




Early Years Policy: Our Approach to Learning, Development and Teaching

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Committee Responsible	Curriculum and Standards Committee
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Introduction

Learning starts at birth and continues throughout life:

"Any subject can be taught to any child at almost any age in some form which is true and useful..." [Brunner].

For young children learning [and life] is not compartmentalised into subject areas, everything is linked.

Research highlights the importance of the early years of life. A high percentage of children's learning takes place during these years. This is the time when attitudes are shaped, first relationships formed, concepts developed and the foundations for later learning made [Evangelou et al].

Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults.

Our approach uses cross-curricular themes with the teachers and early years' educators being aware of the areas of learning and related subjects that offers a wealth of experiences which encourages children to be enthused about their own learning. Using this knowledge, we extend the child's learning and ensure that each child has access to a rich range of opportunities for learning and development.

Our Aim

Our aim is to support the learning and development of each child by providing an integrated, balanced, broad, stimulating and differentiated curriculum. To achieve this, we work in partnership with parents, carers and children and as a multi-disciplinary team. We aim to provide a secure learning environment, which enables all children to be:

- respectful of themselves and others
- happy and confident
- independent and sociable
- compassionate and caring
- tolerant and patient
- curious and creative
- appreciative and appreciated

Areas of Learning and Development

The areas of learning and development outlined in the Early Years Foundation Stage [EYFS] 2021 statutory framework provides a structure for the planning and analysis of our curriculum for the early years.

While all the areas of learning and development are important and inter-connected, three are seen as particularly important as they stimulate curiosity and enthusiasm for learning, and the capacity to learn, form relationships and thrive. These three areas, the *prime areas of learning*, are the essential foundations for children's life, learning and success and develop through the interaction of children's innate developmental patterns with experiences. (Tickell).

The prime areas are:

- **Personal, social and emotional development** - Building Relationships, Managing Self and Self- Regulation.
- **Communication and Language** - Listening, Attention and Understanding and Speaking
- **Physical development** - Gross Motor Skills and Fine Motor Skills

The other four areas are called the *specific areas of learning*, and are the areas in which learning developed through the prime areas are applied. They are influenced by the times we live in and society's beliefs about what is important for children to learn (Tickell).

The specific areas are:-

- **Literacy** – Comprehension, Word Reading and Writing
- **Mathematics** – Numbers and Number Patterns
- **Understanding of the world** – People, Culture and Communities, The Natural World and Past and Present
- **Expressive arts and design** – Creating with Materials and Being Imaginative and Expressive

In our curriculum statement we explain how we promote learning and development in each area. Our approach is informed by the three characteristics of effective teaching and learning:

- **Playing and exploring** - children investigate and experience things, and 'have a go';
- **Active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Learning Behaviours

These are intentionally taught and modelled so that they will stand each child in good stead for their future. These behaviours focus on the ability to actively listen, take turns, learn appropriate behaviour for all contexts, take risks, understand

failure, adopt a growth mindset, follow direct instructions, show respect to self, others and the environment.

Assessment

We use Tapestry and Integris to monitor progression and development of all our children at key intervals (Autumn, Spring, Summer) during the year. Observations of learning, summative assessments, regular moderation of children's work is also recorded through our learning walks, then analysed to reflect on the progress made, and a follow up on specific needs identified.

Personal, Social and Emotional Development

Personal, social and emotional development is about understanding, respecting and valuing others and ourselves. It helps us to develop a sense of self, positive self-esteem and confidence.

Aspects of Personal, Social and Emotional Development: -

- ***Building Relationships*** - is about the importance of children forming positive attachments to adults and friendship with peers. Working alongside others cooperatively and showing sensitivity to their own needs and that of others.
- ***Managing Self*** is about being confident to try new activities and show independence, resilience and perseverance in the face of challenge. How children develop a growing understanding of what is right and wrong and why. Managing their own basic hygiene and personal needs, including using the toilet, and making healthy food choices.
- ***Self-Regulation*** is about children having a sense of their own value and understanding the need for sensitivity to significant events in their own and other people's lives, coupled with learning about the impact of their words and actions on themselves and others.

We use the zones of regulation as a means of encouraging children to identify their emotions and self-regulate independently or with adult support. *In our school's behaviour policy*, children are encouraged to show respect for themselves and others. Our expectations of the children's behaviour are based on this premise. (See appendix 1 for further examples)

Communication and language

Communication and language helps us explore and express our needs, feelings, ideas and thoughts and helps us to understand those of others. An inability to do this isolates us. Through language we can move from the here and now to the past, the future and alternative worlds.

Aspects of Communication and Language:-

- ***Listening, Attention and Understanding*** is about how children become effective communicators. Learning to listen attentively and speaking emerges out of non-verbal communication, which includes facial expression, eye contact and hand gesture. These skills develop as children interact with others, listen to and use language, extend their vocabulary and experience stories, songs, poems and rhymes in whole class and small group situations. Children are encouraged to make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- ***Speaking*** is about how children learn to use language to imagine and recreate roles and experiences and how they use talk to clarify their thinking and refer to events they have observed or are curious about. As they participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Children are encouraged to use full sentences, including use of past, present and future tenses and make use of conjunctions, with modelling and support from their teacher.

(See appendix 2 for further examples)

Physical Development

Physical development is about developing awareness of our bodies and learning to use our bodies in a positive and confident way. It is about encouraging progress in gross and fine motor, co-ordination, and awareness of space. Physical development is also concerned with how and why bodies move in different ways.

Aspects of Physical Development

- ***Gross Motor Skills*** is about how children learn to move with confidence, imagination, energy and safety, with an awareness of space, themselves and others. Use a range of small and large equipment, including balance and coordination when playing.
- ***Fine Motor Skills*** is about how children learn to hold a pencil/tools effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes, drawing tools and cutlery. See appendix 3 for further examples)

Literacy

Through writing children are able to record and keep their thoughts and ideas and share them with others. Reading enables us to find out more about other peoples

thoughts, ideas and views and deepen our understanding of the world around us. Literacy is about understanding the correspondence between spoken and written sounds and learning to link sounds and letters. We encourage a love of stories and reading – fiction and non-fiction, prose and verse.

Aspects of Literacy

- **Comprehension** - is about children understanding and enjoying stories, books poems and rhymes, recognising that print carries meaning in both fiction and non-fiction resources. Retelling stories and narratives, using their own words and recently introduced vocabulary and are able to anticipate key events in stories.
- **Word Reading** is about reading words consistent with their phonic knowledge using sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- **Writing** is about how children build an understanding of the relationship between the spoken and written word and how through making marks, drawing and personal writing children ascribe meaning to text and attempt to write for various purposes. It is about the ways in which children's random marks, lines and drawings develop and form the basis of recognisable letters, words and sentences which carry meaning. (See appendix 4 for further examples).

We follow the Sounds Write program to teach phonics, which supports reading, writing and comprehension. <https://www.sounds-write.co.uk/>

Mathematics

Problem solving, reasoning and numeracy is about making sense of the world through an understanding of similarity and difference, pattern and logic. We use mathematical ideas to analyse and communicate information and ideas and to tackle a range of practical tasks and real-life problems. Mathematics is about developing an awareness of concepts, such as heavier / lighter, and mathematical rules such as addition and subtraction. It helps us to solve problems relating to size and quantity.

We follow the maths mastery programme in reception.

<https://mymastery.arkcurriculumplus.org.uk/>

Aspects of Mathematics

- **Numbers** is about how children gradually know and use numbers and counting in play, and eventually recognise and use numbers reliably, to develop

mathematical ideas and to solve problems. It is also about how children develop an awareness of the relationship between numbers and amounts and know that numbers can be combined to be 'added together' and can be separated by 'taking away' and that two or more amounts can be compared.

Children develop a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

- **Numerical Patterns** is about how through talking about quantities, and developing appropriate vocabulary (including shapes), children use their knowledge to develop ideas and to solve mathematical problems. Children verbally count beyond 20. Can compare quantities up to 10 in different contexts, recognise when one quantity is greater than, less than or the same as the other quantity.

They also, explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

(See appendix 5 for further examples)

Understanding the World

Understanding of the world helps us to develop our knowledge and understanding of our environment, culture and other people and features of the natural and man made world around us.

Aspects of Knowledge and Understanding of the World

- **People, Culture and Communities** - is about how children begin to know about their own and other people's cultures in order to understand and celebrate the similarities and differences between them in a diverse society.
- **The Natural world** - is about how children learn about *similarities and differences* between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Explore some important processes and changes in the natural world around them, including the seasons and changing states. Children investigate objects and materials and their properties, and are inquisitive about how and why things work. Children undertake observations and draw pictures of animals and plants.
- **Past and Present** - is about knowing some similarities and differences between things in the past and present, drawing on their experiences and that of others or what they have shared in class. Also, through understanding the past, through settings, characters and events encountered in books read in class and storytelling. Children find out about their own past and present events relevant to their lives or those of their families.

(See appendix 6 for further examples)

Expressive Arts and Design

Expressive art and design is a way of understanding the world through a variety of forms in which thoughts, perceptions and emotions are expressed through originality.

Creativity is part of all areas of learning. Art is a vehicle for self-expression and developing aesthetic awareness. We offer the children many opportunities to develop their ideas in a variety of media - painting, drawing, textiles, blocks, model making, clay etc.

Aspects of Expressive Arts and Design

- ***Creating with materials*** - is about children's independent and guided exploration of and engagement with a widening range of media and materials, finding out about, thinking about and working with colour, texture, shape, space and form in two and three dimensions. Children learn about the construction process and the tools and techniques that can be used to assemble materials creatively and safely. Make use of props and materials when role playing characters in narratives and stories.
- **Being imaginative and expressive** - is about how children invent, adapt and recount narratives and stories with peers and their teacher. Use what they have learnt about media and materials in original ways. They respond in a variety of ways to what they see, hear, smell, touch or feel and as a result of these encounters, they express and communicate their own ideas, thoughts and feelings. It is about how children are supported to develop and build their imaginations through stories, role-plays, imaginative play, dance, music, design and art. (See appendix 7 for further examples)

Inclusion/Equal Opportunities (Including SEND)

Children will be taught to respect the cultural differences and abilities of all the children and their families and to recognise feelings involving other people. When appropriate, advice and guidance will be sought from outside agencies and professionals to support individual children. No child will be excluded or disadvantaged because of ethnicity, culture or religion, home language, family background, special educational needs, disability, gender or ability. The teachers differentiate the learning opportunities to meet the abilities and aptitudes of the children, offering support and extension work as required. In the case of children with special needs, reference must be made to the SEND Policy. The SENDCo is Morgan Currie (Deputy Head), who manages all SEND queries and potential

concerns. All children are given equal (differentiated) access to all curriculum activities, which are broad and balanced.

Continuity with the next phase

The following table shows how the areas of learning and experience relate to National Curriculum subjects.

EYFS areas of learning	National Curriculum
Personal Social and emotional development	PSHE
Communication and language	English
Physical development	Physical education
Mathematics	Mathematics
Literacy	English
Expressive arts and design	Art, Drama and Music
Understanding of the world	History and Geography Science and Technology

Appendix One - Personal, Social and Emotional Development

Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to regulate their feelings, self-care; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Examples

We encourage children to develop their understanding of this area of learning through the following;

- The children are encouraged to develop their sense of self and relationships with the wider world. It is important that the children feel happy in the school and experience a sense of belonging. For example, using photos of the children engaged in different experiences to enhance self-esteem, celebrating the children's work and using the children's comments in assessments, developing relationships with the teacher and early years educators/ teaching assistants, celebrating birthdays, etc.
- The children are encouraged to develop the skills and attitudes [sharing, turn taking, caring for others, confidence] which they need to make successful relationships and to support and develop existing relationships with family and friends. We do this through using family walls and photos of the children around their class, bringing objects from home – especially during the settling period, sharing home experiences with school staff and children.
- We encourage self-discipline and support children to develop strategies for self-regulation. We ensure that the rules and expectations at school are expressed in a way that is understandable to the children and based on respect for themselves and others.
- Children are encouraged to negotiate and to talk through conflicts with the support of an adult and to make recompense if they are in the wrong. The staff act as appropriate role models for behaviour.
- Looking after animals and plants
- Reflecting cultural diversity in our choice of resources and books.
- Developing the children's awareness of the local and wider community through trips.
- We support the children in becoming independent in their self-care (toileting, washing hands, etc). From an early age, children are encouraged to begin to take a growing responsibility for their own self-care.
- Children are able to help themselves [or initially with assistance] to coats, gloves, wellies etc.
- Children are encouraged to make healthy choices through the food options provided
- Eating areas are also attractive and relaxing.
- There are opportunities for the children to cook /prepare a range of healthy foods in sessions such as TasteED which encourages children to explore food and make healthy choices.
- Fresh water and milk is always available and children are able to help themselves to fruit and vegetables for snack.

Appendix Two - Communication and Language

Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Examples

We encourage children to develop their understanding of this area through the following;

- Creating an emotional environment that encourages communication by providing a supportive place where children feel secure and confident.
- Creating a physical environment to encourage communication e.g. organising furniture to create enclosed, cosy areas for conversation, using fabrics on the walls to absorb distracting background sound, using music etc as appropriate not as background sound.
- Organising the routine to leave plenty of time for unhurried interactions between adults and children and children and children, to give children the opportunity to express and explore their experiences, feelings and ideas.
- Adults are spread around the space inside and out and are constantly communicating with the children.
- Being receptive and responsive to early vocalisation and gesture and encouraging the children to initiate and sustain conversation.
- Encouraging children to speak in full sentences and this should be consistently modelled by adults to ensure this skill becomes reflexive over time.
- Making sure children have time to respond and make their own comments or add information - being open to opportunities for conversation during routine times.
- Knowing when to offer an idea, when to ask a question and when to be silent!
- Ensuring that adults speak quietly and model the use of appropriate language which enhances children's vocabulary.
- Using pondering comments/speculations rather than questions and reflect back to the child what they have said
- Drawing on Sustained Shared Thinking Strategies and scaffolding techniques – ask genuine questions that involve more than *yes*, *no* or single word answers
- Developing vocabulary through meaningful contexts e.g. language for weighing through cooking activities, conversation language during role play.
- Provide activities that have opportunities for discussion and explanations, like problem-solving activities, science experiments, etc
- Support story telling with props
- Encouraging children to develop non-verbal forms of communication, for example signing, as appropriate.
- Working with parents and colleagues to understand the level of development when children's home language is not English and for advice on how to support their communication in their home language.
- Monitoring all children's acquisition of English to make sure they are getting the opportunities they need to communicate clearly, to ask for what they need, to take turns during conversations, to ask and answer questions, to give explanations, to concentrate when others speak and respond accordingly.
- Introducing children to drama developed from their imaginative play.
- Using songs and music to develop listening and sound discrimination skills.

Appendix Three - Physical Development

Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be supported to understand the importance of physical activity and its benefits. The children's need to explore the world physically is matched with encouraging an awareness of health and safety without restricting opportunities for children to engage in active and collaborative play. We follow the Val Sabin physical education curriculum in school.

Examples

We encourage children to develop their understanding of this area of learning through the following experiences;

- **Gross motor skills** – We provide plenty of access to space and equipment inside and out, so all children are able to develop their ability to move with confidence. At this age, children are developing rapidly and need opportunities to use their developing skills- bikes, climbing frame, etc to develop their large motor skills, co-ordination, agility and balance.
- **Fine motor skills** - Development of small motor skills, manipulation and hand-eye co-ordination is provided for in different areas [e.g. scissors in art, pencils in writing area/home corner/office, sewing, puzzles, etc], feeding, dressing and undressing themselves, learning skills such as putting on socks, pulling up pants, buttoning, zipping, supporting each other to dress up when preparing for forest school or role play, etc.

Appendix Four – Literacy

Literacy development involves encouraging children to link sounds and letters and to begin to read and write. We foster the love of reading and give children access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest and comprehension. Opportunities to read and write for a purpose are provided in all areas.

Examples

We encourage children to develop their understanding of this area of learning through the following experiences;

Comprehension

- Children are read to and told stories and rhymes from a variety of cultures. There are daily opportunities to share books and talk about them.
- Each class has a collection of core books which are rotated each term.
- A range of non-fiction books – dictionaries, maps and atlases, pictures of their local environment are available in class for children to explore.
- Children are encouraged to anticipate key events in a story and retell well known stories (T4W) and rhymes, talk about books they know and recognise familiar words and letters in meaningful contexts [e.g. reading their own name, reading display labels, making their own books about their experiences]. These activities help them to understand that print conveys meaning.
- The variety of books we use, reflects the children's experiences and extend their understanding of themselves and others.
- We also encourage the use of story props to develop understanding of the text and support concentration.
- We also encourage children to be aware of the wide variety of languages that are part of the community we live in.

Word Reading

- We encourage children to develop their phonological awareness drawing on the strategies outlined in 'Sounds Write'.
- They learn all the sounds in the alphabet including at least 10 digraphs. During their time at the school children learn how to distinguish between sounds and also become familiar with rhyme, rhythm and alliteration.
- They are encouraged to read simple words and sentences by sounding - blending, and read books that are consistent with their phonics knowledge including some common exception words.

Writing

- The children are given many opportunities to develop their mark making and writing skills, building on the experience they already have.
- We help them to understand that print conveys meaning, the difference between writing and drawing and to understand the conventions of the English script [that print moves from left to right across the page and from top to bottom, that lines of

writing are divided into words, that words are divided into letters and that letters have a name and sound].

- Banks of simple words [sound/word mats, CVC, CCVC, CVCC, HFW, etc] that the children may want to use in their writing are available
- We encourage and support the children's early mark making skills. Children are introduced to other scripts as appropriate and introduced to correct letter formation at the appropriate stage of development. We use <https://www.letterjoin.co.uk/> for hand writing in reception.
- Children are offered models of writing by the adults in the school through signs, notices, book making, etc.
- They are encouraged to write simple words, phrases, sentences and stories by using their phonics knowledge to identify the letter/s that matches the spoken sounds [encoding].

Appendix Five – Mathematics

Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and numerical patterns i.e. even and odd numbers, etc (as well as shapes). We use the maths mastery program from reception

<https://mymastery.arkcurriculumplus.org.uk/>

Example

We encourage children to develop their understanding of number and numerical patterns through the following:

- The intervention of knowledgeable adults who enjoy mathematics and embed mathematical vocabulary in their teaching.
- Numbers for labelling, counting and calculating – learning number names and reciting correct number sequence [first rote then meaningful], number symbols [numerals] and number lines; counting- one to one correspondence [one number attached to item counted] and conservation of number, counting forwards, then backward, how many?- last number counted in a set signifies total number of items [cardinal number], one more, one less, addition and subtraction number. Rank order first, second, third [ordinal number] predicting next in sequence, generating own patterns; Fractions as part of the whole (half, one-fourth/quarter), estimating.
- Learning the composition of numbers to 10 and verbally counting beyond 20.
- Using number lines around the school and in daily activities
- Building opportunities for number work into the daily routine e.g. counting children after the register, identifying the total number of children in the class and by subtracting the number present identifying how many are absent
- Organising home corner equipment, outside resources etc. to teaching sorting, ordering and counting.
- Participation in everyday experience of the school such as, measuring cooking ingredients, arranging furniture, etc.
- Using rhymes and games to promote mathematical concepts.
- Ensuring we have books that focus on mathematical concepts.
- Measuring materials for a task in art or construction.
- Practical experiments, such as filling and emptying containers with sand and water, experiences,
- Recognition of 2-D and 3-D shapes in our continuous provision, learning shape names; language for measuring –; positional prepositions, comparative language [e.g. bigger/smaller, longer/shorter, higher/lower and big/bigger/biggest, long/ longer/ longest]; using non-standard measures in length, area, volume, capacity, weight and time; introduction of simple standard measures [e.g. metre, litre, kilogram];

Appendix Six - Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, their environment and the natural world.

Examples

We encourage children to develop their understanding of this area of learning through the following;

- The beginnings of understanding of people, culture and communities lies in early attachment and other relationships with others- parents, carers, school staff, peers, etc.
- Relationships – We handle this area with sensitivity. Children's questions are answered truthfully and factually at the appropriate level, the information given matching their level of understanding. We do not treat relationships and sex education as a separate subject but rather answer children's questions as they occur [e.g. dressing and undressing, using the toilet and during a theme on babies, relationships – families, etc].
- Celebrating festivities and religious celebrations.
- Children are encouraged to explore their world - inside and out - using all their senses. They have opportunities to care for plants, garden, explore materials [sand, water, clay, play dough] cook, access to batteries, bulbs, motors, programmable toys, clockwork toys, magnifying glasses, magnets, electrical circuits etc.
- Adult initiated, structured and investigative experiments are based on the child's interests and abilities.
- Opportunities to create their own models using a wide range of resources are on offer. Older children are encouraged to devise experiments to solve problems and to evaluate
- Classes have planters to grow herbs, vegetables and flowers.
- Child have regular cooking opportunities – cold and hot.
- We offer the children plenty of opportunities to explore the local community, drawing their attention to particular features developing their sense of place [geography].
- They also have regular forest school activities.
- We take them on journeys further afield to widen their experiences. We take photos of our trips to help the children recall their experiences.
- We introduce them to maps and map making by recording diagrammatically small-world layouts and 3-dimensional models.
- We extend children's knowledge of other countries through family connections and recall of holiday experiences and by using photos and postcards.
- We also encourage the observation and recording of the changing seasons and weather patterns and also note similarities and differences between the natural and other environments.
- We use the child's natural curiosity about the past and present to give them access to historical ideas, experience and language [e.g. old/new, before/after, past/present]
- We tell stories set in the past and use artefacts or pictures to stimulate descriptive language and discussion of differences and similarities.
- We use birthdays, festivals, our environment -home and nursery, transport to show

the passage of time in a meaningful way.

- Children explore telephones, tablets, beebots, machines etc to encourage their understanding of everyday experiences.

Appendix Seven - Expressive Arts and Design

Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Example

We encourage children to develop their understanding of this area of learning through the following experiences;

- **2D and 3D representation** The children are encouraged to develop their skills e.g. control of pencils, scissors, etc. and explore different ways of using materials (such as pasta, textiles) and various techniques, e.g. sewing, sculpture, printing, painting, photography...to express their ideas and feelings. Older children are able to mix their own colours from primary colours with white and choose from a range of resources such as materials for mark making, brushes, paper, collage, recycled materials. There are opportunities for weaving, construction, modelling and printing. Children are encouraged to combine different media creatively to express their ideas. Displays and examples of artwork from various cultures help them develop aesthetic appreciation.
- **Creating Music and Dance** Music is used throughout the day. Children have access to a range of instruments and music from a variety of cultures to encourage them to develop ideas about rhythm, pitch, tempo and dynamics. Children are offered opportunities to create their own simple instruments and music. They have access to a variety of records for comparison of styles and appreciation of content and form. Time is given to singing well-known songs and rhymes and introduce children to new ones. In addition to this, the children have a designated music session once a week with a specialist teacher. Opportunities to dance and resources to enhance creative movement e.g. scarves and ribbons, etc are also explored.
- **Developing Imagination and Imaginative Play** Children have access to well-resourced home corners and the opportunity to explore other imaginative play such as hospital, shops, and transport inside and out. Familiar stories and characters are used to stimulate imagination and children have resources to take on character and super hero roles. Unstructured props that children can ascribe various meanings to, are available and small world resources encourage storytelling and narrative.
- **Designing and Making** - Children learn about safety, the correct use of tools, appropriateness of materials, the skills of separating and joining etc. The school environment offers many opportunities for children to develop their technological skills. We encourage children to be creative when solving problems e.g. making a model of a fire engine could involve the child in deciding on the design, drawing it, choosing appropriate materials, making it and evaluating its success. Crates, boxes and early excellence resources are available to support children's creativity and imagination.

The Visual Arts

2 dimensional representations include drawing, painting, printing, photography, textiles...

3 dimensional representation, includes construction, sculpting and modelling.....

These involve experimenting using the following elements:

- Pattern repetition of shape, colour, light
- Texture characteristics or quality of colour
- Colour hue, intensity, brilliance
- Line mark, stroke, dash
- Tone lightness, darkness, shade
- Shape outline
- Form three- dimensional experience of shape
- Space area between shapes

The Performing Arts

Music is the exploration of sound, voice and instrumentation through performance and composition. It involves experimenting using the following elements:

- Timbre – characteristics or qualities of sound
- Texture – the way in which sounds are put together
- Pitch – high /low /higher /lower
- Dynamics – volume/loud /quiet /quieter /louder
- Tempo – speed /fast /slow / faster /slower
- Duration – long/short
- Harmony –two or more musical notes produced together

Dance is a form of expression, which encompasses the development of the whole child through production, performance and composition. Dance enables children to develop spatial awareness and discover the movement possibilities of their own bodies. It involves experimenting with the following elements:

- Basic actions
- Gesture
- Stillness
- Pattern

Drama and Imaginative play – This enables the children to consolidate their understanding of the world through an examination of their own ideas, feelings and conflicts. It involves experimenting with the following elements:

- Imitative play
- Role play
- Imaginative play
- Fantasy play