

Learning and Development
Possible Learning Opportunities

- Play collaboratively and follow instructions.
- Imaginative play with resources.
- Develop vocabulary, naming household and role play objects, fruit and vegetables etc.
- Begin to develop ideas about healthy eating and personal hygiene.
- Develop ideas about using equipment safely.
- Develop narratives in their play, extending ideas and playing cooperatively.
- Make connections between different experiences at home and with family.
- Be involved in pretend play based around the home; cooking meals, feeding people e.g. family, visitors, and babies, cleaning and washing, preparing for parties, picnics, festivals, going shopping, going to visit family, and going on holiday.
- Make decisions about roles e.g. who is going to be mum, dad or baby, doctor, shop keeper.
- Talk about activities and use available props for role play.
- Begin to develop an awareness of the similarities and differences among families and communities.

Enabling Environments
What adults could provide

- Provide a role play area resourced with materials reflecting children's family lives and communities.
- Provide materials for a variety of role play themes.
- Set up shared experiences that children can reflect upon.
- Help children to predict and order events coherently by providing props and materials that encourage children to re-enact, using talk and actions.
- 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.
- Provide for, imitate and join in imaginative play and role play, encouraging children to talk about what is happening and to act out the scenarios in character.
- Set up collaborative tasks for example construction, food activities or story making through role play.
- Provide items for weighing
- Help to identify the main events in a story and to enact stories as the basis for further imaginative play.
- Resource the area with listening and writing equipment to ensure that it encourages writing of signs with real purpose.
- Include counting money and change in role play games.
- Provide story props children can use during their play.
- Provide role play areas with a variety of resources reflecting diversity.
- Also provide challenge cards to extend the children's thinking when an adult is not in the area.
- Provide fiction and non-fiction books linked to homes.
- Provide books showing human and physical geographical words eg city, town etc
- Provide items linked to capital cities (UK) and other countries
- Provide items linked to religions
- Provide items linked to homes in the past

Positive Relationships
What adults could do

- Encourage children to choose friends from all backgrounds, so that everybody in the group experiences being included.
- Help children to understand the feelings of others by labelling emotions such as sadness, happiness, feeling cross, lonely, scared or worried.
- Intervene when children need help with difficult situations.
- Prompt children's thinking and discussions through involvement in their play.
- Show interest in the words children use to communicate and describe their experience.
- Support children's ability to express their feelings orally and talk about their own experiences.
- Encourage conversation with others and model appropriate conversations.
- Be aware of the link between imaginative play and children's ability to handle narrative.
- Use imaginative words to describe things.
- Help children communicate through their bodies by encouraging expressive movement linked to imaginative ideas.
- Encourage children to sort disputes themselves, eg when two children want the same object
- Encourage discussion about uses of objects

Unique Child

Observing what a child is learning - Possible lines of development- Learning that could take place

	Personal, Social and Emotional Development		Communication and Language	
What might we see?	Self-regulation	<ul style="list-style-type: none"> Consider the feelings of others Express their own feelings Adapt their behaviour in different situations Focus for longer periods 	Listening, Attention and Understanding	<ul style="list-style-type: none"> Understand questions such as who, what, where, when, why and how Learn new vocabulary Have conversations with peers with back and forth exchanges
	Managing Self	<ul style="list-style-type: none"> Put on and take off costumes Talk about food and healthy eating choices Talk about healthy habits eg bedtime, oral health 	Speaking	<ul style="list-style-type: none"> Develop social phrases Talk in sentences using basic conjunctions e.g. and, because, or, but Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. To talk in sentences using a range of tenses
	Building Relationships	<ul style="list-style-type: none"> Play with other children involved in the same activity Listen to the ideas of other children and agree on a solution and compromise Begin to develop friendships Talk about what friendship is and who their friends are. 		
ELGs	Self-regulation	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions</p>	Listening, Attention and Understanding	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.</p>
	Managing Self	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>		
	Building Relationships	<p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>		
Year 1	To try new things	<ul style="list-style-type: none"> Talk about some things of personal interest. Join in with familiar activities. 	To listen carefully and understand	<ul style="list-style-type: none"> Seek clarification when a message is not clear. Understand instructions with more than one point.
	To push themselves	<ul style="list-style-type: none"> Express doubts and fears. Begin to push past fears (with encouragement). Listen to people who try to help. 	To develop a wide and interesting vocabulary	<ul style="list-style-type: none"> Suggest words or phrases appropriate to the topic being discussed.
	To understand others	<ul style="list-style-type: none"> Show an awareness of someone who is talking. Show an understanding that ones own behaviour affects other people. Listen to other people's point of view 	To hold conversations and debates	<ul style="list-style-type: none"> Take turns to talk, listening carefully to the contributions of others. Add humour to a discussion or debate where appropriate.
	To not give up	<ul style="list-style-type: none"> Keep going in activities of interest. 	To speak with clarity	<ul style="list-style-type: none"> Speak in a way that is clear and easy to understand.
	To imagine	<ul style="list-style-type: none"> With help, develop ideas. Respond to the ideas of others'. Respond to questions about ideas. Act on some ideas. 	To tell stories with structure	<ul style="list-style-type: none"> Recount experiences with interesting detail.

Unique Child
Observing what a child is learning (Possible lines of development – learning that could take place)

	Physical Development		Literacy / English	
What might we see?	Gross Motor Skills	<ul style="list-style-type: none"> Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. 	Comprehension	<ul style="list-style-type: none"> To independently look at book, holding them the correct way and turning pages To include everyday literacy artefacts in their play, for example labels instructions, signs and envelopes
	Fine Motor Skills	<ul style="list-style-type: none"> To write taught letters using correct formation 	Word Reading	<ul style="list-style-type: none"> To blend sounds to read words using taught sounds To recognise own name To read sentences containing tricky words and digraphs To read longer words and compound words
			Writing	<ul style="list-style-type: none"> To give meanings to the marks they make To write words and labels using taught sounds To write sentences using finger spaces and full stops
ELG	Gross Motor Skills	<ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 	Comprehension	<ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories, and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
			Word Reading	<ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
	Fine Motor Skills	<ul style="list-style-type: none"> Hold a pencil effectively in preparations for fluent writing- using the tripod grip in almost all cases. Use a range of small tools including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing. 	Writing	<ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.
Year 1	N/A		To read words accurately	<ul style="list-style-type: none"> Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings. Read other words of more than one syllable that contain taught GPCs. Read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s). Read accurately words of two or more syllables that contain the same graphemes as above. Read words containing common suffixes.
			Writing - Fiction	<ul style="list-style-type: none"> Write sentences / stories
			Writing – Non Fiction	<ul style="list-style-type: none"> Write labels and lists Write menus Write appointment cards Write invitations

Unique Child
Observing what a child is learning (Possible lines of development - Learning that could take place)

Understanding the World/ History / Geography / RE / Science

What might we see?	Past and Present	<ul style="list-style-type: none"> To talk about the lives of the people around us. Role play different roles in society (eg vet, hospital, police, shops)
	People, Culture and Communities	<ul style="list-style-type: none"> Name and describe people who are familiar to them Talk about members of their immediate family and community. To identify similarities and differences between themselves and peers. Recognise that some environments are different to the one they live in (houses, school)
	The Natural World	<ul style="list-style-type: none"> To know that some things in the world are man-made and some things are natural To show care for living things
ELG	Past and Present	<ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experience and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.
	People, Culture and Communities	<ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction, texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and (where appropriate) maps.
	The Natural World	<ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them including the season and changing states of matter.
Year 1	To investigate places	<ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
	To investigate patterns	<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.
	To investigate and interpret the past	<ul style="list-style-type: none"> Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past.
	To communicate historically	<ul style="list-style-type: none"> Use words and phrases such as: a long time ago, recently, when my parents/carers were children and years to describe the passing of time.
	To understand chronology	<ul style="list-style-type: none"> Recount changes that have occurred in their own lives. Use dates where appropriate.
	To understand practices and lifestyles	<ul style="list-style-type: none"> Recognise, name and describe some religious artefacts and places
	To understand values	<ul style="list-style-type: none"> Identify how they have to make their own choices in life. Explain how actions affect others. Show an understanding of the term 'morals'.

Unique Child
Observing what a child is learning (Possible lines of development - Learning that could take place)

	Maths		Expressive Arts and Design / Art and DT	
What might we see?	Number	<ul style="list-style-type: none"> Recognise numbers Subitise numbers 	Creating with Materials	<ul style="list-style-type: none"> Draw and colour Use props and costumes to support role play
	Numerical Patterns	<ul style="list-style-type: none"> Compare quantities Say which is more or less Combine groups Take away groups and count how many are left Share quantities 	Being Imaginative and Expressive	<ul style="list-style-type: none"> To use costumes and resources to act out narratives Develop storylines in their pretend play. To create narratives based around stories To invent their own narratives, making costumes and resources
	Space, Shape and Measures (non statutory)	<ul style="list-style-type: none"> Recognise and explore shapes Recognise o'clock Recognise coins Use time vocabulary Measure and weigh objects 		
ELG	Number	<ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10 including doubling facts 	Creating with Materials	<ul style="list-style-type: none"> Safely use and explore a variety of materials tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.
	Numerical Patterns	<ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 	Being Imaginative and Expressive	<ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well know nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.
	Space, Shape and Measures (non statutory)	NOT APPLICABLE		
Year 1	Place Value	<ul style="list-style-type: none"> Recognise the place value of each digit in a two-digit number (tens, ones). 		
	Properties of shapes	<ul style="list-style-type: none"> Recognise and name common 2D and 3D shapes. Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. Identify 2-D shapes on the surface of 3-D shapes Compare and sort common 2-D and 3-D shapes and everyday objects. 		
	Comparing Number	<ul style="list-style-type: none"> Use the language of: equal to, more than, less than (fewer), most and least 		
	Adding and subtracting	<ul style="list-style-type: none"> Add and subtract numbers using concrete objects 		
	Recognising fractions	<ul style="list-style-type: none"> Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. 		
	To use measures	<ul style="list-style-type: none"> Recognise and know the value of different denominations of coins and notes. Sequence events in chronological order using language. Recognise and use language relating to dates, including days of the week, weeks, months and years. Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. 		

Characteristics of Effective Learning	Skills to practise (Loosely ordered in difficulty although there is overlap)		Resources (not all resources will be out at one time)
<p>Playing and Exploring (engagement)</p> <ul style="list-style-type: none"> Showing curiosity about an object, events and people Using senses to explore the world around them Engaging in open-ended activity Showing particular interests Pretending objects are things from their experience Representing their experiences in play Taking on a role in their play Acting out experiences with other people <p>Active Learning (motivation)</p> <ul style="list-style-type: none"> Maintain focus Maintain high level of energy Pays attention to details <p>Creating and Thinking Critically (thinking)</p> <ul style="list-style-type: none"> Think of own ideas Making links and noticing patterns in their experience Testing their ideas 	<p>Skills specific to home / role play area</p> <ul style="list-style-type: none"> Notice what adults do and copy Engage in imaginative role play based on own experiences Imitate everyday actions and events based on own home Pretend items are other objects required for role play Create stories in role play Create own props for role play Introduce a storyline or narrative into play Play alongside others engaged in same theme Play co-operatively as part of a group Respond to what others say and continue conversation and storyline Represent own thoughts and feelings through role play Take on different roles Roleplay different occupations Use language to imagine and recreate roles Create narratives based around stories Invent their own narratives, making costumes and resources 	<p>General skills</p> <ul style="list-style-type: none"> Count and measure Recognising numbers Using coins Compare size and weight Create own instructions and plans Talk about days of the week and months of the year Talk about healthy eating Pre-reading – help adults blend labels Pre-writing – help adults sound out labels Look at books Talk about photos Read labels and captions Write labels and captions Find places on maps and globes 	<ul style="list-style-type: none"> Cups, plates, bowls, cutlery Teapot, sugar bowl, milk jug Measuring cups Measuring spoons Kitchen utensils Real life food boxes Tea, coffee, sugar cannisters Different sized bowls Different sized spoons Trays, serving plates and bowls Noticeboard / chalkboard Days of week board Telephone, phone books Scarves, bags, hats, apron Necklaces, bracelets Globe Trinket boxes Knick-knacks representing places, people, religions Perpetual calendar 'Real' ceramic ornaments, vases, etc Fruit / veg (from snack area) Dried foods to weigh / mix etc Books, comics, magazines Dolls and items to care for them Recipe books Family photos Pens, pencils, post-its, postcards, paper Vet box Hairdresser box Baby clinic box Doctor box Shop box Post Office box Travel agent box Other resource boxes that children request along the way
	<p>Questions / Prompts (including but not limited to...)</p> <ul style="list-style-type: none"> Is this like anything else you've seen Tell me about... Who do you think would live in a cottage/house in the woods/town? How shall we set it up? Where shall we put...? What might we need for a hairdresser / doctor etc Where might this come from? What do you think it would be like to be a...? Would you like to live in...? Can you help me make porridge, Chinese food, a cup of tea etc Who might have visited? Could it be Goldilicks, The Gingerbread Man etc 	<p>Vocabulary (including but not limited to...)</p> <p>Vocabulary associated with 'feelings', such as 'happy', 'sad', 'angry', 'worried', 'frightened', etc.</p> <p>Vocabulary linked to props & resources related to a theme – homes, rooms, shops, medical services, transport & travel, animals, etc.</p> <p>Vocabulary linked to rhymes & stories – character, setting, role, act</p> <p>Language associated with different roles – family members, different jobs, taking messages, using the telephone.</p> <p>Giving instructions and directions.</p> <p>Language associated with different situations – sorting out problems, enquiring, complaining, caring, etc.</p> <p>Language associated with social phrases – Good morning, excuse me, how are you></p>	