

Chiltern Primary School Early Years Progression Map

Together, over time, we are proud to learn to make a difference, to ourselves and others.

Our Curriculum Vision:

- Our curriculum community celebrates differences and diversity within a safe and nurturing environment.
- A curriculum, which engages and enriches.
- Has ambition for all moving from novice to expert.

What does this look like in the Early Years?

- Diversity: **We put the individual child's needs and interests at the centre of everything we do.**
- Enrichment: We understand that play based learning is the key to successful, happy and confident learners of the future.
- Ambition: To allow children to experiment, explore and progress in their own creative ways in order to achieve their full potential.

Intent

The intent of our EYFS curriculum is to ensure that our children develop the necessary skills, knowledge and attitude to achieve fulfilling lives. The EYFS is the start of our children's school journey towards achieving this important purpose. We have around half of our children who have educational or emotional needs. In addition, we have a quarter who speak a language other than English so we ensure that the curriculum we deliverer is accessible by all. In the current climate we have to build in more opportunities for children to experience the social and emotional elements they might have missed by not attending Nursery. We teach to the Development Matters and the revised EYFS Framework (2021).

'Teaching in the early years should not be taken to imply a "top down" or formal way of working. It is a broad term that covers the many different ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities: communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges.

'It takes account of the equipment adults provide and the attention given to the physical environment, as well as the structure and routines of the day that establish expectations. Integral to teaching is how practitioners assess what children know, understand and can do, as well as taking account of their interests and dispositions to learn (characteristics of effective learning), and how practitioners use this information to plan children's next steps in learning and monitor their progress.'

Ofsted Early Years Inspection Handbook 2021

Implementation

We aim to achieve our curriculum intent by providing high quality teaching and learning in a language rich environment. We value, respect and care for all of our children here at Chiltern Primary. Each child is unique and brings an irreplaceable value to our classroom. We provide a curriculum which is based upon their interests and needs and links to the world around them which they know and understand. We believe that children learn best when engaged in play and incorporate the outdoor environment into the learning environment.

The EYFS Curriculum consists of the seven areas of Learning and Development; three prime and four specific areas.

Prime Areas

- The three prime areas of learning are:
- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Specific areas:

- Mathematics
- Literacy
- Understanding the World
- Expressive Arts and Design

We teach a wide range of foundation subjects across the EYFS. Science investigations and curiosity is developed through our 'Understanding the World' themes. Social, moral, spiritual and cultural development, including studying British Values is incorporated into circle times alongside both 'Understanding the World' and 'PSED'. We learn about different cultures and places in the world many times throughout the year including Chinese New Year, Christmas, Diwali and Eid celebrations. We find our families country of origin on Google Maps and love working out where we live on Google Earth! We have a wide range of variety of resources in our classroom which are sourced from many cultural backgrounds. This enhance the children's understanding of where objects and patterns come from, especially tailored to our current cohort of children.

We use our children's interests and curiosities to develop our topics every year. Each year, several topics will be similar (Christmas, People Who Help Us, Minibeasts, Diwali etc.) and others will be completely based on what the children would like to learn about. This ensures the curriculum here at Chiltern Primary is broad, diverse, balanced and stimulating for the children in our care.

During independent learning we are able to encompass new ideas and thoughts there and then, in the moment. In the moment planning allows staff to harness teachable moments and use these to their advantage. Having continuous provision in our environment allows both staff and children to have resources they need at their fingertips. Pre-planned activities which link to topic and carpet time learning opportunities are given in addition to continuous provision for those children unsure of where their curiosity will take them next. In the moment planning allows staff to pick up on a child's next steps there and then, providing a rich and communication based learning environment and ensures progression. Each child is unique and their targets and next steps will therefore reflect the child's age, developmental readiness and individual needs. We plan based upon children's interests and use in the moment planning. We use information from previous observations, teacher knowledge of children and tried and tested topics such as 'Transport' and 'People Who Help Us'. We try to have one maths, phonics and topic activity out each day which link to what is learnt during carpet and group times.

Staff are regularly trained on topics according that year's cohort needs, and changes in curriculum, software and safeguarding.

Characteristics of effective learning

The characteristics of effective learning describe factors that play a central role in a child's learning and in becoming an effective learner. The characteristics of effective learning run through and underpin all 7 areas of learning and development. They represent processes rather than outcomes. The characteristics of effective learning are described below.

Playing and exploring – engagement

'Finding out and exploring' is concerned with the child's open-ended hands-on experiences, which result from innate curiosity.

'Playing with what they know' describes how children use play to bring together their current understandings, combining, refining and exploring their ideas in imaginative ways. Representing experiences through imaginative play supports the development of narrative thought and the ability to see from other perspectives.

'Being willing to have a go' refers to the child initiating activities, seeking challenge, having a 'can do' attitude and being willing to take a risk in new experiences learning by trial and error.

● **Active learning** - motivation

'Being involved and concentrating' describes the intensity of attention that arises from children engaged in following a line of interest in their activities.

'Keeping on trying' refers to the importance of persistence even in the face of challenge or difficulties, an element of purposeful control which supports resilience

'Enjoying achieving what they set out to do' builds on the intrinsic motivation that supports long-term success. It refers to the reward of meeting one's own goals, rather than relying on the approval of others.

● **Creating and thinking critically**

'Having their own ideas' covers the critical area of creativity, generating new ideas and approaches in all areas of endeavour. Being inventive allows children to find new problems as they seek challenge, and to explore ways of solving these.

'Making Links' refers to the way children use narrative and scientific modes of thought to develop and link concepts, find meaning in sequence and cause and effect.

'Choosing ways to do things' involves children in approaching goal-directed activities in organised ways, making choices and decisions about how to approach tasks, planning and monitoring what to do and being able to change strategies.

Inputs (or when adults teach key concepts in small or larger groups) happen a number of times throughout the day e.g. Maths usually happens for 10-15 minutes straight after lunch in Reception. The majority of this work is practical, hands-on and is not written down. Others areas of the curriculum are also taught through direct input by an adult at various points each week.

Focus Children: 3 of each class are focus children per week, 3 times per year. They each have 3 personalised next steps for that week. These are created by adults the week before, either from previous summative assessment, incidental observations from the previous weeks or our own knowledge of the children. Pupil Premium and SEN children will have extra weeks as focus child and therefore many more adult interactions. This will challenge, target and support their individual needs.

Any interactions that staff have with children that are not the focus child are written up on tapestry and show 3 things: what did the adult see, what did the adult teach the child or group, what was the outcome? These are the crucial moments when teaching takes place. They can range from encouraging a child to zip up their own coat or showing a group how to use the timer on the ipad to record their game. These are not planned activities. Here we can see what areas of the curriculum have been covered. These are the interactions that happen all day long in our Early Years.

CHILTERN PRIMARY SCHOOL
EARLY YEARS RATIONALE
September 2021

WE PUT THE INDIVIDUAL CHILD AT THE CENTRE OF EVERYTHING THAT WE DO!
We understand that play based learning is the key to successful, happy, confident and resilient learners of the future.

Parents and carers are sent a letter the week before their child is the focus for the following week. It asks if there is anything of significance going on at home e.g. birthdays, new pets etc. Staff will use this information during the child's focus week to help them individualise their learning.

During the week staff look at the next steps for each of the focus children and tailor their interactions accordingly. They challenge and question where appropriate at the level that is right for that child. Adults move the child's learning forward there and then - 'in the moment planning.' We believe all adults are teachers and every interaction is an opportunity for a 'teachable moment.' They use the words and guidance set out in OFSTED's document 'playing and interacting in the Early Years' as a touch point for their verbal and written interactions. These observations are collated on Tapestry towards the end of the week in order that parents can share in their child's learning.

Children are encouraged to learn and explore on their own through things such as independent model making or making a tally chart while bird watching. Adults support early writing through 'Story Scribing.' Sometimes provocations or invitations are added to an area e.g. if the area is not being used that much or to challenge and further children's knowledge and experiences when an adult is not around.

Our environment is very important. Adults encourage children to choose what they'd like to do, indoors and out. Adults model how to respect, play with and look after our resources. The vast majority of what the children can see on shelves is available to play with at all times. While resources are changed periodically (possibly after they've been introduced to a small group) our environment is kept 'clutter' free - enabling good tidying and respect for these resources. After we have completed our summative assessment staff analyse the data and make changes to the overall environment. Staff know that they are showing children how to learn, rather what to learn.

Impact

We track how many observations each child has each half term on Tapestry and use this to target the next half term's focus. We also track which areas of the curriculum have the least observations tagged to them, and increase the adult led input surrounding these areas to allow full and deep coverage of the curriculum.

Through Tapestry and Target Tracker, we are able to find gaps in children's learning and provide opportunities for 1:1 or group sessions to address misconceptions. These interventions are recorded and reviewed half termly on Edukey. Interventions are recorded and their effectiveness monitored by the class teacher regularly.

Children's progress is tracked on Target Tracker and reported at the end of the year through the EYFSP.

Next steps are also done 'in the moment'. When an adult is interacting with a child during independent learning, they talk to the children using effective questioning to ask what that child knows, identify an area for development (understanding, misconception, vocabulary, sentence structure etc.) and then fill that gap in learning through running commentary. This enables the child to fill that gap in learning and to progress to understanding. An adult then helps that child to share their newfound understanding to check progress has been made.

Phonics is taught through Letters and sounds. Children are tracked using a phonics tracker. Children receive 20 minutes of direct Phonics teaching each day. These groups are differentiated following half termly phonics assessments.

Children are prepared for year one through transition booklets and meetings are held to pass on information between staff.

Early Learning Goals

Communication and Language
<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. 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.
<p>Speaking</p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development
<p>Self-Regulation</p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
<p>Managing Self</p> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
<p>Building Relationships</p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.

Physical Development
<p>Gross Motor Skills</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
<p>Fine Motor Skills</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.

Understanding the World
<p>Past and Present</p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.
<p>People, Culture and Communities</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
<p>The Natural World</p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design
<p>Creating with Materials</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.
<p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Mathematics
<p>Number</p> <ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
<p>Numerical Patterns</p> <ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Literacy
<p>Comprehension</p> <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
<p>Word Reading</p> <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
<p>Writing</p> <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.

Children in reception will be learning to:	Examples of how to support this:
<ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. 	<p>Promote and model active listening skills: "Wait a minute, I need to get into a good position for listening, I can't see you. Let's be quiet so I can concentrate on what you're saying."</p> <p>Signal when you want children to listen: "Listen carefully now for how many animals are on the broom."</p> <p>Link listening with learning: "I could tell you were going to say the right answer, you were listening so carefully."</p>
<ul style="list-style-type: none"> Learn new vocabulary. 	<p>Identify new vocabulary before planning activities, for example, changes in materials: 'dissolving', 'drying', 'evaporating'; in music: 'percussion', 'tambourine'.</p> <p>Bring in objects, pictures and photographs to talk about, for example vegetables to taste, smell and feel.</p> <p>Discuss which category the word is in, for example: "A cabbage is a kind of vegetable. It's a bit like a sprout but much bigger". Have fun saying the word in an exaggerated manner.</p> <p>Use picture cue cards to talk about an object: "What colour is it? Where would you find it? What shape is it? What does it smell like? What does it look like? What does it feel like? What does it sound like? What does it taste like?"</p>
<ul style="list-style-type: none"> Use new vocabulary through the day. 	<p>Model words and phrases relevant to the area being taught, deliberately and systematically: "I'm thrilled that everyone's on time today", "I can see that you're delighted with your new trainers", "Stop shrieking, you're hurting my ears!", "What a downpour – I've never seen so much rain!", "It looks as if the sun has caused the puddles to evaporate", "Have you ever heard such a booming voice?"</p> <p>Use the vocabulary repeatedly through the week.</p> <p>Keep a list of previously taught vocabulary and review it in different contexts.</p>
<ul style="list-style-type: none"> Ask questions to find out more and to check they understand what has been said to them. 	<p>Show genuine interest in knowing more: "This looks amazing, I need to know more about this."</p> <p>Think out loud, ask questions to check your understanding; make sure children can answer who, where and when questions before you move on to why and 'how do you know' questions: "I wonder why this jellyfish is so dangerous? Ahh, it has poison in its tentacles."</p>
<ul style="list-style-type: none"> Articulate their ideas and thoughts in well-formed sentences. 	<p>Use complete sentences in your everyday talk.</p> <p>Help children build sentences using new vocabulary by rephrasing what they say and structuring their responses using sentence starters.</p> <p>Narrate your own and children's actions: "I've never seen so many beautiful bubbles, I can see all the colours of the rainbow in them."</p> <p>Build upon their incidental talk: "Your tower is definitely the tallest I've seen all week. Do you think you'll make it any higher?"</p> <p>Suggestion: ask open questions - "How did you make that? Why does the wheel move so easily? What will happen if you do that?"</p>

Children in reception will be learning to:	Examples of how to support this:
	<p>Instead of correcting, model accurate irregular grammar such as past tense, plurals, complex sentences: "That's right: you drank your milk quickly; you were quicker than Darren."</p>
<ul style="list-style-type: none"> • Connect one idea or action to another using a range of connectives. 	<p>Narrate events and actions: "I knew it must be cold outside because he was putting on his coat and hat."</p> <p>Remind children of previous events: "Do you remember when we forgot to wear our raincoats last week? It poured so much that we got drenched!"</p> <p>Extend their thinking: "You've thought really hard about building your tower, but how will you stop it falling down?"</p>
<ul style="list-style-type: none"> • Describe events in some detail. 	<p>Make deliberate mistakes highlighting to children that sometimes you might get it wrong: "It's important to get things in the right order so that people know what I'm talking about. Listen carefully to see if I have things in the right order: 'last week...'"</p> <p>Use sequencing words with emphasis in your own stories: "Before school I had a lovely big breakfast, then I had a chocolate biscuit at break time and after that I had two puddings for lunch. I'm so full!"</p>
<ul style="list-style-type: none"> • Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. 	<p>Think out loud how to work things out.</p> <p>Encourage children to talk about a problem together and come up with ideas for how to solve it.</p> <p>Give children problem solving words and phrases to use in their explanations: 'so that', 'because', 'I think it's...', 'you could...', 'it might be...'</p>
<ul style="list-style-type: none"> • Develop social phrases. 	<p>Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"</p>
<ul style="list-style-type: none"> • Engage in story times. 	<p>Timetable a story time at least once a day.</p> <p>Draw up a list of books that you enjoy reading aloud to children, including traditional and modern stories. Choose books that will develop their vocabulary. Display quality books in attractive book corners.</p> <p>Send home familiar and good-quality books for parents to read aloud and talk about with their children.</p> <p>Show parents how to share stories with their children.</p>
<ul style="list-style-type: none"> • Listen to and talk about stories to build familiarity and understanding. 	<p>Read and re-read selected stories.</p> <p>Show enjoyment of the story using your voice and manner to make the meaning clear. Use different voices for the narrator and each character.</p> <p>Make asides, commenting on what is happening in a story: "That looks dangerous – I'm sure they're all going to fall off that broom!"</p>

Children in reception will be learning to:	Examples of how to support this:
	<p>Link events in a story to your own experiences.</p> <p>Talk about the plot and the main problem in the story.</p> <p>Identify the main characters in the story, and talk about their feelings, actions and motives.</p> <p>Take on different roles in imaginative play, to interact and negotiate with people in longer conversations. Practise possible conversations between characters.</p>
<ul style="list-style-type: none"> Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. 	<p>Make familiar books available for children to share at school and at home.</p> <p>Make time for children to tell each other stories they have heard, or to visitors.</p>
<ul style="list-style-type: none"> Use new vocabulary in different contexts. 	<p><i>Have fun with phrases from the story through the day: "I searched for a pencil, but no pencil could be found."</i></p> <p>Explain new vocabulary in the context of story, rather than in word lists.</p>
<ul style="list-style-type: none"> Listen carefully to rhymes and songs, paying attention to how they sound. 	<p>Show your enjoyment of poems using your voice and manner to give emphasis to carefully chosen words and phrases.</p> <p><i>Model noticing how some words sound: "That poem was about a frog on a log; those words sound a bit the same at the end don't they? They rhyme."</i></p> <p>In poems and rhymes with very regular rhythm patterns, pause before the rhyming word to allow children to join in or predict the word coming next.</p> <p>Encourage children to have fun with rhyme, even if their suggestions don't make complete sense.</p> <p>Choose a few interesting longer words from the poem, rhyme or song and clap out their beat structure, helping children to join in with the correct number of 'claps'.</p>
<ul style="list-style-type: none"> Learn rhymes, poems and songs. 	<p>Select traditional and contemporary poems and rhymes to read aloud to children.</p> <p>Help children to join in with refrains and learn some verses by heart using call and response.</p> <p>When singing songs by heart, talk about words in repeated phrases from within a refrain or verse so that word boundaries are noticed and not blurred: "Listen carefully, what words can you hear? Oncesuppona time: once – upon – a – lime."</p>
<ul style="list-style-type: none"> Engage in non-fiction books. 	<p>Read aloud books to children that will extend their knowledge of the world and illustrate a current topic.</p> <p>Select books containing photographs and pictures, for example, places in different weather conditions and seasons.</p>

- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives.

Make the books available for children to share at school and at home.

Children in reception will be learning to:	Examples of how to support this:
<ul style="list-style-type: none"> • See themselves as a valuable individual. 	<p>Make time to get to know the child and their family. Ask parents about the child's history, likes, dislikes, family members and culture.</p> <p>Take opportunities in class to highlight a child's interests, showing you know them and about them.</p>
<ul style="list-style-type: none"> • Build constructive and respectful relationships. 	<p>Make sure children are encouraged to listen to each other as well as the staff.</p> <p>Ensure children's play regularly involves sharing and cooperating with friends and other peers.</p> <p>Congratulate children for their kindness to others and express your approval when they help, listen and support each other. Allow children time in friendship groups as well as other groupings.</p> <p>Have high expectations for children following instructions, with high levels of support when necessary.</p>
<ul style="list-style-type: none"> • Express their feelings and consider the feelings of others. 	<p>Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.</p> <p>Encourage children to express their feelings if they feel hurt or upset using descriptive vocabulary. Help and reassure them when they are distressed, upset or confused.</p> <p>Undertake specific activities that encourage about talk about feelings and their opinions.</p>
<ul style="list-style-type: none"> • Show resilience and perseverance in the face of challenge. 	<p>Offer constructive support and recognition of child's personal achievements.</p> <p>Provide opportunities for children to tell each other about their work and play. Help them reflect and self-evaluate their own work.</p> <p>Help them to develop problem-solving skills by talking through how they, you and others resolved a problem or difficulty. Show that mistakes are an important part of learning and going back is trial and error not failure.</p> <p>Help children to set own goals and to achieve them.</p>
<ul style="list-style-type: none"> • Identify and moderate their own feelings socially and emotionally. 	<p>Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on.</p> <p>Encourage them to think about their own feelings those of others by giving explicit examples of how others might feel in particular scenarios. Give children space to calm down and return to an activity.</p> <p>Support all children to recognise when their behaviour was not in accordance with the rules and why it is important to respect class rules and behave correctly towards others.</p>

Children in reception will be learning to:	Examples of how to support this:
<ul style="list-style-type: none">• Think about the perspectives of others.	<p>Use dialogic story time (talking about the ideas arising from the story whilst reading aloud) to discuss books that deal with challenges, explaining how the different characters feel about these challenges and overcome them.</p> <p>Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.</p>
<ul style="list-style-type: none">• Manage their own needs.	<p>Model practices that support good hygiene, such as insisting on washing hands before snack time.</p> <p>Narrating your own decisions about healthy foods, highlighting the importance of eating plenty of fruits and vegetables.</p>

Physical Development

Children in reception will be learning to:	Examples of how to support this:
<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> rolling crawling walking jumping running hopping skipping climbing 	<p>Provide regular access to appropriate outdoor space. Ensure there is a range of surfaces to feel, move and balance on, such as grass, earth and bark chippings.</p> <p>Give children experience of carrying things up and down on different levels (slopes, hills and steps).</p> <p>Provide a choice of open-ended materials to play that allow for extended, repeated and regular practising of physical skills like lifting, carrying, pushing, pulling, constructing, stacking and climbing.</p> <p>Provide regular access to floor space indoors for movement.</p> <p>Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities.</p> <p>Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in.</p> <p>Create low-pressure zones where less confident children can practise movement skills on their own, or with one or two others.</p> <p>Model precise vocabulary to describe movement and directionality, and encourage children to use it.</p>
<p>Progress towards a more fluent style of moving, with developing control and grace.</p>	<p>Provide children with regular opportunities to practise their movement skills alone and with others.</p> <p>Challenge children with further physical challenges when they are ready, such as climbing higher, running faster and jumping further.</p> <p>Encourage children to conclude movements in balance and stillness.</p> <p>Allow for time to be still and quiet. Suggestion: looking up at the sky, or sitting or lying in a den.</p>
<p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p>	<p>Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.</p> <p>Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options.</p>

Physical Development

Children in reception will be learning to:	Examples of how to support this:
<ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. 	<p>Before teaching children the correct pencil grip and posture for writing, or how to use a knife and fork and cut with scissors, check:</p> <ul style="list-style-type: none"> - that children have developed their upper arm and shoulder strength sufficiently: they don't need to move their shoulders as they move their hands and fingers - that they can move and rotate their lower arms and wrists independently <p>Help children to develop the core strength and stability they need to support their small motor skills. Encourage and model tummy-crawling, crawling on all fours, climbing, pulling themselves up on a rope and hanging on monkey bars.</p> <p>Offer children activities to develop and further refine their small motor skills. Suggestions: threading and sewing, woodwork, pouring, stirring, dancing with scarves, using spray bottles, dressing and undressing dolls, planting and caring for plants, playing with small world toys, and making models with junk materials, construction kits and malleable materials like clay.</p> <p>Regularly review the equipment for children to develop their small motor skills. Is it appropriate for the different levels of skill and confidence of children in the class? Is it challenging for the most dexterous children?</p> <p>Continuously check how children are holding pencils for writing, scissors and knives and forks. Offer regular, gentle encouragement and feedback. With regular practise, the physical skills children need to eat with a knife and fork and develop an efficient handwriting style will become increasingly automatic.</p>
<ul style="list-style-type: none"> Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. 	<p>Provide areas for sitting at a table that are quiet, purposeful and free of distraction. Give children regular, sensitive reminders about correct posture.</p> <p>Provide different chairs at the correct height for the range of children in the class, so that their feet are flat on the floor or a footrest.</p> <p>Provide different tables at the correct height for the range of children in the class. The table supports children's forearms. The top of the table is slightly higher than the height of the child's elbow flexed to 90 degrees.</p>
<ul style="list-style-type: none"> Combine different movements with ease and fluency. 	<p>Create obstacle courses that demand a range of movements to complete, such as crawling through a tunnel, climbing onto a chair, jumping into a hoop and running and lying on a cushion.</p> <p>Provide opportunities to move that require quick changes of speed and direction. Suggestions: run around in a circle, stop, change direction and walk on your knees going the other way.</p> <p>Encourage precision and accuracy when beginning and ending movements.</p>

Physical Development

- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, co-ordination and agility.

Encourage children to use a range of equipment. These might include: wheeled toys, wheelbarrows, tumbling mats, ropes to pull up on, spinning cones, tunnels, tyres, structures to jump on/off, den-making materials, logs and planks to balance on, A-frames and ladders, climbing walls, slides and monkey bars.

Physical Development

Children in reception will be learning to:	Examples of how to support this:
<ul style="list-style-type: none"> • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. 	<p>Provide a range of different sized 'balls' made out of familiar materials like socks, paper bags and jumpers that are softer and slower than real balls.</p> <p>Introduce full-sized balls when children are confident to engage with them. Introduce tennis balls, ping pong balls, beach balls and balloons.</p> <p>Introduce a range of resources used to bat, pat and hit a ball, modelling how to do this and giving children plenty of time for practise.</p> <p>Introduce children to ball games with teams, rules and targets when they have consolidated their ball skills.</p>
<ul style="list-style-type: none"> • Develop the foundations of a handwriting style which is fast, accurate and efficient. 	<p>Encourage children to draw freely.</p> <p>Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.</p> <p>Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</p> <p>Plan for regular repetition so that correct letter formation becomes automatic, efficient and fluent over time.</p>
<ul style="list-style-type: none"> • Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian 	<p>Talk with children about exercise, healthy eating and the importance of sleep.</p> <p>Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.</p> <p>Explain to children and model how to travel safely in their local environment, including: staying on the pavement, holding hands and crossing the road when walking, stopping quickly when scootering and cycling, and being sensitive to other pedestrians.</p>

Physical Development

- Further develop the skills they need to manage the school day successfully:
 - lining up and queuing
 - mealtimes
 - personal hygiene

Carefully explain some of the rules of lining up and queuing, such as not standing too close or touching others. Give children simple verbal and visual reminders.

Celebrate, praise and reward children as they develop patience, turn-taking and self-control when they need to line up and wait.

Teach and model for children how to eat with good manners in a group, taking turns and being considerate to others.

Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.

Work with parents and health visitors or the school nurse to help children who are not usually clean and dry through the day.

Children in reception will be learning to:	Examples of how to support this:
<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. 	<p>Help children to read the sounds speedily. This will make sound-blending easier.</p>
<ul style="list-style-type: none"> • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. 	<p>Ask children to work out the word you say in sounds: for example, h-a-t > hat; sh-o-p > shop.</p> <p>Show how to say sounds for the letters from left to right and blend them, for example, big, stamp.</p>
<ul style="list-style-type: none"> • Read some letter groups that each represent one sound and say sounds for them. 	<p>Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' or 'igh'.</p> <p>Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'. Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.</p>
<ul style="list-style-type: none"> • Read a few common exception words matched to the school's phonic programme. 	<p>Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.</p>
<ul style="list-style-type: none"> • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. 	<p>Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge.</p> <p>Do not include words that include letter-sound correspondences that children cannot yet read, or exception words that have not been taught.</p> <p>Children should not be required to use other strategies to work out words.</p>
<ul style="list-style-type: none"> • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 	<p>Make the books available for children to share at school and at home.</p> <p>Avoid asking children to read books at home they cannot yet read.</p>
<ul style="list-style-type: none"> • Form lower-case and capital letters correctly. 	<p>Teach formation as they learn the sounds for each letter using a memorable phrase.</p>
<ul style="list-style-type: none"> • Spell words by identifying the sounds and then writing the sound with letter/s. 	<p>Show children how to touch each finger as they say each sound.</p> <p>For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.</p>
<ul style="list-style-type: none"> • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. 	<p>Support children to form the complete sentence before writing.</p> <p>Help children memorise the sentence before writing by saying it aloud.</p> <p>Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.</p>
<ul style="list-style-type: none"> • Re-read what they have written to check that it makes sense. 	<p>Model how you read and re-read your own writing to check it makes sense.</p>

Children in reception will be learning to:	Examples of how to support this:
<ul style="list-style-type: none"> Count objects, actions and sounds. 	<p>Develop the key skills of counting objects including saying the numbers in order and matching one number name to each item.</p> <p>Say how many there are after counting – for example, “...6, 7, 8. There are 8 balls” – to help children appreciate that the last number of the count indicates the total number of the group. This is the cardinal counting principle.</p> <p>Say how many there might be before you count to give a purpose to counting: “I think there are about 8. Shall we count to see?”</p> <p>Count out a smaller number from a larger group: “Give me seven...” Knowing when to stop shows that children understand the cardinal principle.</p> <p>Build counting into everyday routines such as register time, tidying up, lining up or counting out pieces of fruit at snack time. Sing counting songs and number rhymes, and read stories that involve counting.</p> <p>Play games which involve counting.</p> <p>Identify children who have had less prior experience of counting, and provide additional opportunities for counting practice.</p>
<ul style="list-style-type: none"> Subitise. 	<p>Show small quantities in familiar patterns (for example, dice) and random arrangements. Play games which involve quickly revealing and hiding numbers of objects.</p> <p>Put objects into five frames and then ten frames to begin to familiarise children with the tens structure of the number system.</p> <p>Prompt children to subitise first when enumerating groups of up to 4 or 5 objects: “I don’t think we need to count those. They are in a square shape so there must be 4.” Count to check.</p> <p>Encourage children to show a number of fingers ‘all at once’, without counting.</p>
<ul style="list-style-type: none"> Link the number symbol (numeral) with its cardinal number value. 	<p>Display numerals in order alongside dot quantities or ten frame arrangements.</p> <p>Play card games such as snap or matching pairs with cards where some have numerals and some have dot arrangements.</p> <p>Discuss the different ways children might record quantities (for example, scores in games), such as tallies, dots and using numeral cards.</p>
<ul style="list-style-type: none"> Count beyond ten. 	<p>Count verbally beyond 20, pausing at each multiple of 10 to draw out the structure, for instance when playing hide and seek, or to time children getting ready.</p> <p>Provide images such as number tracks, calendars and hundred squares indoors and out, including painted on the ground, so children become familiar with two-digit numbers and can start to spot patterns within them.</p>

Children in reception will be learning to:	Examples of how to support this:
<ul style="list-style-type: none"> Compare numbers. 	<p>Provide collections to compare, starting with a very different number of things. Include more small things and fewer large things, spread them out and bunch them up, to draw attention to the number not the size of things or the space they take up. Include groups where the number of items is the same.</p> <p>Use vocabulary: 'more than', 'less than', 'fewer', 'the same as', 'equal to'. Encourage children to use these words as well.</p> <p>Distribute items evenly, for example: "Put 3 in each bag," or give the same number of pieces of fruit to each child. Make deliberate mistakes to provoke discussion.</p> <p>Tell a story about a character distributing snacks unfairly and invite children to make sure everyone has the same.</p>
<ul style="list-style-type: none"> Understand the 'one more than/one less than' relationship between consecutive numbers. 	<p>Make predictions about what the outcome will be in stories, rhymes and songs if one is added, or if one is taken away.</p> <p>Provide 'staircase' patterns which show that the next counting number includes the previous number plus one.</p>
<ul style="list-style-type: none"> Explore the composition of numbers to 10. 	<p>Focus on composition of 2, 3, 4 and 5 before moving onto larger numbers.</p> <p>Provide a range of visual models of numbers: for example, six as double three on dice, or the fingers on one hand and one more, or as four and two with ten frame images.</p> <p>Model conceptual subitising: "Well, there are three here and three here, so there must be six."</p> <p>Emphasise the parts within the whole: "There were 8 eggs in the incubator. Two have hatched and 6 haven't yet hatched."</p> <p>Plan games which involve partitioning and recombining sets. For example, throw 5 beanbags, aiming for a hoop. How many go in and how many don't?</p>
<ul style="list-style-type: none"> Automatically recall number bonds for numbers 0–10. 	<p>Have a sustained focus on each number to 10. Make visual and practical displays in the classroom showing the different ways of making numbers to 10 so that children can refer to these.</p> <p>Play hiding games with a number of objects in a box, under a cloth, in a tent, in a cave, etc.: "Seven went in the tent and 2 came out. I wonder how many are still in there?"</p> <p>Intentionally give children the wrong number of things. For example: ask each child to plant 4 seeds then give them 1, 2 or 3. "I've only got 1 seed, I need 3 more."</p> <p>Spot and use opportunities for children to apply number bonds: "There are 6 of us but only 2 clipboards. How many more do we need?"</p> <p>Place objects into a five frame and talk about how many spaces are filled and unfilled.</p>

Children in reception will be learning to:	Examples of how to support this:
<ul style="list-style-type: none"> Select, rotate and manipulate shapes in order to develop spatial reasoning skills. 	<p>Provide high-quality pattern and building sets, including pattern blocks, tangrams, building blocks and magnetic construction tiles, as well as found materials.</p> <p>Challenge children to copy increasingly complex 2D pictures and patterns with these 3D resources, guided by knowledge of learning trajectories: "I bet you can't add an arch to that," or "Maybe tomorrow someone will build a staircase."</p> <p>Teach children to solve a range of jigsaws of increasing challenge.</p>
<ul style="list-style-type: none"> Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. 	<p>Investigate how shapes can be combined to make new shapes: for example, two triangles can be put together to make a square. Encourage children to predict what shapes they will make when paper is folded. Wonder aloud how many different ways there are to make a hexagon with pattern blocks.</p> <p>Find 2D shapes within 3D shapes, including through printing or shadow play.</p>
<ul style="list-style-type: none"> Continue, copy and create repeating patterns. 	<p>Make patterns with varying rules (including AB, ABB and ABBC) and objects and invite children to continue the pattern.</p> <p>Make a deliberate mistake and discuss how to fix it.</p>
<ul style="list-style-type: none"> Compare length, weight and capacity. 	<p>Model comparative language using 'than' and encourage children to use this vocabulary. For example: "This is heavier than that."</p> <p>Ask children to make and test predictions. "What if we pour the jugful into the teapot? Which holds more?"</p>

Children in reception will be learning to:	Examples of how to support this:
<ul style="list-style-type: none"> • Talk about members of their immediate family and community. 	<p>During dedicated talk time, listen to what children say about their family.</p> <p>Share information about your own family, giving children time to ask questions or make comments. Encourage children to share pictures of their family and listen to what they say about the pictures. Using examples from real life and from books, show children how there are many different families.</p>
<ul style="list-style-type: none"> • Name and describe people who are familiar to them. 	<p>Talk about people that the children may have come across within their community, such as the police, the fire service, doctors and teachers.</p> <p>Listen to what children say about their own experiences with people who are familiar to them.</p>
<ul style="list-style-type: none"> • Comment on images of familiar situations in the past. 	<p>Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. Offer hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance. Show images of familiar situations in the past, such as homes, schools, and transport.</p> <p>Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past.</p> <p>Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.</p>
<ul style="list-style-type: none"> • Compare and contrast characters from stories, including figures from the past. 	<p>Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present.</p> <p>Feature fictional and non-fictional characters from a range of cultures and times in storytelling, listen to what children say about them.</p> <p>Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes.</p> <p>In addition to storytelling, introduce characters, including those from the past using songs, poems, puppets, role play and other storytelling methods.</p>
<ul style="list-style-type: none"> • Draw information from a simple map. 	<p>Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Familiarise children with the name of the road, and or village/town/city the school is located in.</p> <p>Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features.</p> <p>Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.</p>

Understanding the World

Children in reception will be learning to:	Examples of how to support this:
<ul style="list-style-type: none"> Understand that some places are special to members of their community. 	<p>Name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own experiences where possible</p> <p>Take children to places of worship and places of local importance to the community.</p> <p>Invite visitors from different religious and cultural communities into the classroom to share their experiences with children.</p>
<ul style="list-style-type: none"> Recognise that people have different beliefs and celebrate special times in different ways. 	<p>Weave opportunities for children to engage with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year.</p> <p>Help children may begin to build a rich bank of vocabulary with which to describe their own lives and the lives of others.</p>
<ul style="list-style-type: none"> Recognise some similarities and differences between life in this country and life in other countries. 	<p>Teach children about places in the world that contrast with locations they know well. Use relevant, specific vocabulary to describe contrasting locations.</p> <p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom, listen to what children say about what they see.</p> <p><i>Avoid stereotyping and explain how children's lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on.</i></p>
<ul style="list-style-type: none"> Explore the natural world around them. 	<p>Provide children with have frequent opportunities for outdoor play and exploration.</p> <p>Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.</p> <p>Create opportunities to discuss how we care for the natural world around us.</p> <p>Offer opportunities to sing songs and join in with rhymes and poems about the natural world. After close observation, draw pictures of the natural world, including animals and plants.</p> <p>Observe and interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water.</p>

Understanding the World

- Describe what they see, hear and feel whilst outside.

Encourage focused observation of the natural world.

Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.

Encourage positive interaction with the outside world, offering children a chance to take supported risks, appropriate to themselves and the environment within which they are in.

Name and describe some plants and animals children are likely to see, encouraging children to recognise familiar plants and animals whilst outside.

Children in reception will be learning to:	Examples of how to support this:
<ul style="list-style-type: none">• Recognise some environments that are different to the one in which they live.	<p>Teach children about a range of contrasting environments within both their local or national region. Model the vocabulary needed to name specific features of the natural world, both natural and man-made. Share non-fiction texts that offer an insight into contrasting environments.</p> <p>Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</p>
<ul style="list-style-type: none">• Understand the effect of changing seasons on the natural world around them.	<p>Guide children's understanding by draw children's attention to the weather and seasonal features.</p> <p>Provide opportunities for children to note and record the weather. Select texts to share with the children about the changing seasons.</p> <p>Throughout the year, take children outside to observe the natural world and encourage children to observe how animals behave differently as the seasons change.</p> <p>Look for children incorporating their understanding of the seasons and weather in their play.</p>

Children in reception will be learning to:	Examples of how to support this:
<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively sharing ideas, resources and skills. 	<p>Teach children to develop their colour-mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate.</p> <p>Provide opportunities to work together to develop and realise creative ideas.</p> <p>Provide children with a range of materials for children to construct with. Encourage them to think about and discuss what they want to make. Discuss problems and how they might be solved as they arise. Reflect with children on how they have achieved their aims.</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p> <p>Provide a range of materials and tools and teach children to use them with care and precision. Promote independence, taking care not to introduce too many new things at once.</p> <p>Encourage children to notice features in the natural world. Help them to define colours, shapes, texture and smells in their own words. Discuss children's responses to what they see.</p> <p>Visit galleries and museums to generate inspiration and conversation about art and artists.</p>
<ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses. 	<p>Give children an insight into new musical worlds. Introduce them to different kinds of music from across the globe, including traditional and folk music from Britain.</p> <p>Invite musicians in to play music to children and talk about it.</p> <p>Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>
<ul style="list-style-type: none"> • Watch and talk about dance and performance art, expressing their feelings and responses. 	<p>Offer opportunities for children to go to a live performance, such as a pantomime, play, music or dance performance.</p> <p>Provide related costumes and props for children to incorporate into their pretend play.</p>
<ul style="list-style-type: none"> • Sing in a group or on their own, increasingly matching the pitch and following the melody. 	<p>Play pitch-matching games, humming or singing short phrases for children to copy.</p> <p>Use songs with and without words – children may pitch match more easily with sounds like 'ba'. Sing call-and-response songs, so that children can echo phrases of songs you sing.</p> <p>Introduce new songs gradually and repeat them regularly.</p> <p>Sing slowly, so that children can listen to the words and the melody of the song.</p>

- Develop storylines in their pretend play.

Provide a wide range of props for play which encourage imagination. Suggestions: different lengths and styles of fabric can become capes, the roof of a small den, a picnic rug or an invisibility cloak.

Support children in deciding which role they might want to play and learning how to negotiate, be patient and solve conflicts.

Help children who find it difficult to join in pretend play. Stay next to them and comment on the play. Model joining in. Discuss how they might get involved.

Children in reception will be learning to:	Examples of how to support this:
<ul style="list-style-type: none">• Explore and engage in music making and dance, performing solo or in groups.	<p>Notice and encourage children to keep a steady beat, this may be whilst singing and tapping their knees, dancing to music, or making their own music with instruments and sound-makers.</p> <p>Play movement and listening games that use different sounds for different movements. Suggestions: march to the sound of the drum or creep to the sound of the maraca.</p> <p>Model how to tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song.</p> <p>Play music with a pulse for children to move in time with and encourage them to respond to changes: they could jump when the music suddenly becomes louder, for example.</p> <p>Encourage children to create their own music.</p> <p>Encourage children to replicate choreographed dances, such as pop songs and traditional dances from around the world. Encourage children to choreograph their own dance moves, using some of the steps and techniques they have learnt.</p>