

Personal, Social & Emotional Development

- ❑ Children's personal, social & emotional development (PSED) is crucial for children to lead healthy & happy lives, & is fundamental to their cognitive development.
- ❑ Underpinning their personal development are the important attachments that shape their social world.
- ❑ Strong, warm & supportive relationships with adults enable children to learn how to understand their own feelings & those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist & wait for what they want & direct attention as necessary.
- ❑ Through adult modelling & guidance, they will learn how to look after their bodies, including healthy eating, & manage personal needs independently.
- ❑ Through supported interaction with other children they learn how to make good friendships, co-operate & resolve conflicts peaceably.
- ❑ These attributes will provide a secure platform from which children can achieve at school & in later life.

HOLISTICALLY 'BUILDING RELATIONSHIPS'	HOLISTICALLY 'MANAGING SELF'	HOLISTICALLY 'SELF-REGULATION'
<i>We aim to enable our children to:</i> - Listen and attend to the contributions of others - Make themselves understood - Understand the language of others for interactions - Ask questions of others for interactions - Respect and celebrate the similarities and differences between themselves and others - Have the skills to manage negotiation and conflict - Have the skills to collaborate - Understand a range of feelings, what causes them and what can be done to help in themselves or others	<i>We aim to enable our children to:</i> - Have resilience and perseverance - Adopt a sense of belonging - Have independence - Have confidence and self-esteem - Be able to select and choose their own play - Understand the rules and structure of the day - Be able to manage their own basic needs - Speak about their own feelings and emotions - Manage their own risk level - Know that mistakes are ok	<i>We aim to enable our children to:</i> - Understand different emotions in themselves & others - Have strategies to moderate emotions - Be able to communicate own emotions - Have an awareness of the impact they are having on others & how they can have a positive impact on those around them - Have tolerance & patience - Maintain the appropriate level of focus as required

Physical Development

- ❑ Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives.
- ❑ Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults.
- ❑ By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility.
- ❑ Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being.
- ❑ Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy.
- ❑ Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

HOLISTICALLY 'FINE MOTOR'	HOLISTICALLY 'GROSS MOTOR'
<i>We aim to enable our children to:</i> - To independently form all pre-writing shapes in small scale - Use a range of tools competently, safely and confidently - To have the hand-eye co-ordination to cut shapes and copy letter shapes with increasing accuracy - To develop a comfortable grip for writing	<i>We aim to enable our children to:</i> - Enjoy using their body freely - Be aware of the space themselves and others are using - Develop good co-ordination to aid agility and control of equipment and tools - Have good core strength - Have appropriate levels of strength in their body - Have good stability and balance - Enjoy physical activity - Understand directions to use gross motor skills - Talk about the physical changes they feel

Communication and Language

- The development of children’s spoken language underpins all seven areas of learning and development.
- Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development.
- The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial.
- By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively.
- Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

HOLISTICALLY 'ATTENTION AND LISTENING'	HOLISTICALLY 'SPEAKING'	HOLISTICALLY UNDERSTANDING
<i>We aim to enable our children to:</i> - Show focussed listening - Listen and attend to the contributions of others - Respect others’ ideas - Understand how to listen carefully and why listening is important - Engage in story and shared times - Participate and turn take in group and one-to-one discussions - Listen to and talk about stories songs and events	<i>We aim to enable our children to:</i> - Engage in story and shared times - Have confidence and courage to participate and know that all contributions are valid - Join together thoughts and ideas when speaking - Participate and turn take in group and one-to-one discussions - Listen to and talk about stories songs and events - Be tooled with a varied and useful vocabulary - Make themselves understood - Use the questions how, what, where, when, why, et cetera in order to extend interactions with others - Communicate socially using key social phrases	<i>We aim to enable our children to:</i> - Understand basic concepts and prepositions - Respond appropriately to questions and instructions - Understand and respond to the questions how, what, where, when, why, et cetera - Understand a range of sentence structures - Understand the language of others for interactions

Literacy

- It is crucial for children to develop a life-long love of reading.
- Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth.
- It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together.
- Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.
- Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)

HOLISTICALLY WORD READING	HOLISTICALLY COMPREHENSION	HOLISTICALLY WRITING
<i>We aim to enable our children to:</i> - Be interested and motivated to read - Have strong Phase 1 skills embedded - Be able to blend known phonic sounds - To read 'tricky' words - To read simple sentences appropriate to sight word and phase reading level - Enjoy reading	<i>We aim to enable our children to:</i> - Know the importance of real life reasons for reading - Show preferences for books and give reasons - Have good listening and attention skills - Respond appropriately to questions and instructions - Read to seek and retain facts - Understand and respond to the questions how, what, where, when, why, et cetera about what they have heard or read - Understand a range of sentence structures - Sequence, order and retell texts - Make simple predictions - Make simple inferences - Ask questions about what they read	<i>We aim to enable our children to:</i> - Know the importance of real life reasons for writing and types (genres) of writing - Write their own name - Verbalise what they wish to write - Know they have a story to tell that is valued and that they are authors - Write phonetically plausible simple words and phrases - Create writing to be read and enjoyed by others - Use new vocabulary and known story language in their writing and oral compositions - Enjoy writing

Mathematics

- ❑ Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically.
- ❑ Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.
- ❑ By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built.
- ❑ In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures.
- ❑ It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

HOLISTICALLY NUMBER & NUMERICAL PATTERNS

We aim to enable our children to:

- Know real life reasons for using mathematics
- Know and compare and use numbers in different contexts
 - Know the counting principles
- Be curious and motivated to problem solve and find solutions
 - Understand mathematical language
 - Have mastery of numbers to 10
 - Recognise and continue pattern
 - Know that mistakes are ok
- Have confidence and skills to ask and answer questions
- Have the language to explain reasoning



Understanding the World

- Understanding the world involves guiding children to make sense of their physical world and their community.
- The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters.
- In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world.
- As well as building important knowledge, this extends their familiarity with words that support understanding across domains.
- Enriching and widening children's vocabulary will support later reading comprehension.

HOLISTICALLY PEOPLE, CULTURE AND COMMUNITIES	HOLISTICALLY PAST AND PRESENT	HOLISTICALLY NATURAL WORLD
<i>We aim to enable our children to:</i> - Respect similarities and differences of all faiths - Have a sense of belonging to own community - Know features of their locality - To know there are other people in other places who live the same way or differently to them - Know they are important to people and that there are people who are important to them - Be aware of how they and individuals contribute to society - Understand and respect the British values - Know their physical and emotional place in the world - Be aware there are other countries outside of the UK - Know features of their own home, culture, heritage and religion and know those of others - Know the impact of caring for the local and wider environment	<i>We aim to enable our children to:</i> - Understand & use terms for the measures of time - Use & understand the correct tenses - Have aspirations & plans for their immediate & long term future - Know that life existed before living memory & will continue beyond - Know key events in their own timeline	<i>We aim to enable our children to:</i> - Have freedom to explore and talk about their experiences of nature - Have basic concepts of growth, decay and change over time - To know at least two life cycles - To nurture growth in living things - To know how changes in weather affect clothing and leisure choices and their environment - To know similarities and differences between animals and their habitats - Use all senses to observe and question the causes of changes in the appearance and structure of materials



Expressive Arts & Design

- ❑ The development of children's artistic and cultural awareness supports their imagination and creativity.
- ❑ It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.
- ❑ The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts.
- ❑ The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

HOLISTICALLY 'BEING IMAGINATIVE AND EXPRESSIVE'	HOLISTICALLY 'CREATE USING MATERIALS'
<i>We aim to enable our children to:</i> - Have the freedom to create - Have the opportunity to explore a variety of sensory experiences, media, design, colours and textures. - To be competent in the use of a range of tools and techniques - Resource independently - Have skills that they can transfer to other projects - Have a skill set of linking media for joining and fastening - Have a preference for their creative outlet - Feel their work is celebrated and not need to compare with the strengths of others - To adapt, improve, discuss and evaluate their work	<i>We aim to enable our children to:</i> - Have the opportunity to explore a variety of sensory experiences, media, design, colours and textures. - To be competent in the use of a range of tools and techniques - Resource independently - Have skills that they can transfer to other projects - Have a skill set of linking media for joining and fastening - Have a preference for their creative outlet - Feel their work is celebrated and not need to compare with the strengths of others - To adapt, improve, discuss and evaluate their work

