discussion about non-standard units and the need for standard units.
- Show pictures that have symmetry or pattern and talk to children about them.
- *Encourage estimation, for example, estimate how many sandwiches to make for the picnic.*
- *Encourage use of mathematical language, for example, number names to ten: "Have you got enough to give me three?"*
- *Provide collections of interesting things for children to sort, order, count and label in their play.*
- *Display numerals in purposeful contexts, for example, a sign showing how many children can play on a number track.*
- *Use tactile numeral cards made from sandpaper, velvet or string.*
- *Ensure that children are involved in making displays, for example, making their own pictograms of lunch choices. Develop this as a 3D representation using bricks and discuss the most popular choices.*
- *Add numerals to all areas of the curriculum*
- *Make books about numbers that have meaning for the child such as favourite numbers, birth dates or telephone numbers.*
- *Use rhymes, songs and stories involving counting on and counting back in ones, twos, fives and tens.*
- *Emphasise the empty set and introduce the important concept of nothing or zero in our number system.*
- *Create opportunities for children to experiment with a number of objects, and the written numeral.*
- *Develop this through matching activities with a range of numbers, numerals and a selection of objects.*
- *Use a 100 square to show number patterns.*
- *Make number games readily available and systematically teach children how to use them.*
- *Display interesting books about numbers - ensure there is a representation of smaller and larger numbers beyond 100.*
- *Play games such as hide and seek that involve counting.*
- *Show interest in how children solve problems and value their different solutions.*
- *Make sure children are secure about the order of numbers before asking what comes after or before each number.*
- *Discuss with children how problems relate to others they have met, and their different solutions.*
- *Encourage children to record what they have done, for example, by drawing or tallying.*
- *Use number staircases to show a starting point and how you arrive at another point when something is added or taken away.*
- *Provide a wide range of number resources and encourage children to be creative in thinking up problems and solutions in all areas of learning*
- *Encourage children to make up their own story problems for other children to solve.*

- Encourage children to extend problems, for example, "Suppose there were three people to share the bricks between instead of two".
- Use mathematical vocabulary and demonstrate methods of recording, using standard notation where appropriate.
- Give children learning English as an additional language opportunities to work in their home language to ensure accurate understanding of concepts.
- Encourage children to make links between cardinal numbers (quantity) and ordinal numbers (position).
- Make number tracks available for reference and encourage children to use them in their own play.
- Help children to understand that five fingers on each hand make a total of ten fingers altogether, or that two rows of three eggs in the box make six eggs altogether.
- Ask 'silly' questions, for example, show a tiny box and ask if there is a bicycle in it.
- Play peek-a-boo, revealing shapes a little at a time and at different angles, asking children to say what they think the shape is, what else it could be or what it could not be.
- Make books about shape, time and measure: shapes found in the environment; long and short things; things of a specific length; and ones about patterns, or comparing things that are heavier or lighter.
- Ask children to give you instructions to get to somewhere. Let them have a turn.
- Provide a range of boxes and materials for models and constructions such as 'dens', indoors and outdoors.
- Provide examples of the same shape in different sizes.
- Have areas where children can explore the properties of objects and where they can weigh and measure, such as a cookery station or a building area or real objects of varying weight in the role play area e.g. tins of food of different sizes
- Plan opportunities for children to describe and compare shapes, measures and distance.
- Provide materials and resources for children to observe and describe patterns in the indoor and outdoor environment and in daily routines, orally, in pictures or using objects.
- Provide a range of natural materials for children to arrange, compare and order.
- Introduce children to the use of mathematical names for 'solid' 3D shapes and 'flat' 2D shapes and the mathematical terms to describe shapes.

Knowledge and Understanding of the World

- Recognise that when a child does such things as jumping in a puddle, they are engaging in investigation.
- Make use of outdoor areas to give opportunities for investigations of the natural world, for example, provide chimes, streamers, windmills and bubbles to investigate the effects of wind.
- Recognise that children's investigations may appear futile, but that a child may be on the brink of an amazing discovery as they meticulously place more and more things on top of one another.
- Build on children's particular interests by adding resources to sustain and extend their efforts.
- Talk about ICT apparatus, what it does, what they can do with it and how to use it safely.
- Let children use the photocopier or camera to copy their own pictures.
- Provide safe equipment to play with, such as torches, transistor radios or karaoke machines.
- Make a diary of photographs to record a special occasion.
- Use the language of time such as 'yesterday', 'tomorrow' or 'next week'.
- Provide opportunities for children to work through routines in role-play, such as putting a 'baby' to bed.
- Tell stories about places and journeys, for example, *Whatever Next!* by Jill Murphy.
- Provide story and information books about places, such as a zoo or the beach, to build on visits to real places.
- Encourage children to take on different roles during role-play.
- Support children's friendships by talking to them about their characteristics, such as being kind, or fun to be with.
- Provide a soft toy for children to take home overnight, in turn.
- Talk with children about what the toy has done during these excursions.
- Encourage and respond to children's signs of interest, and extend these through questions, discussions and further investigation.
- Give additional support to children who are learning English as an additional language, through pictorial support, or from familiar adults who can interpret for them.
- Use the local area for exploring both the built and the natural environment.
- Provide opportunities to observe things closely through a variety of means, including magnifiers and photographs.
- Introduce children to appropriate tools for different materials.
- Provide ideas and stimuli for children, for example, photographs, books, visits and close observation of buildings.
- Provide a range of construction materials, including construction kits containing a variety of shapes, sizes and ways of joining, and support children in their use.
- Provide a range of tools, for example, scissors, hole punch, stapler, junior hacksaw, glue spreader or glue gun, rolling pin, cutter, cutting knife, grater, and encourage children to handle them carefully and use their correct names.
- Draw young children's attention to pieces of ICT apparatus they see or that they use with adult supervision e.g. metal detectors, walkie-talkies.
- When out in the locality, ask children to help to press the button at the pelican crossing, or speak into an intercom to tell somebody you have come back to the setting.
- Talk about and show interest in children's lives and experiences.
- Use, and encourage children to use, the language of time in conversations, for example, 'past', 'now' and 'then'.
- Plan time when children can discuss past events in their lives.

- Encourage discussion of important events in the lives of people children know, such as their family.
- Make books of events in settings, for example, summer fair, building a climbing frame, shopping expedition or learning about a festival.
- Encourage role-play of events in children's lives.
- Observe changes in the environment, for example, through the seasons or as a building extension is completed.
- Ask parents to share photographs from home that show how things change over time e.g. plants, garden, height charts
- Ensure the full participation of children learning English as an additional language by offering additional visual support and encouraging children to use their home language.
- Arouse awareness of features of the environment in the setting and immediate local area, for example, make visits to shops or a park.
- Introduce vocabulary to enable children to talk about their observations and to ask questions.
- Plan time for visits to the local area.
- Provide play maps and small world equipment for children to create their own environments.
- Introduce language that describes emotions, for example, 'sad', 'happy', 'angry' and 'lonely', in conversations when children express their feelings about special events.
- Use group times to share events in children's lives.
- Listen carefully and ask questions that show respect for children's individual contributions.
- Explain the significance of special events to children.
- Visit workplaces and invite people who work in the community to talk to children about their roles. Wherever possible encourage the challenging of stereotypes by, for example, using a male midwife or a female firefighter.
- Plan time to listen to children wanting to talk about significant events and give them time to formulate thoughts and words to express feelings.
- Provide the support of adults who share languages other than English with children.
- Provide ways of preserving memories of special events, for example, making a book, collecting photographs, tape recording, drawing and writing.
- Invite children and families with experiences of living in other countries to bring in photographs and objects from their home cultures including those from family members living in different areas of the UK and abroad.
- *Help children to notice and discuss patterns around them, for example, rubbings from grates, covers, or bricks.*
- *Encourage children to raise questions and suggest solutions and answers.*
- *Examine change over time, for example, growing plants, and change that may be reversed, for example, melting ice.*
- *Give opportunities to record findings by, for example, drawing, writing, making a model or photographing.*
- *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 speculate on the reasons why things happen or how things work.*
- *Discuss purposes of design and making tasks.*
- *Teach joining, measuring, cutting and finishing techniques and their names.*
- *Encourage children's evaluations, helping them to use words to explain, such as 'longer', 'shorter', 'lighter'.*
- *Make links with children's experiences to provide opportunities to design and make things.*

- Provide opportunities for children to practise skills, initiate and plan simple projects, and find their own solutions in the design and making process.
- Ensure that the organisation of workshop areas allows children real choices of techniques, materials and resources.
- Teach and encourage children to click on different icons to cause things to happen in a computer program.
- Ensure safe use of all ICT apparatus and make appropriate risk assessments for their use.
- Provide a range of programmable toys, as well as equipment involving ICT, such as computers.
- Sequence events, for example, photographs of children from birth.
- Use stories that introduce a sense of time and people from the past.
- Encourage children to ask questions about events in each other's lives in discussions, and explore these experiences in role-play.
- Compare artefacts of different times, for example, garden and household tools.
- Make the most of opportunities to value children's histories.
- Involve families in sharing memories.
- Provide long-term growing projects, for example, sowing vegetables from seed or looking after chick eggs.
- Provide reference material for children to use, for example, comparing old and recent photographs.
- Draw on the local community to support projects about the seasons. Tap into knowledge and expertise of local farmers, gardeners, allotment holders and so on.
- Use appropriate words, for example, 'town', 'village', 'road', 'path', 'house', 'flat', 'temple' and 'synagogue', to help children make distinctions in their observations.
- Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places.
- Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment.
- Ensure all children have opportunities to express themselves and learn the vocabulary to talk about their surroundings, drawing on and encouraging the home language to support the learning of English.
- Encourage the use of words that help children to express opinions, for example, 'busy', 'quiet' and 'pollution'.
- Provide stories that help children to make sense of different environments.
- Provide stimuli and resources for children to create simple maps and plans, paintings, drawings and models of observations of known and imaginary landscapes.
- Give opportunities to design practical, attractive environments, for example, taking care of the flowerbeds or organising equipment outdoors.
- Introduce children to a range of cultures and religions, for example, tell stories, listen to music, dance and eat foods from a range of cultures.
- Use resources in role-play that reflect a variety of cultures, such as clothes, symbols, candles and toys.
- Provide opportunities for children to sample food from a variety of cultures.
- Provide books that show a range of languages, dress and customs.
- Use appropriate resources to enable children to learn positive attitudes and behaviour towards people who are different to themselves, emphasising more that is the same across all cultures than different.

- *Extend children's knowledge of cultures within and beyond the setting through books, videos and DVDs, and photographs; listening to simple short stories in various languages; handling artefacts; inviting visitors from a range of religious and ethnic groups, and visiting local places of worship and cultural centres.*
- *Ensure that any cultural assumptions and stereotypes that are already held are countered in activities.*
- *Ensure the use of modern photographs of parts of the world that are commonly stereotyped and misrepresented.*

Physical Development

- Be aware that children can be very energetic for short bursts and need periods of rest and relaxation.
- Encourage and guide children to persevere at a skill.
- Value the ways children choose to move.
- Give as much opportunity as possible for children to move freely between indoors and outdoors.
- Talk to children about their movements and help them to explore new ways of moving, such as squirming, slithering and twisting along the ground like a snake.
- Encourage children to move, using a range of body parts, and to perform given movements at more than one speed, such as quickly, slowly, or on tiptoe.
- Encourage body tension activities such as stretching, reaching, curling, twisting and turning.
- Provide a range of large play equipment that can be used in different ways, such as boxes, ladders, 'A' frames and barrels.
- Plan time for children to experiment with equipment and to practise their skills.
- Undertake risk assessment and provide safe spaces where children can move freely.
- Create 'zones' for some activities and explain safety to children and parents.
- Plan to respect individual progress and preoccupations.
- Allow time for exploration and for children to practise movements they choose.
- Provide real and role-play opportunities for children to create pathways.
- Provide CD and tape players, scarves, streamers and musical instruments so that children can respond spontaneously to music.
- Introduce the vocabulary of spatial relationships, such as 'between', 'through' and 'above'.

- Plan activities that involve moving and stopping, such as musical bumps.
- Involve young children in the preparation of food.
- Encourage repetition in movements and sensory experiences.
- Give children the chance to talk about what they like to eat, while reinforcing messages about healthier choices, and to learn about each other's preferences.
- Remember that children who have limited opportunity to play outdoors may lack a sense of danger.
- Ensure children's safety, while not unduly inhibiting their risk-taking.
- Display a colourful daily menu showing healthy meals and snacks and discuss choices with the children, reminding them, for example, that they tried something previously and might like to try it again.
- Be aware of eating habits at home and of the different ways people eat their food. For example, some families use hands to eat and some cultures strongly discourage the use of the left hand for eating.
- Resource the home play area with cooking utensils and babies' clothes so that children can handle tools and materials meaningfully in their imaginative play.
- Provide 'tool boxes' containing things that make marks, so that children can explore their use both indoors and outdoors.
- Teach skills which will help children to keep themselves safe, for example, responding rapidly to signals including visual signs and notes of music.
- Encourage children to move with controlled effort, and use associated vocabulary such as 'strong', 'firm', 'gentle', 'heavy', 'stretch', 'reach', 'tense' and 'floppy'.
- Use music to create moods and talk about how people move when they are sad, happy or cross.
- Lead imaginative movement sessions based on children's current interests such as space travel, zoo animals or shadows.
- Motivate children to be active through games such as follow the leader.
- Plan opportunities for children to tackle a range of levels and surfaces including flat and hilly ground, grass, pebbles, asphalt, smooth floors and carpets.
- Ensure that equipment is appropriate to the size and weight of children in the group and offers challenges to children at different levels of development.
- Plan activities where children can move in different ways and at different speeds.
- Provide balancing challenges, such as a straight or curved chalk line for children to follow.
- Mark out boundaries for some activities, such as games involving wheeled toys or balls, so that children can more easily regulate their own activities.
- Provide sufficient equipment for children to share, so that waiting to take turns does not spoil enjoyment.
- Provide construction materials such as crates, blocks or boxes to create personal and shared spaces and dens.
- Create opportunities for moving towards independence, for example, have hand-washing facilities safely within reach, and support children in making healthy choices about the food they eat.
- Encourage children to notice the changes in their bodies after exercise, such as their heart beating faster.
- Provide a cosy place with a cushion and a soft light where a child can rest quietly if they need to.
- Plan so that children can be active in a range of ways, including while using a wheelchair.
- Introduce the vocabulary of direction, including, where appropriate, 'clockwise' and 'anticlockwise'.

- Make equipment available and accessible to all children for the whole of the day or session, if possible.
- Provide activities that give children the opportunity and motivation to practise manipulative skills, for example, cooking, painting and playing instruments.
- Provide opportunities for children to sometimes use all their fingers or the whole hand
- Provide objects that can be handled safely, including small-world toys, construction sets, threading and posting toys, dolls' clothes and material for collage.
- *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 'excited', 'scared' and 'happy'.*
- *Help children communicate through their bodies by encouraging expressive movement linked to their imaginative ideas.*
- *Talk with children about body parts and bodily activity, teaching the vocabulary of body parts.*
- *Help children to think about how their movements and actions can impact on others.*
- *Plan target throwing, rolling, kicking and catching games.*
- *Plan games where children can use skills in different ways, such as hopping backwards and galloping sideways.*
- *Provide open-ended resources for large-scale building.*
- *Use whole-body action rhymes such as 'Head, Shoulders, Knees and Toes'.*
- *Provide time and space to enjoy energetic play daily, either indoors or outdoors, visiting parks if other spaces are limited.*
- *Ensure children know the rules for being safe in different spaces.*
- *Pose challenging questions such as "Can you get all the way round the climbing frame without your knees touching it?"*
- *Talk with children about the need to match their actions to the space they are in.*
- *Encourage children to be active and energetic by organising lively games.*
- *Provide opportunities for children to repeat and change their actions so that they can think about, refine and improve them.*
- *Help children to be aware of risks and to consider their own and others' safety.*
- *Take time to review individual needs for space and equipment for a child who may require modifications to either or both.*
- *Regularly check resources for safety, for example, ensuring that fabric is clean and that planks are free from splinters and rough edges.*
- *Provide a range of equipment at different levels, such as an overhead ladder, a tunnel, a bench and a mat.*
- *Provide large portable equipment that children can move about safely and cooperatively to create their own structures.*
- *Plan imaginative, active experiences, such as 'Going on a bear hunt'.*
- *Ensure that children who get out of breath will have time to recover.*
- *Place water containers where children can find them easily and get a drink when they need one.*
- *Plan opportunities, particularly after exercise, for children to talk about how their bodies feel.*
- *Discuss with children why they get hot and encourage them to think about the effects of the environment, such as whether opening a window helps everybody to be cooler*
- *Encourage children's large arm and hand movements and activities that strengthen their hands and fingers, for example, throwing and catching.*

- *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'.*
- *Justify and explain why safety is an important factor in handling tools, equipment and materials, and have sensible rules for everybody to follow but do not make children too risk-averse.*
- *Teach skills where necessary and then give children the chance to practise them.*
- *Talk with children about what they are doing, how they plan to do it, what worked well and what they would change next time.*
- *Provide a range of left-handed tools, especially left-handed scissors, for children who need them.*
- *Provide a wide range of materials, such as real clay, that encourage manipulation.*
- *Offer different tools, techniques or materials when the available tools are inadequate to achieve the desired effects.*
- *Provide tweezers, tongs and small scoops for use in play and investigation.*
- *Provide a range of construction toys of different sizes, made of wood, rubber or plastic, that fix together in a variety of ways, for example by twisting, pushing, slotting or magnetism.*

Creative Development

- Provide appropriate materials and extend children's thinking through involvement in their play, using questions thoughtfully and appropriately.
- Encourage children to describe their experiences.
- 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.
- Choose unusual or interesting materials and resources that inspire exploration such as textured wall coverings, raffia, string, translucent paper or water-based glues with colour added.
- Help children to listen to music and watch dance when opportunities arise, encouraging them to focus on how sound and movement develop from feelings and ideas.
- Invite dancers and musicians from theatre groups, the locality or a nearby school so that children begin to experience live performances.
- Draw on a wide range of musicians and storytellers from a variety of cultural backgrounds to extend children's experiences and to reflect their cultural heritages – use tapes / videos if visitors are not a possibility.
- Sometimes speak quietly, slowly or gruffly for fun in pretend scenarios with children.
- Offer additional resources reflecting interests such as tunics, cloaks and bags
- Be interested in children's responses, observing their actions and listening carefully.
- Encourage children to discuss and appreciate the beauty around them in nature and the environment.
- Make time and space for children to express their curiosity and explore the environment using all of their senses.

- 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'.
- Talk to a child about images or effects that they see, such as the effect of light hitting a shiny piece of paper.
- Talk to children about colours they like and why they like them.
- Demonstrate and teach 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 children to a wide range of music, painting and sculpture.
- Encourage children to take time to think about painting or sculpture that is unfamiliar to them before they talk about it or express an opinion.
- Make suggestions and ask questions to extend children's ideas of what is possible, for example, "I wonder what would happen if...".
- Support children in thinking about what they want to make, the processes that may be involved and the materials and resources they might need, such as a photograph to remind them what something is like.
- Provide a wide range of materials, resources and sensory experiences to enable children to explore colour, texture and space.
- Document the processes children go through to create their own 'work'.
- Provide a place where work in progress can be kept safely and allow children to return to their creations whenever possible..
- Talk to children about where they can see models and plans in the environment, such as at the local planning office, in the town square, or at a new building site down the road.
- Support children's excursions into imaginary worlds by encouraging inventiveness, offering support and advice on occasions and ensuring that they have experiences that stimulate their interest.
- Tell stories based on children's experiences and the people and places they know well.
- Offer a story stimulus by suggesting an imaginary event or set of circumstances, for
- *Support children in expressing opinions and introduce language such as 'like', 'dislike', 'prefer' and 'disagree'.*
- *Be alert to children's changing interest and the way they respond to experiences differently when they are in a happy, sad or reflective mood.*
- *Introduce language that enables children to talk about their experiences in greater depth and detail.*
- *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.*
- *Provide and organise resources and materials so children can make their own choices in order to express their ideas.*
- *Be sensitive to the needs of children who may not be able to express themselves easily in English, using interpreter support from known adults, or strategies such as picture cards to enable children to express preferences.*
- *Help children to gain confidence in their own way of representing ideas.*
- *Talk to children about ways of finding out what they can do with different media and what happens when they put different things together such as sand, paint and sawdust.*
- *Help children to develop a problem-solving approach to overcome hindrances as they explore possibilities that media combinations present.*
- *Offer advice and additional resources as appropriate.*
- *Alert children to changes in properties of media as they are transformed through becoming wet, dry, flaky or fixed.*

- *Talk about what is happening, helping them to think about cause and effect.*
- *Provide resources for mixing colours, joining things together and combining materials, demonstrating sensitively where appropriate.*
- *Introduce pieces of wood, stone, rock or seaweed for children to feel and discover.*
- *Provide children with opportunities to use their skills and explore concepts and ideas through their representations.*
- *Have a 'holding bay' where 2D and 3D models and works can be retained for a period for children to enjoy, develop, or refer to.*
- *Support children's developing understanding of the ways in which paintings, pictures and music and dance can express different ideas, thoughts and feelings.*
- *Encourage discussion about the beauty of nature and people's responsibility to care for it.*
- *Help children to support other children and offer another viewpoint.*
- *Extend children's experience and expand their imagination through the provision of pictures, paintings, poems, music, dance and story.*
- *Provide a stimulus for imaginative recreation and composition by introducing atmospheric features in the roleplay area, such as the sounds of rain beating on a roof, or placing a spotlight to suggest a stage set. Provide curtains and place dressing-up materials and instruments close by.*
- *Be aware of the link between imaginative play and children's ability to handle narrative.*
- *Carefully support children who are less confident.*
- *Introduce descriptive language to support children, for example, 'rustle' and 'shuffle'.*

