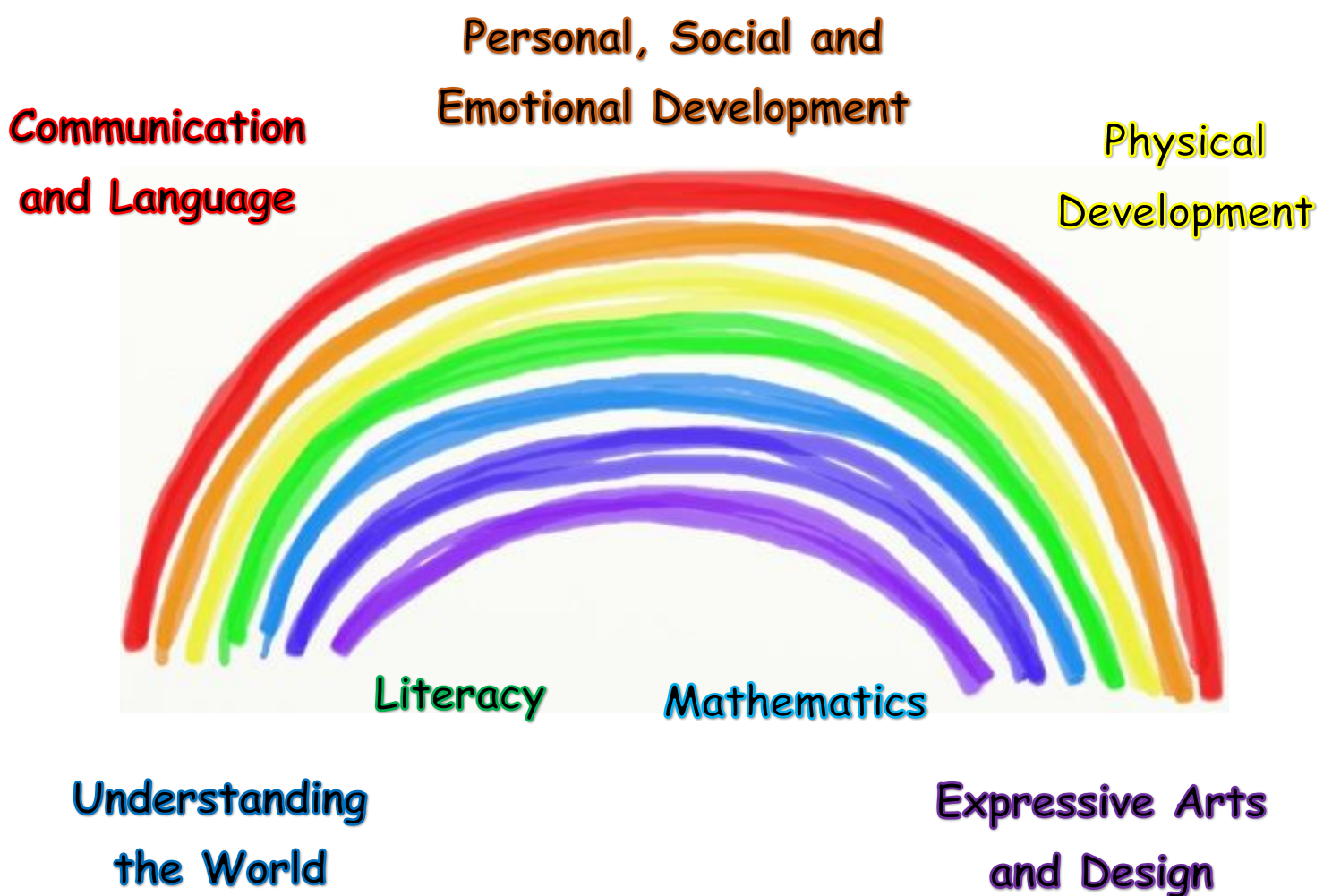


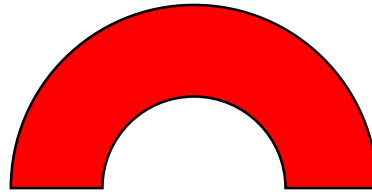


# Our Overviews of the



# Early Years' Areas of Learning





# Communication and Language Development

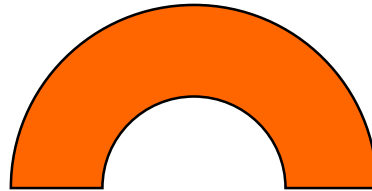
## Importance/Values.

*"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."* EYFS Statutory Framework, p7 (March 2021)

At Freshfield, we believe creating a high quality, language rich environment where children are listened to, introduced to new vocabulary and encouraged to talk by supportive, highly skilled adults is essential to supporting language development.

Children are Taught to...	Where this can be Seen...	Continuous Provision Links...
<ul style="list-style-type: none"> <li>-Form positive relationships with other children and adults.</li> <li>-Make eye contact.</li> <li>-Communicate verbally and non-verbally.</li> <li>-Learn new vocabulary and understand words.</li> <li>-Listen to, enjoy and interact with stories, rhymes, songs and games.</li> <li>-Listen to, understand and follow instructions.</li> <li>-Use and explore their voices.</li> <li>-Join in with singing and action songs and make up their own songs.</li> </ul>	<ul style="list-style-type: none"> <li>-In the Moment Planning to support each individual child's learning there and then.</li> <li>-Group Leader system.</li> <li>-Levels of motivation and engagement during continuous provision and adult led sessions.</li> <li>-High quality interactions during continuous provision.</li> <li>-Adults tuning in to children's conversations and play.</li> <li>-Adults 'Listening to play' to understand children's play and thoughts through verbal and non-verbal interactions.</li> </ul>	<ul style="list-style-type: none"> <li>-Daily routines.</li> <li>-Visual timetables</li> <li>-Language rich spaces and environments.</li> <li>-Reading areas.</li> <li>-Role play areas.</li> <li>-Small world and construction areas.</li> <li>-Variety of sensory experiences that extend enquiry, provide rich dialogue, provoke curiosity and thought.</li> <li>-Provision linked to children's interests to encourage and inspire language.</li> <li>-Meaningful experiences to stimulate language.</li> </ul>

<ul style="list-style-type: none"> <li>-Explore a variety of instruments and environmental sounds.</li> <li>-Join in with conversations.</li> <li>-Learn, understand and use new vocabulary.</li> <li>-Ask and answer questions.</li> <li>-Communicate with each other and use words.</li> <li>-Use language to engage in role play inspired by first hand experiences and stories.</li> <li>-Use language linked to stories through Helicopter Stories and Tales Toolkit.</li> <li>-Orally tell and retell first hand experiences.</li> <li>-Orally tell and retell stories (<b>Curricular Goal</b>)</li> </ul>	<ul style="list-style-type: none"> <li>-Sustained Shared Thinking.</li> <li>-Adults thinking out loud and modelling new language.</li> <li>Adults extending and rephrasing children's language.</li> <li>Adults asking questions and answering children's questions, questioning and explaining why things happen and how things work.</li> <li>-Children communicating with each other.</li> <li>-Activities that support thinking and conversations.</li> <li>-Nursery rhymes.</li> <li>-Story times.</li> <li>-Core book sessions (Main Nursery)</li> <li>-Targeted LEAP Language Group.</li> <li>-Targeted Wellcomm activities.</li> </ul>	
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# Personal, Social and Emotional Development

## Importance/Values.

The overarching principles that shape Early Years practice are:

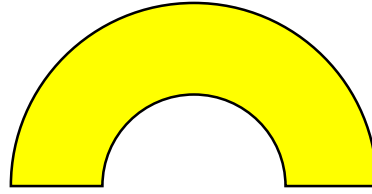
$$\text{The Unique Child} + \text{Positive Relationships} + \text{An Enabling Environment} = \text{Learning and Development}$$

EYFS Statutory Framework, p6, (March 2021)

At Freshfield, we believe that each child is unique. We believe it is essential to build warm, caring positive relationships with children to ensure that their needs are met and provide a challenging and exciting, yet nurturing environment inspired by children's interests and needs to ensure that children learn, develop and thrive. It is essential that children's needs are met to enable them to be a happy and confident learner. At Freshfield, we believe it is essential that all of our children feel safe, secure and cared for and are celebrated for their unique qualities, experiences and cultures. We use stories such as 'The Colour Monster' by Ana Llenas to support children's Emotional Literacy; to recognise their own feelings in addition to the feelings of others and express their feelings using words. Through talk and positive interactions, we encourage children to form friendships, share, listen to each other and play in a group. We use the Restorative Approach to encourage children to talk about how they are feeling and work together with other children to solve problems.

Children are Taught to...	Where this can be Seen...	Continuous Provision Links...
<ul style="list-style-type: none"> <li>-Form positive relationships with staff and other children</li> <li>-Use words to ask for things that they want or need.</li> <li>-Play in a group.</li> <li>-Choose an activity independently.</li> <li>-Engage in collaborative play.</li> <li>-Ask for help when needed.</li> </ul>	<ul style="list-style-type: none"> <li>-In the Moment Planning to support each individual child's learning there and then.</li> <li>-In all adult interactions with children.</li> <li>-In children's interactions between each other.</li> <li>-Adult led group times linked to Emotional Literacy.</li> </ul>	<ul style="list-style-type: none"> <li>-All areas of provision.</li> </ul>

<ul style="list-style-type: none"> <li>-Talk about themselves and their interests.</li> <li>-Share resources with others.</li> <li>-Use kind words to others.</li> <li>- Recognise their emotions and use words to express how they feel.</li> <li>-Manage emotions effectively and ask for support when needed.</li> <li>-Calming techniques for if they feel angry or scared.</li> <li>-Recognise that other people have emotions too.</li> <li>-Show empathy for others who may be feeling sad, angry or scared.</li> <li>-Consider the feelings and needs of others.</li> <li>-Talk about people who are special to them.</li> <li>-Persevere when challenge occurs.</li> <li>-Try something new.</li> <li>-Show pride in their achievements.</li> <li>-Becoming a happy and confident learner.</li> </ul> <p><b>(Curricular Goal)</b></p>	<ul style="list-style-type: none"> <li>-Targeted ELSA and Nuture groups for specific children by trained staff.</li> <li>-Observing children during free flow play.</li> </ul>	
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# Physical Development

## Importance/Values.

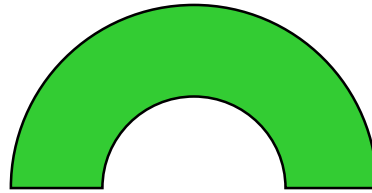
*"Physical Development is vital in children's all round development, enabling them to pursue happy, healthy and active lives."* EYFS Statutory Framework, p9 (March 2021)

At Freshfield, children develop and grow through a range of gross motor and fine motor activities to develop core strength, coordination, balance, stability and hand eye coordination to ensure that children are able to lead healthy lives, safely use climbing equipment, one handed tools and mark making equipment. We encourage children to be active, independent learners and make healthy choices and we support children to dress themselves, take risks in their play, choose their own healthy snack and take responsibility for their own possessions. Staff have participated in Physical Development Champion's training and are trained to ensure that a wide range of opportunities for developing children's physical skills are available throughout our provision both indoors and outdoors.

Children are Taught to...	Where this can be Seen...	Continuous Provision Links...
<ul style="list-style-type: none"> <li>-Develop core strength through tummy time and through opportunities to engage in activities on the floor.</li> <li>-Take risks in their play.</li> <li>-Assess whether activities are safe during their play.</li> <li>- Develop spatial awareness, balance and strength through obstacle courses and climbing equipment.</li> <li>-Climb trees (<b>Curricular Goal</b>)</li> <li>-Develop balance and strength by using bikes and scooters.</li> <li>Develop gross motor skills through activities such as large scale mark making,</li> </ul>	<ul style="list-style-type: none"> <li>-In the Moment Planning to support each individual child's learning there and then.</li> <li>-Large scale outdoor construction areas - opportunities to lift and balance crates and heavy blocks to construct.</li> <li>- Adults supporting children to build confidence when using climbing and balancing equipment.</li> <li>-Adults encouraging children to challenge themselves and motivate children to 'have a go' at trying something new.</li> <li>- Adults showing pride in children's achievements</li> </ul>	<ul style="list-style-type: none"> <li>-Long periods of free flow play.</li> <li>-Nature School</li> <li>-Climbing equipment</li> <li>-Balancing equipment</li> <li>-Sports equipment</li> <li>-Construction areas</li> <li>-Mark Making and Creative areas</li> <li>-Wide range of sensory opportunities using hands and other body parts e.g. painting feet.</li> <li>-Bikes</li> <li>-Sand and Water Play</li> <li>-Funky Fingers inspired activities</li> <li>- Dough Disco activities and independent access to playdough.</li> <li>-Reading area.</li> </ul>

<p>pouring and using mops, brushes and rollers.</p> <ul style="list-style-type: none"> <li>-Develop gross motor skills through dancing and regular Squiggle While you Wiggle Sessions.</li> <li>-Develop cognitive skills and hand-eye coordination through sensory activities and adult supported activities such as popping bubbles.</li> <li>-Develop fine motor skills through Funky Fingers and Dough Disco sessions and know why we do those sessions.</li> <li>-Safely use tools and one-handed equipment.</li> <li>-Dress themselves for outdoor play and home time.</li> <li>-Choose their own healthy snack at snack time and make healthy choices.</li> <li>- Show understanding of oral health and how to look after teeth.</li> <li>-Use the toilet independently</li> <li>-Wash hands regularly with soap and water.</li> <li>-Look after own possessions.</li> <li>-To be able to safely cook food on a fire. <b>(Curricular Goal)</b></li> </ul>	<p>through praise and encouraging children to show pride in their own achievements.</p> <ul style="list-style-type: none"> <li>-Adults providing opportunities for children to engage in physical games e.g. providing children with bats and balls, footballs and space hoppers.</li> <li>Adults showing engaging and enthusiastic attitudes to physical activities such as dancing and Squiggle While you Wiggle.</li> <li>-Squiggle While you Wiggle, Funky Fingers and Dough Disco activities.</li> <li>-Adults support, encourage and praise children to dress independently.</li> <li>-Adults provide stories to support children's understanding of keeping fit and healthy (including oral health).</li> <li>-Adults talk to children during snack times about how the foods children are eating are good for their bodies.</li> <li>-Adults encourage children to collect their own possessions at home time.</li> </ul>	<p>-</p>
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# Literacy

## Importance/Values.

*"It is crucial for children to develop a life-long love of reading."* EYFS Statutory Framework, p9 (March 2021)

At Freshfield, we believe that forming a love of reading is fundamental to children's learning and development and fundamental to support progression and development of language. We have a selection of carefully chosen 'Core Books' that we use throughout the year alongside our 'Language Progression Document', Helicopter Stories and Tales Toolkit to support and inspire children to foster a love of stories and develop imaginative and language skills through repetitive, story language and engaging experiences linked to books.

Our learning environment is tailored to children's interests and needs and includes reading areas that provide high quality texts and resources to support role play inspired by these stories in addition to a wide range of mark making resources to support children to make purposeful marks that they can talk about and that represent their thinking.

Children are Taught to...	Where this can be Seen...	Continuous Provision Links...
<ul style="list-style-type: none"> <li>-Learn new vocabulary and understand words through stories and rhymes.</li> <li>-Listen to, enjoy and interact with stories, rhymes, songs and games.</li> <li>-Understand what is happening in stories and predict what they think might happen next.</li> <li>-Use language to talk about illustrations whilst looking at books.</li> <li>-Experiment and listen to the sounds of musical instruments.</li> <li>-Experiment with, listen and discriminate between environmental and instrumental sounds.</li> </ul>	<ul style="list-style-type: none"> <li>-In the Moment Planning to support each individual child's learning there and then.</li> <li>-Levels of motivation and engagement during continuous provision and adult led sessions.</li> <li>-High quality interactions during continuous provision.</li> <li>-Adults tuning in to children's conversations and play.</li> <li>-Phase 1 phonics sessions and phase 1 phonics activities in continuous provision.</li> <li>-Children communicating with each other whilst</li> </ul>	<ul style="list-style-type: none"> <li>-Language rich spaces and environments.</li> <li>-Reading areas.</li> <li>-Role play areas.</li> <li>-Small world and construction areas.</li> <li>-Mark making areas</li> <li>--Creative areas</li> <li>-Provision providing opportunities for purposeful mark making in all areas.</li> <li>-Provision providing opportunities to support children's mark making through developing fine and gross motor skills.</li> <li>-Provision linked to children's interests to</li> </ul>



<ul style="list-style-type: none"> <li>-Use and explore their voices.</li> <li>-Join in with singing and action songs and make up their own songs.</li> <li>-Learn to recognise, hear and identify rhyming words.</li> <li>- Learn to hear and identify words that begin with the same initial sound.</li> <li>-Learn to orally blend and segment simple CVC words.</li> <li>-Show an interest in print in stories and in the learning environment.</li> <li>-Show an interest in illustrations in stories and books and use language to talk about them.</li> <li>-Join in with conversations.</li> <li>-Learn, understand and use new vocabulary.</li> <li>-Ask and answer questions.</li> <li>-Communicate with each other and use words.</li> <li>-Use language to engage in role play inspired by first hand experiences and stories.</li> <li>-Use language linked to stories through Helicopter Stories and Tales Toolkit.</li> <li>-Orally tell and retell first hand experiences.</li> <li>-Orally tell and retell stories (<b>Curricular Goal</b>)</li> <li>-When ready, begin Phase 2 phonics activities including hearing and reading initial sounds and beginning to read simple CVC words.</li> </ul>	<ul style="list-style-type: none"> <li>looking at books and engaging in role play.</li> <li>-Adults reading stories to children and encouraging children to orally retell stories using illustrations.</li> <li>-Adults questioning children about what is happening in the story they are reading using illustrations to support thinking.</li> <li>-Children independently looking at stories and books.</li> <li>-Nursery rhymes/singing time.</li> <li>-Story times.</li> <li>-Core book sessions (Main Nursery)</li> <li>-Targeted Phase 2 phonics sessions to children who are developmentally ready.</li> </ul>	<ul style="list-style-type: none"> <li>encourage and inspire mark making.</li> <li>-Meaningful experiences and high-quality texts to stimulate story language.</li> </ul>
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<p>-Use simple tools to engage in big and small mark making. -Give meaning to marks they make. When ready, begin to form letter like shapes and give meaning to these.</p>		
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## Phonics.

At Freshfield, we aim to ensure that all children leave ready to begin a Systematic Synthetic Phonics programme when they begin their primary school journey. We use Phase 1 Letters and Sounds to develop children's speaking and listening skills and challenge children who have secure Phase 1 knowledge by deepening their knowledge and skills and introducing Phase 2 phonics activities.

Phase 1 consists of seven different aspects of learning. These are:

-Aspect 1 - Environmental Sound Discrimination: The aim of this aspect is to raise children's awareness of the sounds around them and to develop their listening skills.

-Aspect 2- Instrumental Sound Discrimination: This aspect aims to develop children's awareness of sounds made by various instruments.

-Aspect 3 - Body Percussion: The aim of this aspect is to develop children's awareness of sounds and rhythms.

-Aspect 4 - Rhythm and rhyme: This aspect aims to develop children's appreciation and experiences of rhythm and rhyme in speech.

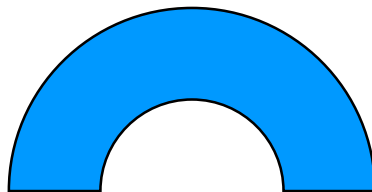
-Aspect 5 - Alliteration: The focus is on initial sounds of words.

-Aspect 6 - Voice sounds: The aim is to distinguish between different vocal sounds and to begin oral blending and segmenting.

-Aspect 7 - Oral blending and segmenting: In this aspect, the main aim is to develop oral blending and segmenting skills.

Phase 2 phonics involves recognising letters visually and applying Phase 1 knowledge to this to read and write words. Children whose knowledge of Phase 1 is secure will be challenged by being introduced to Phase 2 phonics through activities linked to recognising initial sounds and beginning to read and write simple CVC words e.g. sat,

tap, pan. This will then be revisited and continued through a Systematic, Synthetic Phonics programme when the child starts school.



# Mathematics

## Importance/Values.

*"Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically...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."* Early Years Statutory Framework, p10, (March 2021)

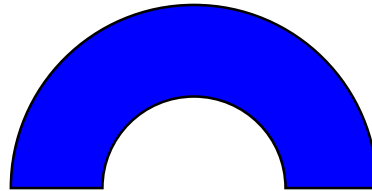
At Freshfield, we develop children's interest in the mathematical world through their own interests. We provide a wide range of resources for children to explore, sort, count and experiment with in a range of ways and add maths into our daily routine as much as possible e.g. counting how many children have chosen a banana for snack compared to how many have chosen an apple. Children are challenged in the moment through questioning, next steps and the introduction and use of mathematical language.

Children are Taught to...	Where this can be Seen...	Continuous Provision Links...
<ul style="list-style-type: none"> <li>-Join in with songs and rhymes linked to number e.g. 5 Current Buns.</li> <li>-Sort objects in a range of ways e.g. shape, size, colour.</li> <li>-Use simple mathematical language in play e.g. big, small, heavy, light.</li> <li>-Chooses specific shapes to use in their play e.g. block play.</li> <li>-Use number names during play.</li> <li>-Use shapes in their play.</li> <li>-Notices and identifies shapes in their play e.g. block play.</li> <li>-Order objects based on shape, size, weight and height.</li> <li>-Count to 5 and then 10.</li> </ul>	<ul style="list-style-type: none"> <li>-In the Moment Planning to support each individual child's learning there and then.</li> <li>-High quality adult interactions with children during continuous provision.</li> <li>-Children's interactions with each other.</li> <li>- Adults tuning into children's play.</li> <li>-Adults supporting children to try again to support misconceptions.</li> <li>-Adults thinking out loud and modelling new language.</li> <li>-Activities that support mathematical thinking, experimenting and mathematical language.</li> </ul>	<ul style="list-style-type: none"> <li>-Maths area</li> <li>-Construction area</li> <li>-Small World area</li> <li>-Creative area</li> <li>-Daily routines</li> <li>-Visual timetable</li> <li>-Meaningful experiences to support mathematical thinking and develop new mathematical language.</li> <li>-Singing</li> </ul>

Count backwards from 10.  
Count up to 5 and then 10 objects.

- Be introduced to and use more complex mathematical language during play e.g. full, empty, tallest, shortest, longest, names of 2D and 3D shapes, sides, corners.
- Recognise shapes in the environment.
- Identify numbers up to 5 and then up to 10.
- Match numbers with their quantity up to 5 and then 10.
- Use objects to work out one more and one less up to 5 and then 10.
- Recognise numbers in the environment.
- Use Numicon to work out Numberbonds up to 5 and then 10.
- Estimate and then count the total number of objects.
- Continue and create repeating patterns.
- Challenge themselves and apply their mathematical knowledge to their play independently.





# Understanding the World

## Importance/Values.

"Understanding the world involves guiding children to make sense of their physical world and their community." p10, (March 2021)

At Freshfield, we believe that each child's understanding of the world starts with them and comes from their own unique experiences. We recognise that all of our children and families at Freshfield are unique and have their own traditions celebrations and cultures and aim to incorporate those into our curriculum each year. Outdoor learning is very important to us at Freshfield and we actively encourage children to learn, play and discover outdoors in all weathers. At Nature School, children learn how to safely light and cook food on fires, use tools, explore their natural world and much more. As an Eco School, we teach and encourage children how to take care of our world by recycling, looking after minibeasts, growing fruits and vegetables and turning them into tasty snacks.

Children are Taught to...	Where this can be Seen...	Continuous Provision Links...
<ul style="list-style-type: none"> <li>-Explore their natural world e.g. splash in puddles, pick leaves from trees, look for minibeasts.</li> <li>-Engage in role play based on first-hand experiences.</li> <li>-Engage in role play based on real scenarios e.g. the hairdressers, the supermarket.</li> <li>-Talk about first hand experiences.</li> <li>-Explore new resources with their senses and begin to use language to describe them.</li> <li>-Recognise and talk about differences in materials e.g. spiky conker shell, smooth pebble.</li> <li>-Talk about what they can see/hear/smell/taste/touch.</li> </ul>	<ul style="list-style-type: none"> <li>-In the Moment Planning to support each individual child's learning there and then.</li> <li>-High quality adult interactions with children during continuous provision.</li> <li>-Children's interactions with each other.</li> <li>- Adults tuning into children's play.</li> <li>-Adults supporting children to support misconceptions.</li> <li>-Adults thinking out loud and modelling new language.</li> <li>-Cultural celebrations and birthdays.</li> <li>-Nature School</li> </ul>	<ul style="list-style-type: none"> <li>-Role Play areas</li> <li>-Construction areas</li> <li>-Small World areas</li> <li>-Creative areas</li> <li>-Daily routines</li> <li>-Growing areas</li> <li>-Visual timetable</li> <li>-Meaningful experiences linked to children's cultural celebrations and traditions.</li> <li>-Opportunities for role play based on real life experiences e.g. fire station, hairdressers, café.</li> <li>-Singing</li> <li>-Wall of Happiness</li> <li>-Celebrations display.</li> </ul>

- Join in with celebrations e.g, birthdays.
- Learn about and join in with cultural celebrations.
- Realise that other people like different things and may celebrate different things to them at home.
- Begin to understand concept of the past e.g. understand that they were once a baby and that their mum was once a baby too.
- Talk about places that they like and places they have been to.
- Understand how to keep safe at nursery e.g. if the fire bell rings, when it is home time.
- Begin to understand that other people have different experiences and like different things.
- experiment with different resources and talk about observations e.g. floating and sinking, freezing, melting.
- plant seeds, look after them and make observations as they grow.
- Recycle paper and items from their lunchboxes.
- Show care towards their peers, animals and the world around them.
- To be able to safely cook food on a fire. **(Curricular Goal)**

- Parents uploading photographs of experiences onto Tapestry.
- Adults providing real life experiences for children to engage in and experiment with.
- Adults engage in children's play introducing them to new resources and new language.



## Technology

Computing and technology are still vitally important subjects. Teaching them will also ensure that children develop listening skills, problem-solving abilities and thoughtful questioning. We live in a technological world and there is no escape from the reality that technology is integrated into the lives of young children. Just as we ensure the children in our care are ready for the adult world by teaching them maths and literacy, for example, we should also make sure that they experience technology and how to use it appropriately and safely.

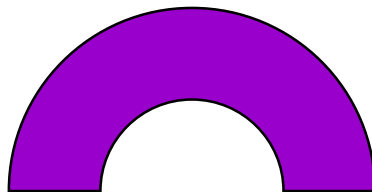
We teach these subjects through play based, unplugged (no computer) activities that focus on building children's listening skills, curiosity and creativity and problem solving.

Technology at Freshfield could mean:

- taking a photograph with a camera or tablet
- searching for information on the internet
- playing games on the interactive whiteboard
- exploring an old typewriter or other mechanical toys
- watching a video clip
- listening to music

Allowing children the opportunity to explore technology in this carefree and often child-led way, means that not only will they develop a familiarity with equipment and vocabulary, but also ensure they will enter school with a fountain of knowledge ready to further develop their skills.

These opportunities have strong links to communication and language, mathematics, physical development and the characteristics of effective learning in particular. While there is no longer a specific technology strand, the skills learned will ensure progression across all other subjects.



# Expressive Arts and Design

## Importance/Values.

*"The development of children's artistic and cultural awareness 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."* Early Years Statutory Framework, p10, (March 2021)

At Freshfield, children are given lots of time to engage in open ended, free flow play and experiences are inspired by children's interests to allow them to express and be themselves. Adults support children to develop language and build positive relationships to support them to engage in role play with their peers. Loose parts and open-ended resources are provided to encourage children to use their imagination and create endless possibilities to their play. We use a range of carefully chosen Core Books which we use alongside Helicopter Stories and Tales Toolkit to support children to use their imagination to act out story scenes and retell stories in their play. Children are provided with a wide range of open-ended creative resources to experiment and make marks with. Children are encouraged to experiment with and mix colours, and use resources in a range of textures, shapes and sizes to create. Costumes, music and instruments are provided to encourage children to express themselves through dance and song.

Children are Taught to...	Where this can be Seen...	Continuous Provision Links...
<ul style="list-style-type: none"> <li>-Engage in new creative experiences.</li> <li>-Engage in messy play.</li> <li>-Use a variety of resources to create.</li> <li>-Use glue and tape to stick.</li> <li>-Paint on a range of different materials.</li> <li>-Experiment with blocks and construction resources.</li> <li>-Experiment with colour.</li> <li>-Mix colours to create new colours.</li> <li>-Experiment with a range of mixed media.</li> </ul>	<ul style="list-style-type: none"> <li>-In the Moment Planning to support each individual child's learning there and then.</li> <li>-Levels of motivation and engagement during continuous provision and adult led sessions.</li> <li>-High quality interactions during continuous provision.</li> <li>-Adults tuning in to children's conversations and play.</li> <li>-Adults 'Listening to play' to understand children's play and thoughts through</li> </ul>	<ul style="list-style-type: none"> <li>-Creative areas</li> <li>-Construction and Small World areas</li> <li>-Mark Making areas</li> <li>-Role Play areas</li> <li>-Reading areas</li> <li>-Meaningful experiences to provoke imagination and inspire</li> <li>-Loose parts.</li> </ul>

<ul style="list-style-type: none"> <li>-Use a range of resources to create with a purpose in mind e.g. use boxes, tissue paper and paint to build a rocket.</li> <li>-Take on a role in play.</li> <li>-Engage in role play in a small group.</li> <li>-Engage in small world play</li> <li>-Create a story/theme around play.</li> <li>-Join in with singing and dancing.</li> <li>-Experiment with instruments.</li> <li>-Understand language linked to instruments such as loud, quiet, fast, slow, play, stop.</li> <li>-Talk about the things that they have made and how they have made them.</li> <li>-Show pride in the things that they have made.</li> <li>-Persist when they find something difficult.</li> </ul>	<ul style="list-style-type: none"> <li>verbal and non-verbal interactions.</li> <li>-Adults tuning into children's interests and providing interest-based resources to support their play.</li> <li>-Children's interactions with each other.</li> <li>-Activities that support thinking and conversations.</li> <li>-Nursery rhymes.</li> <li>-Story times.</li> <li>-Core book sessions (Main Nursery)</li> </ul>	
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