



St. Paul's Children's Promise

A Curriculum of Hopes and Ambitions for all children at St. Paul's

I know my own uniqueness and embrace diversity

PSED4

I know I am a great learner

PSED3

I can connect with the wider world

UtW3

I can belong to a group

PSED6

I can express and manage my feelings

PSED1

I can solve problems when I get stuck

PSED3

I can be healthy and make healthy choices for my body

PSED5

I am a Big Bold Mover!

PD1

I am an inspired and inspiring storyteller

CL2

I use new words to engage in curious and sustained conversations

CL4

I use Ready-to-Read, playing with words and sounds, songs and rhymes

I use marks to communicate meaning

Lit4

I use all my senses to engage in Scientific Enquiry

UtW4

I can count to find out how many

M1

I know my own uniqueness and embrace diversity

	Intentions	Implementation	Vocabulary
First experiences	<ul style="list-style-type: none"> • Learns about ‘physical self’ through exploratory play, imitating sounds and expressions, noticing themselves in mirror, eye contact and physical interactions • Enjoys sense of belonging through being involved in daily tasks, routines and events • Makes choices, showing autonomy about what to learn, where and with whom • Children actively show interest in how they can see themselves and their families in the environment • Explore and respond to different experiences through their senses and talk when out in their communities 	<ul style="list-style-type: none"> • Use mirrors and photographs, imitation and response to support children identify themselves and others • Family photographs of their families, representing the diversity of the Nursery and wider community • Books and posters that represent a range of identities, cultures and communities • Objects, clothing, music, dance, languages from a range of cultures and communities in continuous provision • Different languages in story, song, rhyme • Practitioners who have same identity, culture, language as children lead learning, support play • Explicit use of Learning Journals, Floor Books and documentation representing children, their learning and interests • Cultural events celebrated throughout year 	<p>Me, I, You</p> <p>Same Different</p> <p>Like/dislike</p> <p>Languages</p> <p>Home Family Community</p>
Developing competency	<ul style="list-style-type: none"> • Children experience different cultures through objects, people, languages and places • Children will show their sense of community, seeing themselves as a valuable individual • Children make connections between their family and other families through talk, interactions, photos, food, shared experiences and culture events • Children play ‘act out a range of identities, cultures, languages and communities • Shows growing awareness of gender, ethnicity and ability • Children show a sense of autonomy, asserting ideas, preferences and making choices and decisions - trying out different behaviours and talking about themselves • Build respectful relationships by listening to others 	<ul style="list-style-type: none"> • Small World play materials that enable children to act out • Role play clothing that allows children to play in gender flexible and reflects diverse cultures • Mark-making and collage materials that allow accurate representation of skin colour and hair type • Parents and Families invited to contribute to and lead culture events and share music, language, story, food • Stories and ‘narratives’ in play support self-identity, learning interests, family and community • Food and cooking experiences that reflect rich diversity and personal experiences of children and families • Talk with children about their individual characteristics and their similarities and differences with others in a positive way • Out and About – experiencing the rich diversity of their local and city-wide culture through shops, culture centres 	<p>Gender Race Ability Language Religion</p>

Being skilful, confident and independent

- Experiment with their own and other people's view of who they are by trying out different behaviours and talking about themselves
 - Children talk about their own rich heritage, experiences, beliefs, talking about past and present events in their own lives.
 - Listen to others talk about their personal histories, culture and experiences
 - Children know about different countries in the world and talk about differences and experiences
 - Identifies and talks about languages, gender, SEN, race, faith and culture
 - Children notice aspects of diversity and different, recognising different strategies and tools that support each other to thrive and have a sense of belonging
 - Children can challenge prejudice and discrimination standing up for their rights to say "No"
- Plan-Do-Review process that supports children's sense of choice, interest, passions
 - Talk about age, race, gender, culture, religion ability and other protected characteristics
 - Use books, stories, Persona Dolls to talk about prejudice, unkindness and feelings
 - Equalities Grouptimes that discuss similarities and differences in families, genders, ethnicity, cultures
 - Maps, globes, stories, photographs and non-fiction texts about countries and different cultures

I know I am a great learner

	Intentions	Implementation	Vocabulary
First experiences	<ul style="list-style-type: none"> Children show curiosity and a strong exploratory drive - exploring the world with all their senses Notice objects, materials and people (communicating what they observe verbally, non-verbally) Show preferences and become absorbed in what they are doing Children will be resourceful capitalising on the resources and materials around them, engaging in open-ended experiences Children start to show or share delight at their achievements Collaborate with others, communicating ideas, sharing resources, taking turns Children make links, playing with what they know, reflecting experiences from their life in their learning/play Be willing to ‘have a go’ at new experiences, taking risks and challenging themselves 	<ul style="list-style-type: none"> Stimulating resources which are accessible and open-ended so they can used, moved and combined in different ways Resources that are relevant to children’s interests Physical environment supportive of autonomy and independence, where children can explore, transform, build, move and role-play Opportunities for uninterrupted play, spaces with lower levels of noise and visual distraction Model, scaffold and support children in accessing, using, capitalising on resources, providing suggestions on how they could be used to meet goals Opportunities for repetition and consolidation Alongside Core Provision, new + novel provocations to ignite motivation + curiosity and offer opportunities to become deeply engrossed. 	<p>Know Do Remember</p> <p>Think Learn Try Practise Research Expert Strategy Achievement Challenge Risk</p> <p>Building Learning Power</p>
Developing competency	<ul style="list-style-type: none"> Children will show a deep drive to know more about people and their world Imitate others, using their learning and strategies as a model of how to do things Plan what to do, choosing ways to do things, what actions to take and resources to use Children persevere, persist when things become difficult, channelling the energy of frustration productively Demonstrate resilience, using strategies for coping with change and can recover quickly, rebounding from disappointment Have their own ideas, being innovative in their learning Not afraid to make mistakes Show satisfaction in meeting own goals (I can!) and being proud of how they have accomplished them 	<ul style="list-style-type: none"> Support through ‘Sustained Shared Thinking and Talk’, (i.e.respecting children’s own decisions and choices; clarifying ideas; invite children to collaborate; modelling thinking) Explicit modelling of thinking + language round ‘making mistakes’, ‘getting stuck’, using St. Paul’s ‘getting stuck’ poster/process Planning and Review Time to share+celebrate learning, model learning language, assessment for learning Group times and focused experiences planned as opportunities for children to learn and practise new skills, within the context of their familiar peers + key person (plenary summarises individual and group learning). 	<p>Reciprocity Imitation Interdependence Empathy Listening Collaboration</p> <p>Reflectiveness Planning Metalearning Distilling Revising</p>

	<ul style="list-style-type: none"> • Begin to show reflectivity, reviewing and talking about what they have done • Making links and making connections by noticing patterns, seeing how things fit together, using new ideas to make sense of past experiences • Show empathy and listening, contributing to others experiences by listening and understanding what others are communicating 	<ul style="list-style-type: none"> • Support children to champion areas of learning, and become experts whom others can learn from • Use ‘Special Cushion’ as a chance to celebrate specific achievements, learning power or learning styles • Encourage children to listen to each others’ ideas, commenting and narrating on the learning process • Model strategies such as perseverance, independent, research, asking experts • Core stories and available books based upon learning processes and challenges, with opportunities to discuss and make links 	<p>Resourcefulness</p> <p>Questioning Capitalising Making Links Reasoning Imagining</p> <p>Resilience</p> <p>Noticing Perseverance Managing Distractions Absorption</p>
<p>Being skilful, confident and independent</p>	<ul style="list-style-type: none"> • Show high levels of involvement, energy and fascination • Be absorbed and manage distractions, knowing how to create the best environment for learning and when to walk away to rest, refuel, refresh • Show self-regulation when collaborating with others, recognising, respecting and responding to others viewpoints, ideas, ways of being and doing • Be curious and playful with ideas, questioning self and others, delving beneath the surface of others • Show reasoning by making predictions, testing ideas, and explaining cause and effect • Children are creative and innovative when solving problems, revising plans, being flexible and changing what they do as they go along - adapting and changing strategies to achieve goal • Children will pay attention to detail and be able to distill learning and lessons from experiences • Be interdependent, managing the balance between interacting/sociability and being solitary/self-reliant in learning • Use imagination to visualise and imagine options, putting themselves through new experiences or to explore possibilities – Wondering “What if...?” • Demonstrate metalearning by talking about the skills they have grown and developed (Growth Mindset) 	<ul style="list-style-type: none"> • Ensure children have time, space, freedom to become deeply involved, including <i>advocating</i> for uninterrupted play and space • Co-regulation, working together with children towards a common purpose/goal, finding ways to resolve upset, conflict, stress • Open-ended questions (How, Why, I wonder?), discussion and shared curiosity about interests, fascinations, BIG IDEAS • Unrushed time to think and respond • Materials, resources and experiences that offer novelty, opportunities for observing, predicting, hypothesising, testing • Planning and Review Times well established and increasingly child-led, with children encouraged to take ownership and independently share learning, (i.e. bringing examples of ‘work, asking questions of others) • Use of Assessment for Learning (Share Learning Objectives; Effective Questioning; Effective Feedback; Self/Peer Evaluation) • ‘Learning over time’ is considered, documented and revisited – adults encourage children to reflect upon ongoing projects or interests 	<p>BIG IDEAS</p>

I connect with the wider world

	Intentions	Implementation	Vocabulary
First experiences	<ul style="list-style-type: none"> • Children will be showing interest in their immediate environment through active listening and non-verbal communication • Children reach out to connect to their key person or other adults & children • Children move towards people, objects or places that interest them • Children are exploring the world with their body. • Children respond to the natural elements and changes in weather and environment • Children will participate in local trips and outings 	<ul style="list-style-type: none"> • Keyperson inviting, suggesting, engaging in quality adult-child interactions, supporting relationships and interactions between children • Using Family boards, photograph books, , transitional objects/personal significance • Looking at self and others with mirrors, infinity cubes, mirrored objects • Exploring collections of made and natural resources, i.e. treasure baskets, loose parts • Exploring materials of different size, shape, material, texture, lustre • Playing hide and finding games inside and outside • Encourage floor play to roll, stretch, explore • Go outside, supporting attention to sensory stimulations of light, smells, wind, weather • Use rainy day and windy day boxes • Go outside, using big spaces (parks, fields) • Provide cushions, tunnels, slopes, platforms, planks, cardboard boxes • Balance beams, blocks, planks, large loose parts • Offer extra support in new situations or places when going out on local trips and outings 	<p>Me/You Self Family Community</p> <p>In/Out Inside/Outside</p> <p>Explore Find out</p> <p>St. Paul's Bristol City</p> <p>Museum Woods Docks</p> <p>Nature Made</p> <p>Care/careful</p>
Developing competency	<ul style="list-style-type: none"> • Children will be accessing the environment independently (including knowing where to return resources) • Children will pay attention to sensations, images, thoughts & experiences • Children notice & comment, verbally or non-verbally on what they see & hear • Children will show interest in a range of fiction and non-fiction, ICT & books that relate to the wider world. 	<ul style="list-style-type: none"> • Clearly label resources and model routines supporting independent access/return • Daily tasks to help care for resources • Noticing and talking on local walks, minibus, bus, train journeys • Support digital recording of events, experiences and journeys (children record with camera,tablet) • Repeated opportunities to visit and revisit familiar places (city farm, museum, woods) to notice, comment and talk about • Share and talk about books, images and online resources that support experiences of cultural events and experiences 	<p>Map/mapping</p> <p>Senses Touch Taste See Smell Hear</p>

	<ul style="list-style-type: none"> • Children will be recalling, re-enacting and reliving experiences • To recognise significant features/ landmarks in the wider world and familiar routes • Children will engage with cultural centres, carnival, visits from artists, theatre makers, dancers, musicians etc 	<ul style="list-style-type: none"> • Involvement and contribution for children, parents, families in events – Bristol Old Vic, Soundwaves, St. Paul’s Carnival, Tan Teddy 	<p>Notice Observe Record Reflect Remember Research</p>
<p>Being skilful, confident and independent</p>	<ul style="list-style-type: none"> • Children can talk about significant events within the wider community and world • Children will work with artists, theatre makers, dancers, musicians etc to express themselves • Children will independently respond creatively, to visits and trips during after the event • Children will connect with others through shared passions and interests • Children will use a range of resources to represent their responses to the wider world • Children will be able to plan and map out familiar and imaginary journeys • To respond and communicate, through gesture, body language and talk, about family, community and culture • To have the skills to explore, design & make 	<ul style="list-style-type: none"> • Celebrate and value cultural, religious and community events and experiences • Model and scaffold creative responses to musicians, artists, performers (using range of materials, resources, own bodies/voices) • Draw attention to children with shared interests and passions, advocating and facilitating collaborations • Document creative projects with artists for revisiting and reflecting and reproposing learning • Mapping of experiences through senses, small world play, malleable materials, digital images, drawing (before and after) • Celebrate children’s imaginative ideas and creations, provide time, materials and tools for extended periods of time 	<p>Non-fiction</p> <p>Creative Artist Performer</p> <p>Design Make</p> <p>Religion Faith Culture</p>

I can belong and contribute to a group

	Intentions	Implementation	Vocabulary
First experiences	<ul style="list-style-type: none"> Children will have an attachment to a special adult who will greet me and claim me each day Children will know who their special adults are and use them to support their emotional wellbeing, regulation and learning Notice other children and begin to share space and resources with them Engage with others through gestures, gaze and talk Show fascination with other children by drawing them into play and explorations and by joining theirs Children will be able to play alone and with others Begin to understand which room / 'family' / keygroup is mine Children will know where their group 'belong' in Nursery School or room Children will know where their family picture and family board is 	<ul style="list-style-type: none"> Key person ensures parent voice to gather knowledge and view of child using Home Visit, Getting to Know You visits, All About Me forms to inform interactions Key person explicitly builds relationship, helping child feel known, understood, cared about and safe (Crucial C's – "I connect") Offer warm and consistent presence, spending time with them, keeping them "in mind" referring to things you have noticed in their play (Crucial C's – "I count") Key person shares information with keygroup family/room team to support children's well-being, regulation, learning Provide children with secure base for them to return to and to explore from, with consistency of space, people, routine Support social interactions between children, giving positive feedback, noticing and acknowledging children's thoughtfulness towards each other Routines promoting collaboration and cooperation Key group consistency: space, people, routine, resources and family boards Building Learning Power language and dispositions modelled by adults Consistent use of visuals and gesture to support inclusion and differentiation 	<p>Me, I, You</p> <p>Share Explore Together</p> <p>Collaborate Negotiate Compromise Interdependence</p> <p>Belong Connect</p> <p>Keyperson Keygroup Room Classroom</p> <p>Family Friendship</p> <p>Group Grouptime</p>
Developing competency	<ul style="list-style-type: none"> Enjoys a sense of belonging by being involved in daily tasks Have trusting relationships with all the caregivers in the room and begin to make attachments to a wider group of people Children will know who else is in their room/group/keygroup Participate in adult led learning experiences alongside other children in group/room 	<ul style="list-style-type: none"> Cultivate sense of belonging by involving all children in welcoming and caring for one another and in the sharing of organisational tasks of the group and daily tasks of the room Playful learning opportunities to learn about each other in our group (name games and songs, lycra, Who's in the box?) Encouraging children to welcome others and take on responsibilities in their nursery 'home' Group Times, Planning+Review Times, Story Times, Fruit Times Plan explicit learning opportunities for 'learning to be a group' 	<p>Welcome Time Circletime Storytime</p> <p>Leader Leaderful Expert</p>

	<ul style="list-style-type: none"> • Collaborate and cooperate with other children in a group towards a shared goal • Contribute to small group learning (verbally and non-verbally) • Children will be able to attend to, and to listen to others when in small groups • Imitate learning attitudes and behaviours of other children in their group/room • Begin to develop friendships with other children in the group/room 	<ul style="list-style-type: none"> • Big Circle learning to learn how to manage being in a large group • Meal times to be used as opportunities to learn how to share experiences with key group and develop social skills. • Model key skills of empathy, negotiation, compromise, positive assertion in play and interactions • Encourage children to listen to each others' ideas, commenting and narrating on the learning process • Planning and Review Times: opportunities to develop skills to talk about us as learners and to find out others' learning skills and challenges 	<p>Ideas Model Imitate Responsibility</p>
<p>Being skilful, confident and independent</p>	<ul style="list-style-type: none"> • Maintain focus and absorption in group experiences, managing distractions • Be 'leaderful', modelling and showing other children how to share ideas, expertise and positive attitudes to learning/BLP, appreciation of others • Showing satisfaction when accomplishing things in a group • Is increasingly flexible and cooperative , more able to understand others' needs, wants, behaviours 	<ul style="list-style-type: none"> • Co-regulation, working together with children towards a common purpose/goal, finding ways to resolve upset, conflict, stress • Provide opportunities that are challenging but achievable, drawing attention to drawing attention to the social skills, strategies and 'ways of being' that have supported success and expertise within the group experience – balancing the need of the individual and the group • Give children every opportunity to be the "driver" and not "the passenger", taking responsibility, leading learning, making decisions and choices about what and how learning takes place • Use Sustained Shared Thinking and Talk, Assessment for Learning and BLP language, commentary, statements to help children understand how they have contributed to the group and what skills, knowledge other children can imitate • Use reflection and review opportunities, including photographs, drawings, models to help understand the motivations, interests, fascinations, needs, wants, behaviours of others in the group • Emphasises communication and talk with groups of children to share ideas, interests, reflections, metalearning • Ensure challenging provocations that demand collaboration and cooperation to be successful (large collective creative projects, big group games (parachute, Mr Wolf, Hide+Seek), physical challenges (furniture moving, tyreplay), routes+mapping in the woods/community) 	

I can express and manage my feelings

	Intentions	Implementation	Vocabulary
First experiences	<ul style="list-style-type: none"> Children will communicate a range of emotions through vocalisations, gestures, facial expressions, movement Children will seek out connection with adults for comfort and emotional refuelling Children will notice and react to other people’s emotions (i.e. Smiling when smiled at, becoming distressed when hearing crying) Is affirmed, calmed and comforted through voice, presence, touch Use familiar adult to share feelings with and for “emotional refuelling” when feeling tired or anxious Uses a comfort object, familiar others, routine or spaces to soothe themselves, particularly when separated from close carer More able to adapt behaviour and increase participation and cooperation as they become familiar with and anticipate routine Children begin to explore the moral culture of the environment, by using their emerging autonomy and agency to test boundaries set by adults 	<ul style="list-style-type: none"> Keyperson and other practitioners develop strong and loving relationships with children All adults are emotionally available; tuning in and responding with empathy and curiosity to all of children’s emotions Offer cosy, nurturing spaces for refuge and retreat Use calming and soothing processes such as rocking or calmly singing, understanding children’s “emotional storms” Mirrors, photographs of facial expressions, emotion cards widely available, consistently used Adults confidently use co-regulation strategies and calming processes to support children through difficult emotions Adults model explicit skills & concepts for emotional literacy; i.e. talking about their own feelings; noticing the feelings of others; showing empathy, resolving conflict Support and affirm, comment and narrate social interactions, modelling caring and respectful behaviours Boundaries are clear, routines are predictable, and responses to behaviour are consistent 	Emotion Feeling Happy Safe Calm Sad Upset Angry Scared Brave Embarrassed Nervous Worried Frustrated Disappointed Jealous Guilty Shocked Confused Etc...
Developing competency	<ul style="list-style-type: none"> Children express a wide range of emotions through their interactions and play, including self-aware emotions such as pride and self-doubt Be increasingly able to talk about and manage emotions, “I love it when...” , “I’m sad because” Children show a growing ability to self-regulate; they demonstrate some strategies to effectively manage uncomfortable feelings Children show ability to resist an impulse (‘effortful control’) Find ways of managing transitions 	<ul style="list-style-type: none"> Name and talk about a wide range of emotions, making it clear all feelings are understandable + acceptable Model how you manage your own feelings Stories about feelings, puppets and dolls present children with opportunities to explore wide ranges of emotions safely PSED Grouptimes are planned opportunities for children to develop specific skills (i.e. identifying and naming emotions; resolving conflict; taking turns/tolerating delay; strategies for self-regulation) Peer Massage (Gentle Hands) promotes feelings of calmness and Safety 	Conflict Negotiate Repair Listen Empathy Respect Compromise

	<ul style="list-style-type: none"> • Children show understanding of behavioural expectations of environment and participates in 'collective co-operation' (i.e. using behaviour for learning to join a small grouptime, responding to instructions from an adult) • Aware of others' feelings, beginning to show empathy by offering a comfort object, sharing a resource, sharing in another child's excitement 	<ul style="list-style-type: none"> • Offer play opportunities for vigorous physical play, use open-ended materials, sufficient resources, • Special Cushion promotes self-awareness and feelings of pride • Consistent, continuous use of visual routine cards to support transitions, with clear "when+then", "now+next" talk 	<p>Fair Equal Justice Moral</p> <p>Wonder Curious</p>
<p>Being skilful, confident and independent</p>	<ul style="list-style-type: none"> • Children can think, reflect and talk about a wide range of feelings they experience and why • Talk about how others might be feeling and responds according to their understanding of other persons' needs and wants • Children show empathy; they listen to and understand what others are communicating, and offer caring and respectful responses; they may try to repair a relationship • Children begin to show awareness of the impact of their choices/actions on others – they recognise that their behaviour can hurt others feelings • Children have strong skills in self-regulation; meaning they have developed ways to manage trickier emotions independently and effectively • Children show resilience and adaptability; they able to adjust to different social situations and environments, or changes in their daily routine • Children show awareness of the moral culture of the environment; i.e. they use strategies to negotiate and interact without aggression, they are sensitive to ideas of justice and fairness 	<ul style="list-style-type: none"> • Help children recognise how their actions might hurt others, not expecting children to say sorry but ask for ideas on what might help children feel better when sad, frustrated, disappointed • Involve children in creating the moral culture of the environment through "codes of behaviour" agreed upon together and made visible in environment • Support children in being experts and leaders in resolving conflict, discussing fairness and solving problems • Opportunities to share more complex stories about feelings and moral dilemmas; children are encouraged to share opinions and suggest resolutions • Create social stories to support transitions, change, difficult feelings, strategies that help co/self-regulation • Respond with PACE (Playfulness, Acceptance, Curiosity, Exploration) 	<p>(PACE language)</p>

I can solve problems when I get stuck

	Intentions	Implementation	Vocabulary
First experiences	<ul style="list-style-type: none"> To have a strong exploratory impulse and be “willing to have a go” when exploring spaces, places, people and objects Show a “can do attitude”, initiating activities and interactions Children demonstrate awareness of own needs Set own goals and enjoy self-chosen tasks/experiences Children take risks, engaging in new experiences, and learning by trial and error Children begin to cope with frustration and making mistakes Seek out adults for comfort and “emotional refuelling” 	<ul style="list-style-type: none"> Ensure environment offers spaces of comfort and security, materials+resources that excite, ignite, provoke Recognise and value interests+abilities, following and building on what children show you about play interests and preferences Encourage exploration and help children become aware of their own goals Comment and narrate learning, describing what you see children trying to do Modelling calming strategies Name and talk about feelings 	Try Do Need Interests New Risk Mistake Stuck Feelings
Developing competency	<ul style="list-style-type: none"> Show self-confidence, a positive attitude to new experiences and seek challenge Children imitate others’ learning behaviours and attitudes Ask for help and support with completing a task Children reflect on and make connections between experiences Children think flexibly, finding ways to solve problems and new ways to do things Children persevere, demonstrating “stickability” channelling the energy of frustration productively Demonstrate resilience, using strategies for coping with change , rebounding from disappointment Not afraid to make mistakes 	<ul style="list-style-type: none"> Notice and observe interests, inviting children to try new experiences, tasks, relationships, environments Offer high empathy, support resilience Model, describe and talk about “getting stuck” and strategies that are successful (i.e. stop, look, think; try again, do it in different ways, watch+imitate others, Encourage children to talk about the processes and successes, celebrating mistakes as opportunities 	Resilience Perseverance Stickability Bounce-back-ability Resourcefulness Questioning Capitalising Making Links Reasoning
Being skilful, confident and independent	<ul style="list-style-type: none"> Have their own ideas showing imagination, spontaneity, innovation Demonstrate self-monitoring by checking and reflecting how well their activities are going, changing strategy as needed Remembering previous experiences, ideas and strategies that support learning Test own ideas about learning, review how well the approach worked Talk about the learning habits of other children, taking on different perspectives and how imitating them has supported solving-problems Talks about sense of satisfaction and pride in achieving goal 	<ul style="list-style-type: none"> Support children in planning and reviewing learning, using Assessment for Learning, modelling reflection and evaluation Ensure time and space to become deeply involved and engaged in experiences, try new things and judge risks Model growth mindset, seeing mistakes or failures as stepping stones for learning, where this is more than one answer 	Reciprocity Collaboration Imitation Reflectivity Planning Revising Distilling

I can be healthy and make healthy choices for my body

	Intentions	Implementation	Vocabulary
First experiences	<ul style="list-style-type: none"> Children will respond to and thrive on warm, sensitive physical contact and care with trusted adult Children are motivated to use own bodies and develop physical skills Can actively cooperate with nappy changing, dressing and undressing and enjoys rituals established for handwashing Children will communicate physical needs (i.e. hunger, thirst, tiredness, discomfort or pain) Starts to communicate regarding urination and bowel movement Children will explore a variety of food using all senses; grasping finger food and sharing control of utensils 	<ul style="list-style-type: none"> Be responsive to children’s explorations and need for cuddling, holding, soothing Encourage floor play, going outside, using big spaces, engaging in physical experiences, using all the senses (see Big Bold Mover) Create rituals and rhythms around dressing and hygiene routines, so that they are anticipated, enjoyable and effective Attune to cues and communication around toileting Value children’s choices and encourage them to try something new and healthy Opportunities for food exploration, cooking, planting, tasting, using all the senses, trying to cut, mash, mix 	Food Eat Drink Hungry Thirsty Rest Plant Grow Roots Seedling Seed
Developing competency	<ul style="list-style-type: none"> Children understand the need for personal hygiene, i.e. handwashing, cleaning teeth Children show pride in autonomy over self-care needs; using a toilet or potty independently, helping with getting dressed Children are interested and curious about food and nutrition; origins, types and cultural traditions Can name and identify different parts of the body Children recognise danger and seek help from adults 	<ul style="list-style-type: none"> Be responsive to and encourage each child’s drive to become independent in self-care situations, using visual support to sequence care routines Opportunities for Big Bold Movement, using equipment, naming body parts, encourage children to notice changes in their bodies Support managing and evaluating risk, focusing on developing new skills (i.e. using the Treehouse) 	Life cycle Harvest Fruit Vegetable Herb Spice Health Diet
Being skilful, confident and independent	<ul style="list-style-type: none"> Children understand what constitutes healthy food, can talk about the importance of a balanced diet, and enjoy tasting a wide variety of food Children show deep awareness of their bodies; they notice and talk about physical sensations and changes that occur when hungry, tired, anxious, angry, unwell Children understand the importance of health and knows there are ways we can be responsible for taking care of our bodies – i.e. drinking water, exercise, rest, personal hygiene. Children understand and manage risk when embarking on new challenges 	<ul style="list-style-type: none"> Promote health awareness by talking with children about exercise, its effect on their bodies and positive contribution it makes to health Adventurous and challenging spaces where children can take risk (fields, woods, parks) Opportunities to grow food from seed, planting seedlings and transferring to allotment, cooking and tasting Talk about likes, dislikes, preferences, reinforcing messages about healthy diet and food 	Exercise Body Hygiene Safety Danger Risk Challenge

I am a Big Bold Mover!

	Intentions	Implementation	Vocabulary
First experiences	<ul style="list-style-type: none"> Explore, experiment and enjoy the movement of their bodies Use all their senses to wallow, paying attention to sensations and feelings Move when inside or outside Pushes, pulls, lifts body and objects Crawls, climbs, carries with increasing control Move energetically, building core strength and balance 	<ul style="list-style-type: none"> Encourage floor play to roll, stretch, explore Go outside, supporting attention to sensory stimulations of light, smells, wind, weather Go outside, using big spaces (parks, fields) Engage in physical experiences of bouncing, rolling, rocking, swooping, splashing Provide cushions, tunnels, slopes, platforms, planks, cardboard boxes Balance beams, blocks, planks, large loose parts 	Body parts Sight Hearing Smell Taste Touch Push, Pull Lift, Carry
Developing competency	<ul style="list-style-type: none"> Explores moving in a range of ways – running, jumping hopping, rolling on different surfaces and levels Begins to show speed and endurance Stops, starts, changes direction and chooses movement Confident to climb and balance with increasing coordination and core strength Uses wheeled toys to push, pull, pedal, balance and ride Dance and responds to music, song, mirroring and imitating others movements Begins to assess and manage risks 	<ul style="list-style-type: none"> Large mirrors to notice, observe and imitate movement Use music of different tempo, style and culture Bikes, crate trolleys, carts, wheelbarrows (1, 2, 3, 4 wheeled) Garden climbing equipment, park resources, woodland walks to support climbing, balancing, core strength Talk explicitly about ‘reading’ and ‘managing’ risks, using BLP language (perseverance, imitation) 	Pace Balance Alertness Concentration Turning Spinning Rolling Swinging Rocking Falling Jumping Bouncing Sliding Climbing Clambering Stretching
Being skilful, confident and independent	<ul style="list-style-type: none"> Is adventurous in using their body, rising to physical challenge Children have strong self-awareness, showing controlled and energetic movement Uses core strength to climb and balance, lift and carry, push and pull Negotiates and uses spaces, objects and obstacles with spatial and positional awareness and control Children are resilient showing stamina and perseverance Children move their bodies with agility, dexterity and suppleness Children are confident to Boing! Whoosh! Roly-Poly! Push-and-Pull! 	<ul style="list-style-type: none"> Model and reflect BOING movements (bouncing, lifted up and down, hanging upside down, climbing/jumping on off, skipping, hopping) Model and reflect WHOOSH movements (rocking side to side/forwards and backwards, running, start and stopping, using bikes, scooters) Model and reflect ROLYPOLY movements (rolling around/over, spinning, dancing, somersaults, downhill) Model and reflect PUSHandPULL movements (tyres, tyres&ropes, levers&pulleys with water/sand, digging&carrying, sweep&brushes) Use beanbags, cones, balls and hoops Build obstacle and assault courses Encourage children to model/imitate risk taking 	Strength Stamina Agility Flexibility Supple

I am an inspired and inspiring storyteller

	Intentions	Implementation	Vocabulary
First experiences	<ul style="list-style-type: none"> Children love and hear stories often Is interested in and anticipates books/ rhymes and may have favourites Joins in, repeats and uses actions, words or phrases from familiar stories and songs Fills in the missing word or phrase in a known rhyme, story or game, e.g. <i>Humpty Dumpty sat on a... Run, run as fast as you ... you cant catch me I'm the gingerbread ...</i> Notices pictures and symbols and beginning to recognise what they stand for in their familiar experiences 	<ul style="list-style-type: none"> Share and tell stories in a variety of contexts eg. When playing with objects, when out and about Sing simple songs and nursery rhymes with children, encouraging them to actively join in Encourage and support children's responses to picture books and stories you read with them Use different voices and sounds/ music to tell stories and encourage young children to join in Encourage children to use and extend the stories they hear in their play, using props and dressing up clothes as they relive and reinvent stories. Tune into words from stories that individual children particularly enjoy; revisit these words in meaningful interactions Playfully read stories children already know, pausing at intervals to encourage them to "read" the next word 	Song Sounds Story Poem Words Pretend Nursery Rhyme Rhythm Rhyme Alliteration Book Cover Title
Developing competency	<ul style="list-style-type: none"> Children know that stories have a sequence, characters and structure (beginning, middle, end) Talk about stories and relate them to own experience Children know that stories can be changed and retold Children talk about characters and events in a story, making predictions about endings and give suggestions Joins in with repeated refrains and anticipates key events and phrases in rhymes Children retell stories using familiar and invented props 	<ul style="list-style-type: none"> Use props, signing, objects, acting out Discuss with children the characters and events in books being read to them Encourage children to predict outcomes, to think of alternative endings and to compare story plots and the feelings of characters with their own experiences Encourage children to explore: plot, characters, feelings, events, beginnings and ending through challenging questioning 	Plot Character Beginning Middle End Imitate Innovate Invent
Being skilful, confident and independent	<ul style="list-style-type: none"> Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading Uses rhythm, rhyme, alliteration Describes main story settings, events, main characters in increasing detail Re-enacts and reinvents stories they have heard in play Children confidently imitate, innovate and invent stories (i.e. core stories, storysquare, non-verbal stories) 	<ul style="list-style-type: none"> Encourage children to tell their own stories in their own way, to take the lead in storytelling so you can listen and learn from children about what they know and are interested in Support children to "storymap", drawing and retelling stories through imitation, innovation and invention Write down (scribe) or record on a device what children say to capture their story and share it 	Storymap Storysquare Storyteller

I use new words to engage in curious and sustained conversations

	Intentions	Implementation	Vocabulary
First experiences	<ul style="list-style-type: none"> Communicates needs and feelings in a variety of ways including crying, gurgling, babbling and squealing Enjoys babbling and increasingly experiments with using sounds to communicate with adults Uses sounds in play, e.g. <i>brrrm</i> for toy car Uses single words Frequently imitates words and sounds Uses words to communicate for a range of purposes (e.g. <i>teddy, more, no, bye-bye</i>) Creates personal words as they begin to develop language Copies familiar expressions, e.g. <i>Oh dear, All gone.</i> Uses different types of everyday words (nouns, verbs and adjectives, e.g. <i>banana, go, sleep, hot</i>) Beginning to put two words together (e.g. <i>Want ball, More juice</i>) Beginning to ask simple questions Beginning to talk about people and things that are not present Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying <i>Want it</i> 	<ul style="list-style-type: none"> Notice all communications, facial expression, gesture and encourage children’s sounds and babbling by copying their sounds in a turn-taking or “serve and return” interaction When children try to say a word, repeat it back so they can hear the name of the object clearly Build vocabulary by giving choices, e.g. <i>apple or satsuma?</i> Model building sentences by repeating what the child says and adding another word Give the child enough time to talk with silences to allow the child to respond or pauses to indicate turn talking. Model how to pronounce or use words by responding and repeating what children say in the correct way Capitalise on the link between movement and the urge to make sounds to encourage children to “find their voice”, when swinging/swaying/jumping/sliding etc. Learn about and respond to words and phrases in home languages. Support children in using a variety of communication strategies, including signing such as with Makaton. Provide interesting and playful experiences to encourage children’s communication (eg. outside, mealtimes, stories, photos) 	<p>Sounds Babble Voice</p> <p>Listen Talk Words Think Say Understand</p> <p>Silence</p> <p>Conversation Chat</p> <p>Name Question Describe Explain My turn/ your turn</p>
Developing competency	<ul style="list-style-type: none"> Uses language to share feelings, experiences and thoughts Holds a conversation, jumping from topic to topic Learns new words very rapidly and is able to use them in communicating Uses question words (e.g. <i>what, where, who</i>) Uses longer sentences (e.g. <i>Mummy gonna work</i>) Beginning to use word endings (e.g. <i>going, cats</i>) Beginning to use more complex sentences to link thoughts (e.g. using <i>and, because</i>) Able to use language in recalling past experiences 	<ul style="list-style-type: none"> Wait and allow the child time to start the conversation. Follow the child’s lead to talk about what interests them. Give children thinking time. Wait for them to think about what they want to say and put their thoughts into words In conversations and playful encounters with children, model language a step beyond the child’s language use. Use the child’s voicing/speech attempts to lead play and encounters. For children learning English as an additional language, value nonverbal communications and those offered in home languages. Give time and space. 	

	<ul style="list-style-type: none"> • Uses talk to explain what is happening and anticipate what might happen next 	<ul style="list-style-type: none"> • Without comment, observe and then mirror a child's movements. This might lead to a nonverbal "serve and return" movement dialogue, with the child leading the "conversation". Use instruments to have musical "conversations". 	
<p>Being skilful, confident and independent</p>	<ul style="list-style-type: none"> • Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i> • Beginning to use a range of tenses (e.g. <i>play, playing, will play, played</i>) • Uses intonation, rhythm and phrasing to make the meaning clear to others • Builds up vocabulary that reflects the breadth of their experiences • Uses talk in pretending that objects stand for something else in play, e.g. <i>This box is my castle</i> • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words • Uses language to imagine and recreate roles and experiences in play situations • Links statements and sticks to a main theme or intention • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events • Introduces a storyline or narrative into their play 	<ul style="list-style-type: none"> • Introduce new words to what children say in the context of play and activities. • Use more statements/comments and fewer questions to build natural, spontaneous conversation • Show interest in the words children use to communicate and describe their experiences/ ideas. • Expand on what children say by repeating it and adding a few more words, helping children use more complex sentences. • Use lively intonation and animated expression when speaking with children and reading stories • Introduce and repeat new words in a range of contexts and encourage children to use them in their own talk • Encourage conversation with others and demonstrate appropriate conventions: turn-taking, waiting until someone else has finished, listening to others, using language for negotiating • Model language appropriate for different audiences and situations • Value and encourage children's contributions and use them to inform and shape the direction of group time talk. Support these moments and act as a facilitator, commentator, narrator • Listen to language and conversation that emerge through play, particularly play that is led by the child. 	

Adapted from Birth to 5 Matters

I am Ready-to-Read, playing with words and sounds, songs and rhymes

	Intentions	Implementation	Vocabulary
First experiences	<ul style="list-style-type: none"> Children listen to, distinguish and respond to intonations and sounds of voices Listens to and imitates familiar sounds, words, or finger plays Makes own sounds in response when talked to by familiar adults Practises and gradually develops speech sounds (babbling) to communicate with adults; says sounds like <i>baba, nono, gogo</i> and increasingly experiments with using sounds Notices, engages and responds to sounds in the environment eg. cars, sirens, birds Waves and taps arms, bounces or stamps to simple rhythms in songs and rhymes 	<ul style="list-style-type: none"> Encourage playfulness, laughter, turn-taking and responses, using “peek-a-boo” and action rhymes Sing songs and rhymes during everyday routines. Share the fun of discovery and value babies’ attempts at words, e.g., by picking up a doll in response to <i>baba</i> Use repeated sounds, and words and phrases so babies can begin to recognise particular sounds. Provide opportunities for children to explore sound with drums, other instruments, kitchen pans and wooden spoons or upcycled resources. Use finger play, rhymes and familiar songs to support young babies’ enjoyment. Notice and support babies’ developing responses, gestures and movements as they learn to anticipate and join in with finger and word play. 	<p>Sounds Listen hear</p> <p>Rhyme Beat Song/sing Poem Story Copy Voice sounds eg wheee, pop, ooooh Instrument sounds- drum, bell, piano etc</p>
Developing competency	<ul style="list-style-type: none"> Listens to and enjoys rhythmic patterns in rhymes and stories, trying to join in with actions or vocalisations Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations Is interested in and anticipates books and rhymes and may have favourites Begins to join in with actions and sounds in familiar song and book sharing experience Shows interest in play with sounds, songs and rhymes Repeats and uses actions, words or phrases from familiar stories Fills in the missing word or phrase in a known rhyme, story or game, e.g. “Humpty Dumpty sat on a ...” 	<ul style="list-style-type: none"> Encourage young children to explore and imitate sound. Talk about the different sounds they hear, such as a tractor’s <i>chug chug</i> while sharing a book. Encourage repetition, rhythm and rhyme by using tone and intonation as you tell, recite or sing stories, poems and rhymes from books. Be aware of and actively support the needs of children learning English as an additional language from a variety of cultures and ask parents to share their favourite stories, rhymes and songs in their home languages. Play with sounds and words children use, such as nonsense language, repeating made-up words or repetitive sounds, linking them to gestures or movement. 	<p>Environmental sounds eg siren, telephone, bird song Same Different</p> <p>Alliteration Segment/blend Together Words</p> <p>Clap, tap, shake End/beginning</p>

Being skilful, confident and independent

- Listens to familiar stories with increasing attention and recall
 - Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories
 - Begins to develop phonological and phonemic awareness
 - Shows awareness of rhyme and alliteration
 - Recognises rhythm in spoken words, songs, poems and rhymes
 - Claps or taps the syllables in words during sound play
 - Hears and says the initial sound in words
- Play games which involve listening for a signal, such as *Simon Says*, and use *Ready, steady...go!*
 - Stop and listen carefully for environmental sounds, talk about sounds using words such as *long, short, high, low*.
 - Make up alliterative jingles, draw attention to the similarities in sounds at the beginning of words and emphasise the initial sound, e.g. *mmmmummy, shshshshadow, K-K-K-KKaty*.
 - Plan activities listening carefully to different speech sounds, e.g. a sound chain copying the voice sound around the circle
 - Talk about the similarities in the rhyming words. Make up new endings and encourage children to supply the last word of the second line, e.g. *Hickory Dickory bee, The mouse ran down the...*
 - Listening opportunities where children can enjoy rhymes and stories either independently or with an adult. Provide instruments for musical play.

I can use marks to communicate meaning

	Intentions	Implementation	Vocabulary
First experiences	<ul style="list-style-type: none"> Notice and begins to understand the cause and effect of their actions in mark making Knows that the marks they make are of value Enjoys the sensory experience of making mark Distinguishes between the different marks they make Enjoys exploratory mark making eg. drawing and writing on paper, on screen and on different textures, such as in sand or playdough 	<ul style="list-style-type: none"> Encourage different mark-making movements – big, small, hard, soft, quick and slow, and different shapes, circles, lines and dots. Tell children about the marks you are making and encourage them to talk to you about theirs. Write down (scribe) children’s words, and read them back to children. Listen and support what children tell you about their drawings and early writing. Write down (scribe) the words that children use and display these words, for example, with photos Co-create stories orally with individual children and in small groups. Scribe the stories and display for children to look at independently or with a parent/friend. (i.e. storysquare) 	Marks Lines Curved Straight Zigzag Round Wavy Letters Words Numbers Shapes
Developing competency	<ul style="list-style-type: none"> Makes up stories, play scenarios, and drawings in response to experiences, such as outings Sometimes gives meaning to their drawings/paintings Gives meanings to signs, symbols, words that they see in different places, including those they make themselves Includes mark making and early writing in their play Imitates adults’ writing by making continuous lines of shapes and symbols (early writing) from left to right Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes Shows interest in letters on keyboard, identifying the initial letter of their own name, other familiar words Begins to make letter-type shapes to represent the initial sound of their name and other familiar words 	<ul style="list-style-type: none"> Notice and encourage children’s drawing, painting and early writing and the meanings that they give to them, such as when a child covers a whole piece of paper and says, <i>“I’m writing”</i> Celebrate and value children’s early attempts at graphic representation – focusing on the meaning and content rather than letter formation. Model and include children in using signs and writing to expand playful experiences such as making signs for a shop or car wash, instructions for a ball game, a list of names for a taking turns, writing a message for someone Support children in recognising and writing own names linked to a purpose (eg. Labelling own picture with name) Make paper and digital books with children of activities they have been doing, using photographs of them as illustrations. 	Writing Note Message List Label Ticket Sign Recipe Instruction Map Letter Card Book
Being skilful, confident	<ul style="list-style-type: none"> Enjoys mark making and writing to communicate meaning for an increasingly wide range of purposes Children create their own stories and books with images and sometimes with words and print 	<ul style="list-style-type: none"> Talk to children about things they might write to support their play inside and outside (list, recipe, instructions) 	Writing Writer

and independent

- Gives meaning to the marks they make as they draw, write, paint and type using a keyboard
 - Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name
 - Uses developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences
 - Children will be able to talk about themselves as writers
- Write stories, poems, jokes, lists, plans, maps together with children on paper so that children can see how writing improves play and messages shared
 - Talk to children about the letters that represent the sounds they hear at the beginning of their own names and other familiar words.
 - Model how to segment the sounds (phonemes) in simple words eg. c-a-t and how the sounds are represented by letters (graphemes). Link this to what they can hear (sounds and words)
 - Encourage children to apply their own letter (grapheme)/sound (phoneme) knowledge to what they write in meaningful contexts eg. bred, joos, pasta on a shopping list
 - Support and scaffold individual children's writing as opportunities arise and celebrate success

Adapted from Birth to 5 Matters

I use all my senses to engage in scientific enquiry

	Intentions	Implementation	Vocabulary
First experiences	<ul style="list-style-type: none"> Children respond to their learning environment with curiosity; “looking out for” and noticing novel and interesting things Use the secure base of their trusted adult to extend their explorations and to build confidence to ‘find out’ Children repeat actions that have a predictable effect Use all their senses in first-hand, hands-on exploration of natural materials (see, smell, hear, touch, taste things) Children will wallow in resources and become immersed Find different ways to explore materials and objects and will link together different approaches (hitting, shaking, tipping) Children will observe closely what animals, people, plants, vehicles do Children will communicate what they notice, both verbally and non-verbally 	<ul style="list-style-type: none"> Environments and resources with different materials, textures, unusual objects, natural things, living things, loose parts (i.e. shells, cones, taps, electronics, herbs, woodlice, tadpoles) Explore forces and cause and effect (i.e. rolling/pulling tyres, clay+playdough, waterpark +guttering, ramps+cars, balls, ball games, bikes, woodwork) Explore light and dark (light boxes, mirrors, torches, sheets for shadows) Explore air bubbles and windy day box (ribbons, windmills, streamers, wind chimes, kites) Explore water (drains, guttering, syringes, tubing, funnels, pipette, sieves, colander, bowls, spoons, scoops, cups, beakers, things to float and sink) And rainy day box (umbrellas, buckets, chalk for puddles) Explore nature - use garden space/community/city to explore trees, plants, insects, birds, animals Explore sound with instruments, voice, scrap materials 	<p>Explore Examine Wonder Research</p> <p>Find out</p> <p>Plan Review</p> <p>Imagine Making links</p> <p>Observe Question Experiment Test Hypothesise Communicate Interpret</p> <p>Predict Speculate</p>
Developing competency	<ul style="list-style-type: none"> Use their growing communication skills to raise questions about what they observe Children will question through play, testing and retesting of things they are interested in Use both general and scientific language and vocabulary to describe experiences, observations, experiments Children will name and categorise objects, creatures, forces and experience Children will speculate and ‘play with facts’, “I wonder... What if... Because/then...” 	<ul style="list-style-type: none"> Help children communicate ideas, experiences, observations and questions, supporting their developing specific, descriptive and scientific language Use fiction, non-fiction books, tablets for internet research, photos and videos Wide range of made, found, natural materials to explore, sort, name, identify (wood, stone, cardboard, cotton, rubber, shells, canvas, metal, leather, plastic, paper, ice, liquids) 	<p>Materials Forces(push/pull) Living things</p>

	<ul style="list-style-type: none"> • Through their play, children will predict – they will use their experience to hypothesize and test. • Children explore and talk about simple life cycles, growth, decay and change 	<ul style="list-style-type: none"> • Objects to take apart (nuts/bolts, electrical) • Explore magnets and magnetism (metal, paper, plastic, wood, pottery, compass, horseshoe, marbles, brio trainset, magnetic wands, giant magnets) • Planting experiences and use of garden for learning about plant life cycles • Shop, grow, cook food • Create and care for bug houses, wormery, bird feeder, tadpole and fish tanks 	
<p>Being skilful, confident and independent</p>	<ul style="list-style-type: none"> • Look closely at similarities, differences, patterns and changes in nature and the world around them • Make observations of animals and plants and explain why some things occur • Children will experience and notice and predict changes in state and form (i.e. Ice, water, steam) and changes in media and materials (i.e. colour mixing) • Children will develop reasoning skills so that they can generalise, re-test and distil their thinking • Children will know how food is grown • Children will, with support, be able to explore, prepare and cook food, then recall the process • Children will be able to predict, then describe, changes that happen to food when it is cooked • Children will engage with open ended scientific processes where there is no ‘wrong’ answer • Children will be able to talk about themselves as scientists 	<ul style="list-style-type: none"> • Create ‘experiments’ with children to freeze and melt, mix colours, create bubbles, wheeled toys • Observe, notice, talk about, record Seasons • Shop, grow, cook food, talking about process, change • Regular use of outdoor kitchen and children’s kitchen learning to build confidence in cooking • Use BLP language of Noticing, Questioning, Making Links, Imagining, Reasoning, Planning, Revising, Distilling • Use Scientific Enquiry Model/language of Observe, Raise Questions, Predict, Test, Interpret, Communicate • Planning and Review Times to distil scientific skills, to describe them and share learning in small groups • Record and creatively represent findings (i.e. drawing, writing mark making, photographs, models, dancing, music) 	

I can count to find out how many

	Intentions	Implementation	Vocabulary
First experiences	<ul style="list-style-type: none"> Children will show they are counting (pointing, moving objects, counting aloud) Use their bodies to help count (embodied learning) Responds to action rhymes and songs relating to number Respond to changes of amount (significantly more or less) discriminating between large and small sets (comparison and magnitude) Shows interest in, talks about number symbols One-to-one correspondence of objects (matching) Subitising small quantities (1 or 2 or 3) (perceptual) Using number words with no sequence, sometimes with some correspondence 	<ul style="list-style-type: none"> Playing hiding, covering, posting, feeling games Posting, dropping, throwing, hitting games Use fingers and toes, bodies to count Use number play when feeding, changing, tidying and in daily routines Loose parts of different shapes, sizes and weights Filling, emptying in sand, water Songs and rhymes relating to counting, number and pattern Noticing and talking about number symbols in the environment and wider world 	Number names Zero More Less Same Many Few Count Count on Count back
Developing competency	<ul style="list-style-type: none"> Children using number names in sequence (stable order) Respond to changes of amount, using words more, less, same Subitising increasing quantities in a small set (recognising and naming number of items up to 5) (Perceptual) One-to-one correspondence when counting Matches number symbol with number of things Making marks to represent number and counting 	<ul style="list-style-type: none"> Tallying and mark making Playing dice and track games Counting and comparison at snack times, cooking times Bat and ball games relating to counting Numbers in context, when going shopping or cooking Number books 	One more One less How many? How do you know?
Being skilful, confident and independent	<ul style="list-style-type: none"> Counting objects and knowing how many (cardinality) Use number names in sequence, counting forwards and backwards and starting from any point Subitising quantities as a composite of parts and whole (conceptual) Know the quantity stays the same even if the arrangement changes or which order the items are counted (Number conservation and Order irrelevance) Counting out specific number of objects from a larger collection Count any collection of items as a set (Abstraction) Using mathematical symbols and numerals, matching sets to numerals 	<ul style="list-style-type: none"> Using written numerals Dots, dominoes and dice Mathematical Group times Using measurement tools (rulers, scales, jugs, cups) with different units of measurement Use number lines, numicon, unifix, ten frames Peg boards, jigsaws, patterns 	Altogether Pattern Pair Set Subitising Cardinality Abstraction One-to-one correspondence