# Personal, Social and Emotional Development

This Area of Learning is of the utmost importance for young children in all aspects of their lives. It is about children’s emotional well-being, understanding of who they are, and respect for others and their environment. It is also about forming and sustaining relationships, beginning to understand emotions, learning how to self-regulate, and developing positive dispositions to learn. Good personal, social, and emotional development gives children the best opportunity for success in other Areas of Learning.

 As they begin their pre-school education, children bring with them a variety of personal and social skills, values, and attitudes. They acquire experiences and relationships within the home and their immediate surroundings, and it is important that these are recognised.

 ***Young children learn and develop through:***

* following simple routines such as participating in tidying up, being independent at snack time and putting on their own coats.
* making choices and organising their own play.
* playing with and helping each other.
* being treated as individuals in their own right with their own personalities, likes and dislikes; and
* having time and opportunities to identify and understand their own feelings and the needs and feelings of others. ***Adults promote learning by:***
* establishing positive relationships both with the children and with their parents/guardians/carers.
* giving children the time, they need to settle into their new surroundings.
* helping children gain confidence in what they do.
* fostering self-esteem in children to help them feel valued as individuals and develop independence.
* helping children progress by nurturing their motivation, perseverance, curiosity, and creativity.
* encouraging children to problem solve and giving them time for reflection.
* encouraging children to talk about how they feel at different times.
* encouraging children to discuss how their actions can affect others and why we need rules.
* modelling and nurturing respect for others and appreciating the differences between people.
* recognising that challenging behaviour may be a consequence of the child’s previous experiences; and

Staff can help children understand respect for difference by having them take part in roleplay and listen to stories, and by introducing them to different emotions using puppets or pictures. Through activities like these, and as friendships between particular children develop, they will become aware of both their needs and feelings and those of others.

 The staff’s actions and words should consistently reflect a sense of caring, valuing and inclusion, giving children encouragement as well as positive reinforcement as they play and interact with others in appropriate ways.

 ***Fostering Personal, Social and Emotional Development Staff in a setting need to work together to create an ethos where the children:***

* feel secure and have a sense of well-being.
* are encouraged to express their emotions appropriately and be independent.
* receive consistent encouragement and positive reinforcement to behave appropriately and to respect their own and others’ play; and
* feel supported and cared for

***. To create this ethos adults should:***

* take time to listen, talk and engage with the children.
* be enthusiastic about the children’s learning.
* respect the children’s views and ideas; and actively model the types of appropriate behaviour that they wish the children to display.

Throughout the day children should have opportunities to develop personal and social skills, dispositions, values, and attitudes, including in the following areas.

**Routines**

 ***During daily routines, children should be encouraged to:***

* develop independence and take responsibility, for example as they dress, look after their own belongings.
* pour their own drink and choose what they to eat, help others during snack time or tidy the playroom become aware of and follow the sequence of the day.

***Play***

 ***Experiences In these experiences, children should be encouraged and supported as they:***

* take the initiative and make decisions about what they are going to do and how they are going to do it.
* organise their own play and become independent of adults in everyday activities such as putting on aprons and displaying work.
* learn to co-operate, take turns and share.
* persevere with activities, including activities that may present some difficulty.
* experience the exhilaration of exuberant play.
* work with materials such as dough, paint, sand, and water to explore their therapeutic value.
* resolve conflicts.
* explore their emotions, for example in roleplay or in responding to stories. Stories, Rhymes, Music, Pictures and Drama In these activities, children should have opportunities to express emotion and develop selfconfidence and an awareness of others as they:
* listen to stories about people and places.
* extend their imagination through creating stories, adopting character roles.

listen to music that suggests a variety of moods, such as happy, sad, and scary, and respond for example by clapping, moving, dancing, and creeping.

* identify emotions including happiness, fear, sadness, and anger when discussing pictures, talking about characters in stories or helping one another.

 ***The Environment***

 ***Children are naturally interested in and curious about their environment. They can further develop their awareness of the environment by:***

* observing aspects of nature such as rainbows, sunlight, day and night, shadows, and animals, developing a sense of wonder.
* helping to care for plants and animals.
* taking some responsibility for caring for their environment, for example by respecting play equipment.
* participating in their own cultures and learning about the diversity of others.
* being encouraged to consider the needs of others in the environment.

 Health, Hygiene and Safety The pre-school setting is an ideal place to establish positive attitudes towards health, hygiene (including dental care) and safety. For example, snack time provides staff with opportunities to talk naturally and informally with children about healthy foods and healthy eating habits. During cooking and food preparation activities, staff can talk about foods that are good for us, the importance of hygiene, and safety issues. Daily routines can help children to develop acceptable standards of hygiene when they are encouraged to wash their hands after messy play, before eating and after using the toilet independently. Energetic physical activity should also form part of each daily session.

 As they engage in various types of play and other activities, children should:

* become aware of their own safety and that of others as they attempt to adhere to safety rules and use tools and equipment appropriately.
* understand the importance of wearing appropriate clothing and taking care in the sun.
* understand the importance of eating good food, taking part in physical activity and having enough sleep to keep healthy.
* talk about their own personal safety, keeping safe in the home and community, safe places to play, the dangers of traffic.

 ***Children will have the ability to:***

* show an awareness of personal worth, displaying increasing self-confidence, selfcontrol, and self-discipline.
* enjoy relationships with adults and other children and work both independently and as part of a group.
* share, take turns, follow, and lead.
* be increasingly sensitive to the needs and feelings of others.
* demonstrate consideration for others by caring for and helping one another.
* understand rules and routines and engage in acceptable behaviour.
* show some independence in dressing and in personal hygiene.
* eagerly explore new learning.
* show an increasing awareness of the importance of healthy food, hygienic habits, exercise, and rest.

persevere with tasks and seek help when needed.

* take pleasure in their achievements.
* treat living things and the environment with respect, care, and concern

 **Communication Language**

Language development is crucial to living and learning: to communicate with others, to share and express feelings, to give and obtain information, and to understand ideas and develop thoughts. Being able to understand and use language allows children to:

* make their needs, thoughts, feelings, and ideas known.
* interact socially as they play together.
* manage their own behaviour and selfregulate their emotions.
* learn independently and collaboratively.

Children bring to the pre-school setting their own experiences of using language. Some children may arrive clearly demonstrating an age-appropriate level of proficiency, while some may not.

Within any group of children there may be a wide range of knowledge, skills, attitudes and needs. It is crucial to recognise and value each child’s starting point in order to provide appropriate support.

 ***As language develops, children need to be supported to:***

* focus their attention and listen (attention and listening).
* understand language
* use language to convey their own messages
* remember what they hear and see
* use language as they socialise

Adults play a very important role in children’s language development. They support children to develop specific language and communication skills as they engage in play. It is particularly important to develop professional knowledge, skill, and expertise in this area.

***Adults promote learning by:***

* listening to children, providing simple descriptions of what the child is doing or experiencing and so enriching their vocabulary.
* encouraging children to focus their attention.
* modelling language, choosing comments and open-ended questions to encourage children to process information.
* understanding how language typically develops.
* valuing children’s existing language skills.
* identifying common difficulties.
* recognising individual learning needs.
* knowing and using some simple strategies to support the child.
* ensuring that the learning environment contains exciting, attractive, and stimulating resources which provoke discussion and encourage children to use and share language.
* appreciating the link between language and gross and fine motor skills.
* creating scope for the development of language through learning experiences across the curriculum.
* supporting children for whom English is an additional language
* working in partnership with parents and other agencies to multiply benefits for each child.

Designing stimulating play-based activities across all the Areas of Learning creates scope for the development of language learning and good communication skills. Through talking and listening with adults and their peers, children learn the value of interaction and can become more adept at communicating their needs, thoughts, feelings, and ideas. This facilitates the skills they need for social interaction.

***Young children learn and develop through:***

* looking and listening effectively and being positioned appropriately to develop attention and listening skills.
* engaging in conversation and knowing how to take turns and respond.
* being assisted to develop thinking skills and build confidence in the use of language.
* actively participating in stories, rhymes, and songs, as well as listening and responding to music.
* having opportunities through play and routines to have fun with words, for example exploring rhyming words, using nonsense rhymes, and playing word games.
* engaging in imaginative activities, such as dressing up, role-play and drama, which provide freedom for the child to be creative and experiment with words and phrases in character.
* having opportunities to recall an activity or recent event, with the introduction of new vocabulary as appropriate.

Developing a love of stories and books is important for language development. Children should be helped to understand that books can provide information and help to answer questions. Staff should provide access to a wide range of suitable books and writing materials in various play areas These should appeal to the diverse needs and interests of the children in the setting. Children should also have opportunities to take books home to share with parents/guardians/carers.

Children should not be introduced to any elements of the formal teaching of reading. However, some children may show an interest in this as they play, for example identifying key words and reading simple stories. With skilful adult participation children can become aware that pictures and words convey meaning that does not change.

***Young children learn and develop through:***

* having access to a range of books and reading materials throughout the day and across various areas of play.
* listening to and joining in with stories, rhymes, and songs in a range of contexts that may include one-to-one situations, as well as large and small groups.
* looking at books individually, with other children or with an adult.
* having opportunities to discuss the story, characters, actions, pictures, or details such as printed words or symbols, as their curiosity requires.
* retelling familiar stories and relating their own experience where relevant.
* hearing and using new words and phrases, developing imagination.
* becoming aware of environmental print.
* browsing and making personal choices from a well-stocked and inviting book area with both fiction and non-fiction titles; and
* having access to appropriate ICT resources, for example resources that allow them to listen to and enjoy stories or which enrich vocabulary.

Writing, including scribbling and markmaking, is a way to express and exchange thoughts or ideas. There should be opportunities for the children to observe adults writing. Children should not be introduced to any elements of the formal teaching of writing. However, some children may show an early interest in this as they play, for example beginning to experiment with forming letters Appropriate materials should be available in play areas to encourage children to experiment with writing as part of play-based learning.

**Young children learn and develop through:**

* expressing themselves by scribbling, markmaking, and drawing, increasingly valuing each of these elements as an important part of the writing process.
* making explicit links between reading and writing by ‘reading’ their own ‘writing.’
* experimenting with these processes using a wide variety of media such as paper, pencils, crayons, whiteboards, chalk, or paint.
* having their thoughts, feelings and ideas recorded.
* being aware of print in all play areas, including becoming familiar with symbols and key words such as their name card for selfregistration or name labels for their paintings.
* having access to appropriate ICT resources, for example resources that allow them to experiment with drawing and writing.

children will become aware of and should be encouraged to use other forms of communication as means of self-expression. These include painting, drawing, music, movement, and drama.

***Progress in Learning***

Pre-school language and communication experiences should support each child’s ability to interact effectively, express themselves creatively and develop personal confidence. As language and communication skills develop, children will begin to show progress in their learning.

***Children will have the ability to:***

* listen and engage in conversation.
* respond to simple instructions and follow directions.
* make an appropriate response or answer a question.
* express thoughts, ideas, and feelings with increasing confidence.
* use a growing vocabulary appropriately.
* interact and participate with increasing confidence.
* engage in role-play, using appropriate language to express their feelings.
* demonstrate increasing phonological awareness, including an awareness of rhyme, syllable, and sound.
* share stories with adults and peers or enjoy them independently.
* demonstrate appropriate book handling skills.
* access and use books independently.
* understand that pictures, symbols, and words carry meaning; and
* mark-make to convey meaning

 **Physical Development**

Children enjoy physical play both indoors and outdoors. They revel in freedom of movement and in play that is inventive, adventurous, and stimulating. Physical play that develops gross motor skills, for example running, jumping, climbing, skipping, hopping, balancing, kicking, striking, throwing, and catching, helps children to develop balance, control, coordination and an awareness of size, space, and direction. Play opportunities should be maximised indoors and outdoors to help develop fine motor skills such as grasping, screwing, pinching, picking, holding, and threading, which are important for the development of eye and hand control. During physical play children can also observe things from different perspectives, for example looking at things from the top of a slide or from under a bench.

Gross motor skills need to be nurtured, not only because they are important for the child’s long-term health and well-being but also because they support physical and cognitive development. These skills should be developed informally during planned daily physical play. Physical development helps children to gain confidence and self-esteem as they discover what they can do, and it enables them to feel the benefits of being healthy and active.

***Young children learn and develop through:***

* taking part in physical play and beginning to develop an understanding of safe practice.
* responding creatively to a range of stimuli including music, songs, action rhymes and stories.
* having opportunities to develop social skills, such as turn-taking, sharing, co-operating, and negotiating, and values such as trust, fairness, and respect for others.

Outdoor play can provide space and freedom that would be difficult to find indoors. It has an important role in the emotional development of children, providing them with the freedom to run, shout and play exuberantly within appropriate boundaries. Outside they can experience a wide range of emotions, for example the challenge of climbing high or the joy of running and jumping. They can begin to experience the satisfaction of solving physical challenges and problems that arise when playing with others.

***Effective physical play takes place when children have access to:***

* well defined, suitable, safe spaces for distinctive types of play and sensory exploration where they can experiment with different ways of moving.
* developmentally appropriate materials that reflect their interests and can be used in a variety of ways to support different types of play; and
* appropriate small and large equipment that meets safety regulations and standards and allows the children to extend their physical skills.

***Adults promote learning by ensuring that:***

* there is sensitive adult participation and adequate supervision to ensure children’s safety.
* children are actively engaged and involved in outdoor play.
* use of space is planned so that it can be used in different ways and for different purposes throughout the year.
* play is planned carefully to sustain interest, offer challenge, and balance activities that provide for individual needs and abilities, ensuring that children develop their skills progressively over a period of time.
* play equipment can be altered or rearranged to provide challenge and progression.
* materials reflect the experiences and cultures of the children in the setting and promote diversity in unbiased ways.
* equipment and tools are positioned to be used imaginatively.
* children are involved in the planning of these areas and encouraged to carry appropriate equipment safely.
* children are taught safety rules and encouraged to keep them.
* appropriate risk assessments have been carried out.

***When physical play is offered indoors, consideration should be given to:***

* the materials and equipment that can be accommodated safely in the environment.
* the location of the equipment, so that there is minimal disruption to quieter play.
* the appropriate use of large spaces beyond the playroom, to provide a variety of experiences.

 Developing increasing control of the fine movements of their fingers and hands links to children’s emergent writing skills. They should have opportunities throughout the day to:

* play with equipment that can improve their fine motor skills such as pouring, building, threading, screwing, and unscrewing, weaving, using the computer and working with malleable materials, for example by poking, squeezing, patting, rolling, pinching, and twisting them.
* putting on their own coat and pouring milk; and
* use a range of tools, equipment and materials which may include, scissors, pencils, paint brushes, pens, construction materials, jigsaws, and books.

***Children will have the ability to:***

* demonstrate gross and fine motor skills.
* show an awareness of space and of others and begin to use space imaginatively.
* move confidently with control and coordination.
* use a wide range of large and small

equipment with increasing confidence and skill; and

* use tools and equipment appropriately and safely and understand simple rules

 **Mathematics**

A positive attitude towards and an understanding of mathematical concepts are important in everyday life. These develop slowly in young children, so they need opportunities to revisit activities and to experience mathematical ideas in many different contexts. Staff in the pre-school setting should seek to extend, informally, the mathematical experiences the children have already had in their home environment. This helps to lay the foundations for positive attitudes.

 Initially, as the children engage in play, they will use their own everyday language. With the skilful help of staff in the setting, they will begin to understand and later use mathematical language as they develop an awareness of number, shape, space, size, quantity, relationships, pattern, sequencing, and time.

 All areas of indoor and outdoor play, everyday routines, songs, rhymes, jingles, stories, and games provide opportunities to foster children’s understanding of mathematical concepts such as sorting, matching, comparing, classifying, counting, and making patterns.

 Young children learn and develop through:

* experimenting with a wide range of materials.
* exploring and investigating the properties of materials.
* being given time to consolidate their understanding of concepts.
* hearing mathematical language being used as a natural part of conversations with adults; • being encouraged to use mathematical language as they talk about their experiences and findings with adults and peers.

 When appropriate and through naturally occurring opportunities, children should be enabled to develop their understanding of the following areas.

*Development of Early Number*

 Children should have the opportunity to develop their natural curiosity about the role of numbers and counting in their everyday lives. Through play and everyday activities, adults promote learning by:

* using stories, rhymes, and jingles with an

element of number and encouraging the children to join in

* giving children time to organise themselves to take turns and talk about being first, last, and next.
* looking at the numbers on everyday objects in the pre-school setting.
* playing simple games with an element of counting.

 Development of Shape Children need to develop an appropriate language in order to describe objects. Adults should encourage them to examine and talk about objects that are a similar shape and observe and discuss objects which are different from each other.

Through play and everyday activities, adults promote learning by:

* talking about the shapes of everyday objects they may encounter in their immediate environment,
* encouraging children to examine and choose objects that are the same, for example to find a block that is exactly the same as another.
* using a variety of shapes to make pictures and build models

 Development of Space Children need an understanding of space in order to consider Initially, children describe objects in terms of big and small. The adult should share the appropriate language relating to length, weight, capacity, or height.

***Through play and everyday activities, adults promote learning by:***

* talking about characters in stories in terms of size, for example in Jack and the Beanstalk.
* helping children dress teddy by finding clothes that fit him, then talking about clothes which are too big or small for the children.
* talking about making a long track for the cars or a long fence around the house.
* discussing the different sizes of balls of clay/ dough or buckets of water/sand when playing with these materials.
* talking about bags, toy boxes or buckets of sand being full and heavy or empty and light.
* asking whether all the large bricks could fit into a small box.

 ***Development of Relationships***

The ability to make connections is important in many aspects of mathematics. An early appreciation and understanding of relationships can be developed in everyday routines and activities.

Through play and everyday activities, adults promote learning by:

* demonstrating that toys and equipment are sorted into allocated boxes and places, for example that coats are placed on their coat peg.
* helping the children match lids to the appropriate saucepans or showing that the dustpan and brush fit together

; • exploring the links in stories, for example The Three Little Pigs and Goldilocks and the Three Bears.

* talking about what is similar and different in everyday objects, for example selecting two children's coats that are a similar size and colour but are different in that only one has pockets.

***Development of Pattern***

 Early understanding of pattern depends on children’s ability to observe and talk about similarities and differences in objects. Music, stories, and rhymes also contribute to pattern development.

 Through play and everyday activities, adults promote learning by:

* encouraging children to look at footprints in the sand, or snow or handprints when painting.
* talking about pictures of animals with distinct markings, such as a zebra or striped caterpillar.
* encouraging children to explore different textures, for example textured wallpaper, velvet, felt and silky fabrics.
* helping children become familiar with language that describes the decoration of some paper and materials, for example spots, stripes, or zigzags.
* using stories, rhymes, songs, and musical instruments to encourage an awareness of sound patterns.

 ***Development of Sequencing and Time***

 The concept of the passing of time is difficult for children to understand. However, there are activities that should help them begin to develop an awareness of time. These include daily and weekly routines such as home time and snack time, listening to sequenced stories, and talking about festivals or other special occasions, including ‘how many sleeps until …’ ***Through play and everyday activities, adults promote learning by***:

* talking about what is next in the daily routine.
* sequencing everyday routines such as putting on a coat before going outside.
* sequencing seasonal events, planting seeds, and watching them grow.
* using words and phrases such as today, tomorrow, yesterday and a long time ago.
* highlighting day and night in stories, for example that we go for a walk during the day and sleep at night.
* retelling favourite rhymes or stories out of sequence for the children to correct.
* using a sand timer for taking turns.
* talking about how they feel hungry when it is lunchtime

 ***Progress in Learning***

 As children play, they solve problems, question, predict and experiment. They also sort, match, order, sequence, and count. They learn number rhymes and songs and listen to stories that include elements of mathematics. ***Children will have the ability to:***

* listen to and engage in number rhymes, jingles, and songs.
* listen to and engage in stories that contain elements of mathematics.
* appreciate that objects are stored in particular boxes or areas.
* use some mathematical language – big, small/ little, full, empty, more, another, long, short, heavy, and light.
* talk about the steps involved in completing an activity.
* talk about being first, last, and next when taking turns.
* talk about daily routines and seasonal events.
* sort, match, sequence, and count in the course of their play.
* understand some prepositional words – in, on, at, above, below and under.
* recognise and talk about shapes in their environment.
* solve problems, question, predict and experiment.
* talk about objects in the distance and those that are near, or close to the reader when sharing story books

**Expressive art and design**

Being creative is about making new things, taking risks, experimenting, coming up with new ideas, solving problems and coping with uncertainty. Creative play, both indoors and outdoors, not only helps foster these skills but can also assist with emotional development and social interaction. It can promote aesthetic awareness and be an avenue for selfexpression. Partnership with parents is important so they understand the learning and value in the experiences their children engage in, including potentially ‘messy’ activities.

 ***Young children learn and develop through***:

* exploring and experimenting in sensory and playbased activities.
* encouragement and stimulation by adults helping them to express their ideas, extend their creativity and develop originality of thought.
* opportunities to explore and share those thoughts, ideas, and feelings through a variety of art and design, music, movement, dance, dramatic and role-play experiences, with adults’ encouragement and support.

 As they discover what they can do, children will experience the joy of achievement and develop selfconfidence and self-esteem.

 ***Adults promote learning by***:

* valuing and encouraging the children’s natural curiosity and vivid imaginations.
* providing opportunities to stimulate creativity and ensure progression throughout the year.
* helping children to take risks, to have confidence to try things out, and to accept that their ideas may not necessarily work.
* providing opportunities for children to develop the skill of observation.
* helping children to listen and talk about their experiences using appropriate language.
* encouraging children to explore their own ideas rather than reproduce someone else’s.
* teaching children to appreciate their own work and respect the work of others.

 In developing children’s creativity in the arts, adults should remember to celebrate the uniqueness of each child’s work. They should emphasise the process, the children’s enjoyment and the learning that is taking place, rather than the finished product. ***Creative Experiences***

 Art and design are a natural means of communication and learning for young children. Through the freedom of play, children explore natural and man-made materials and have opportunities to experiment with colour, shape, pattern and texture. This helps them to think through ideas, develop visual, spatial, and tactile awareness, and develop investigative and manipulative skills.

 ***Adults promote learning by:***

* providing children with opportunities to create in a space that they can return to at different times to complete or alter their work; • making a wide range of good quality materials, media and tools freely accessible to the children and adding to or changing these over time, for example preparing a paint area for children to mix their own colours, squeeze their own paint and choose different sizes of brushes;
* allowing children to choose their own activities and implement their own ideas.
* valuing the work of the children by displaying it attractively for their peers and parents to appreciate.
* providing opportunities to work indoors and outdoors at times creating ‘temporary pictures’ from materials such as stones, sticks, feathers, glass beads, buttons and card

This transient art can be changed or moved around, and the materials reused. Children can also be encouraged to take photographs to record their creations

 ***Painting and Drawing***

As children take part in play, they should have opportunities to:

* experiment with various media and tools such as paint, crayons, pencils, chalk, charcoal, pastels, brushes, fingers, sponges, and combs; • explore colours and textures, for example by mixing paints and using paint with sand, glitter or glue added.
* paint or draw vertically and horizontally, at different levels, using paper of different colours, shapes, textures and sizes.
* paint on other surfaces such as, card, Perspex.
* paint or draw pictures, from direct observation of objects, for example flowers, fruit, or snails.
* create pictures, for example by printing using everyday objects, blow painting, bubble painting, using wax resist, using marbling ink, or experimenting with shaving foam

***. Using Paper, Card, Wood, Fabrics and Scrap Materials***

 As children take part in play, they should have opportunities to:

* explore materials of different textures, which will offer them sensory experiences.
* make pictures and models using a variety of natural and man-made materials such as paper, card, boxes, fabrics, string, wood, feathers, glitter, sequins
* investigate different ways of joining materials, including using different sorts of glue, tape, and temporary methods such as elastic bands and paper clips.
* experiment with and use tools such as a sticky tape dispenser, scissors, and a hole punch.

 ***Using Malleable Materials***

As children take part in play, they should have opportunities to:

* work with, and explore the properties of, large amounts of, dough and other modelling materials, squeezing, poking, flattening, pinching and modelling.
* make patterns in the materials using a variety of tools and materials such as shells, leaves, cones, scissors, potato mashers, knives, and forks.
* enhance their work with, for example glitter, colour, and scent.

***Music Experiences***

Music provides children with opportunities to explore feelings and express themselves in ways that support or go beyond verbal communication. Music provides a context for developing creativity, self-confidence, and self-esteem, and it can give children endless enjoyment. It helps them learn how to listen, distinguish between sounds, and respond to beat and rhythm. This contributes to building a strong foundation for early reading and mathematical development

. As children take part in play and other activities, both indoors and outdoors, they should have opportunities to:

* listen to and join in singing rhymes and songs; • listen to a variety of music (including music that reflects cultural diversity), responding to the beat using appropriate actions such as clapping, marching, swaying, or nodding.
* listen to music and respond freely by moving expressively
* become aware of different kinds of sounds such as loud/quiet, high/low, and sounds made by different instruments.
* become aware of sounds in the environment such as bird songs and traffic.
* explore ways of making sounds using everyday objects like percussion and other musical instruments.

 ***Drama Experiences***

Drama allows children to express their feelings and imagination in both verbal and non-verbal ways. Through role-play, dance, and mime they enter different worlds as they recreate and invent situations at home, in pre-school, in the community and in their imaginations. Taking part in these activities both indoors and outdoors helps children to develop selfesteem and confidence. It also contributes to their oral language development and their social and emotional development. Staff should become involved sensitively where they observe that role-play needs support. They can do this by joining in the play, suggesting a new context, or adding a resource.

As children take part in play, they should have opportunities to:

* join a group involved in role-play.
* initiate their own role-plays, assuming and sustaining roles.
* access and use a wide range of dressing-up materials and props to enhance their play.
* see adults modelling roles such as the patient in the hospital or the customer in the shop, hairdressers, or café.
* explore a range of resources including puppets, soft toys, and small world toys to create scenarios, retell stories or express their own ideas.

***Children will have the ability to***:

* explore a variety of materials, appreciating colour, shape, texture, and sound.
* express their ideas, communicate their feelings, use their imagination, and use a range of materials to make simple representations, which will become more detailed as their concentration and observational skills increase.
* develop manipulative skills as they handle appropriate tools and instruments.
* begin to value their own and other children’s work.
* express ideas and feelings during role-play and begin to assume different roles.
* learn songs, listen, and respond to music, and make their own music by singing, clapping, and playing percussion instruments

 **Literacy**

Literacy skills in the Early Years is about understanding and being understood. Talking, singing, playing, reading and writing.

 Children will develop the ability to interpret, create and communicate meaning through writing and reading different media, such as pictures books, logos. Most importantly, literacy is engaging purposeful and creative.

 Introducing children to books at an early age allows children to become familiar with books, enjoying the pictures and the stories and sounds read aloud by an adult. Even if a child is not at the age of beginning to read, they will benefit from hearing the words read to them and start to become familiar with different sounds, eventually beginning to recognise letters and words

***Young children learn and develop through***:

* language- rich environment where staff engage and communicate with children building on early language skills and comprehension.
* A love of reading and books is prioritised and immersive story- telling experiences are a part of our daily routine
* Practitioners encourage children to mark make in a variety of ways, not just using a pen and paper, allow children to have fun with the freedom mark making offers and mark make for the pure enjoyment of it.
* Enjoyment of literature is encouraged through stories, rhymes, poetry, songs.
* We ensure that children are provided with meaningful contexts in which to mark make and write. is important that children have a purpose for writing
* Set up environments of offices, dens and writing areas in the garden
* Providing mark making materials are

available in all play areas indoors and out involve children when making lists or writing notes

* Encourage the children to use their phonic knowledge when writing ***Adults promote learning by***:
* Helping children to understand what a word is by using names and labels, pointing out words in the environment
* Focus on meaningful print, a child’s name, a familiar logo
* Provide simple poetry, song fictional and non-fictional books
* Practitioners will encourage children to join in with stories and repeat words.
* Encourage children’s drawing and painting, and early writing
* Support children in recognising and writing their own names

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***Children will have the ability to:***

* Listen with enjoyment and concentration to stories, and poems
* Join in with repeated refrains and anticipate key events in stories
* recognise their own names and familiar words in the environment
* developing their hand-eye co-ordination and fine motor skills
* practice putting pen to paper and controlling their pen with such precision in order to create the desired marks

#  Understanding the world

From their earliest days, children try to make sense of their world. They are naturally curious about their environment and the people around them and frequently ask questions. Through a wide variety of activities and experiences in play, children begin to develop a range of skills and concepts such as observation and experimentation.

***Young children learn and develop through***:

* using their senses to explore their immediate indoor and outdoor environments.
* freely exploring their immediate surroundings through play-based learning, both indoors and outdoors.

 ***Adults promote learning by***:

* planning a wide variety of learning experiences that help to develop a range of skills and concepts, including observation and free exploration of the children’s surroundings.
* extending children’s understanding of themselves and their families, their pre-school setting (both indoors and outdoors) and the wider environment.
* commenting, asking open-ended questions, and encouraging children to experiment and evaluate.

To help children develop skills and concepts related to the world around them, they should have opportunities to engage in interesting activities that provide them with first-hand experiences to explore through their senses.

 ***These may include opportunities to***:

* observe water, discussing and experimenting with how different objects behave in water, what happens when colour is added to water, the uses of water and importance of not wasting it, water in the environment such as raindrops on windows and puddles.
* explore the properties of wet, damp, and dry sand, using sand to build and make models.
* show respect for living things and discuss the importance of handling them with care and sensitivity, helping to attend to indoor and outdoor plants look after a wormery or bug box.

***Children will also have opportunities to explore:***

* planting and growing throughout the year, le growing seeds and plants or bulbs in soil and water.
* the life cycle of butterflies and frogs.
* a range of natural and man-made materials and sounds, using their senses to explore foliage, fruit and vegetables, foods made in the setting, metal objects, magnets, and environmental sounds such as birds singing or traffic.
* materials in creative play, manipulating malleable materials such as dough, becoming aware of how these materials behave when poked, rolled, squashed, and pulled, and observing what happens when colours are mixed.
* creating stimulating areas of interest, which may include photographs, magnets, magnifiers, mirrors, plants at different stages of development, shells, and representations of seashore, jungle or ice landscapes.
* creating models, when they assemble, rearrange, and build with a variety of sizes and shapes of blocks and other materials or talk about why some models stand or collapse.
* putting things together in a variety of ways, making models with natural and man-made materials, sticking, cutting, folding and, on occasion, taking things apart.
* relevant topics or festivals that are a natural part of their own experiences, holidays, celebrations, birthdays, or the arrival of a new baby,
* the weather and the seasons at appropriate times during the year.

* where they live, the members of their extended family and events in their lives (both past and present).
* healthy eating and habits for life.
* issues relating to safety (including the weather) in the pre-school setting and in the wider environment, for example by discussing safe play indoors and outdoors, by playing with simple floor maps and small vehicles and discussing road safety, by keeping safe in the home and community, and by discussing how to keep safe in the sun and the importance of wearing appropriate clothing.
* where to find people, materials, and equipment in the setting,
* the work of some people in the local community, such as a fire officer, shop assistant and/or doctor, through role-play or arranging visits to or from the setting.
* taking some responsibility for caring for their own environment, becoming aware of environmental issues like litter and the use of paper and bottle banks.

 ***Children will have the ability to***:

* show interest in and care for their environment.
* care for and respect living things and handle them sensitively.
* talk about themselves, their families, their pre-school setting and the wider environment; • recognise the role of some people who work within the setting and the local community.
* show an awareness of time as they talk about seasonal and festive events and take part in daily routines.
* observe, explore, investigate, and select materials and equipment in a range of situations.
* ask questions about why things happen and how things work.
* use skills such as cutting, sticking, folding, pouring, and building as they work with a variety of materials.
* begin to name parts of the body.
* identify a variety of familiar sounds.
* talk about their observations and make simple predictions about things, for example what would happen if water was added to sand; and
* show an awareness of some environmental and safety issues.