







Clee Hill Community Academy Continuous Provision / Long Term Planning

Personal, Social and Emotional Development Emotional Development - Reception

Development Matters: For Reception & Early Learning Goals (ELG)	Enabling Environments: Experiences, Routines, Indoor and Outdoor Space	Positive Relationships: Adult role, Interactions	Examples within setting	Vision Guideposts
<p>In reception children will be learning to:</p> <ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs <p>By the End of EYFS Children Should (ELG):</p> <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. <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>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. 	<ul style="list-style-type: none"> • Creating a well-resourced environment with designated learning areas. • All areas are clearly labelled and resources are organised to allow children to access them independently. • Photographs of children working are displayed in every area of the classroom. • Planning is shared with all members of staff. • Individual Reading Record Book goes home daily – messages are written in here to communicate with children. • Every child has a Home School book – linking home and school life with photos and messages. • Parents come into the classroom every morning with children this gives an opportunity for children to share their work. • Clear routines are established within the setting giving children a very secure structured environment in which to work. • The class routines allow some of the day to be focussing on child-initiated play. • The children attend Singing, Praise and Special assemblies during Autumn and Spring and daily assemblies in the Summer. • Healthy eating is part of the school ethos. • All children have fruit daily. • Children eat lunch in the dinner hall with the rest of the school. • Children regularly have food preparation activities when they prepare, cook and eat food for themselves and to share with others around the school. • EYLOGG – used for observations and assessments. • Achievosaurus are awarded for self-confidence and self-awareness. • Class Dojo is for communication between school and home – photos and messages. • Praise Certificates are awarded to children whom display kindness towards others. 	<ul style="list-style-type: none"> • The Foundation Stage teacher and class assistants work closely together sharing observations and planning together. • Good relationships are built with parents who are encouraged to come into class each day with their child and are encouraged to communicate using Class Dojo. • Children attend Breakfast Club and After School provision which are run by various members of school staff. • Nursery children attend Lunch Club in the school hall with the whole school. • The start of each day is seen as a time to chat to parents and carers and to model interactions with children. • Adults working in the setting model expected behaviours. • The children are encouraged to feel pride in their classroom and equipment and to care for it. • The children are trained to help to tidy away at the end of each session. 	   	<p>Relationships between adults and children are authentic, rooted in respect and care for each child's wellbeing.</p> <p>Adults approach children in a loving spirit, with an awareness of the privilege and responsibility of relating to young children.</p> <p>We are committed to ensuring that children are safe and healthy..... Priority is placed on children's well-being through all experiences.</p> <p>Since children learn from interacting with other children as well as from adults, opportunities are provided for social learning.</p> <p>Adults support children in managing and resolving their own conflicts by being approachable and empathetic, and helping children to focus on problem solving.</p> <p>Children are active, capable learners, through exploration, play, talk and being with others.</p> <p>Children are encouraged to relate to other children, including their peers and children of varying ages.</p> <p>Daily events within the routine provide worthwhile, relevant and appropriate experiences including involving children in real life tasks</p>








Clee Hill Community Academy Continuous Provision / Long Term Planning Literacy - Reception

Development Matters:	Enabling Environments: Experiences, Routines, Indoor and Outdoor Space	Positive Relationships: Adult role, Interactions	Examples within setting	Vision Guideposts
<p>In Reception children will be learning to:</p> <ul style="list-style-type: none"> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. <p>By the end of the EYFS, children should (ELG):</p> <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. 	<ul style="list-style-type: none"> The Early Talk programme is implemented within the setting. Planning and reviewing times encourage development of speaking and listening skills. Recognising first and surnames on coat pegs and shoe boxes. Stories are read at various times throughout the day. Children bring favourite books from home that are read regularly to the class. MYSTERY READER sessions take place weekly where an adult reads a story to the class. Child initiated Letters and Sounds resources box is freely available within the setting. Letters and Sounds sessions are held daily. Alphabet frieze is displayed. Children sing alphabet song to reinforce letter names. The book corner has a wide variety of books, fiction and non-fiction and the selection of books is changed on a regular basis to stimulate children's interest. There is a writing area with many mark making materials left out for children to experiment with. Children's interests are gained to regularly resource the writing area. TALK4WRITING activities are implemented within the class. Resources to assist writing are available at all times eg key words, sounds cards, Letters and Sounds display, letters formation cards. Children's writing is displayed on the walls throughout the setting. Correct Letter formation guidance is on display. The outdoor environment has clipboards, whiteboards and paper to use and small world resources are used. 	<ul style="list-style-type: none"> Adults are aware of the Early Talk programme resources. Adults in the setting give each child time to talk and value their contributions. Adults are skilled in questioning techniques when listening to children read. Adults write informative comments in children's Reading Record Books. Adults in the setting model a love of books. Adults are well trained in the Letters and Sounds programme and deliver well planned, interactive sessions. Adults are familiar with Talk4Writing activities. Adults in the setting model emergent writing and correct letter formation. Adults value the children's writing and promote opportunities to write during all different activities and within all different areas of the setting, both indoor and outdoor. Adults encourage children to use resources available when writing. 	     	<p>Respect for individuals and diversity is evident in all communications, verbal and non-verbal.</p> <p>Adults discuss, reflect, and together discover children's learning and their role in enhancing possibilities for further learning.</p> <p>Adults provide organised, focussed learning opportunities which are appropriate in content and duration to children's development.</p> <p>Within group activities, a range of opportunities and strategies support children with different learning styles</p> <p>Adults use sensitivity and understanding of the child's experience when deciding whether to directly interact with a child, or to observe and value the child's independent involvement.</p> <p>Children are encouraged to explain their own learning in their own way to interested adults.</p> <p>Children have time to be listened to and to engage in sustained shared thinking.</p>






Clee Hill Community Academy Continuous Provision / Long Term Planning Mathematics Reception

Development Matters:	Enabling Environments: Experiences, Routines, Indoor and Outdoor Space	Positive Relationships: Adult role, Interactions	Examples within setting	Vision Guideposts
<p>In Reception children will be learning to:</p> <ul style="list-style-type: none"> Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Compare length, weight and capacity. <p>By the end of the EYFS, children should (ELG):</p> <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. 	<ul style="list-style-type: none"> The classroom has a maths area with shapes, calculators, money etc. to promote mathematical play which are available at all times. Mathematical activities are undertaken using stories based on mathematical concepts. (Maths book collection of real books) There is a washing line of numbers for the children to use and help to reinforce numbers when singing songs. The children sing number songs and rhymes regularly. During registration time children calculate number of children absent and present and number of children having dinners and sandwiches by using tens frames. A Class Calendar is used daily. There is a focus on two numbers per week. Correct number formation is reinforced during all activities. Correct number formation guidance is on display and a chant is used to encourage correct formation. Tens Frames are readily available and used in class. Tens frame attendance is used daily. A wide range of 2D and 3D shapes are available to the children to use when model making. Rulers, tape measures, various scales and clocks are available at all times for the children to include in their child-initiated activities. 	<ul style="list-style-type: none"> Adults in the setting model using the language of calculating and take every opportunity to involve the children in counting and comparing objects in the daily routines. Adults encourage children to involve mathematical concepts in everyday activities to promote the idea that maths is involved in everyday life. Adults use mathematical questioning to challenge children's mathematical development in all aspects of the school day. Adults encourage children to interact with the maths area. Adults encourage children to form numbers correctly when recording. Adults are aware of the numbers of the week and integrate these numbers during child initiated activities. Adults in the setting model the correct mathematical language for shapes. 	    	<p>First hand experiences give new opportunities to explore and experiment.</p> <p>Sensitive, flexible routines provide a feeling of security and anticipation of events. Indoor and outdoor space is accessible for free flow, simultaneous use.</p> <p>Children's mistakes are part of their exploration and learning. Children are encouraged to take risks and explore, ask questions and problem solve.</p> <p>Children have time to develop mastery through opportunities to continue their play/work interests.</p> <p>Adults have time to observe children's learning.</p> <p>Adults discuss, reflect, and together discover children's learning and their role in enhancing possibilities for learning.</p>








Clee Hill Community Academy Continuous Provision / Long-term Planning Understanding the World - Reception

Development Matters:	Enabling Environments: Experiences, Routines, Indoor and Outdoor Space	Positive Relationships: Adult role, Interactions	Examples within setting	Vision Guideposts
<p>. In Reception children will be learning to:</p> <ul style="list-style-type: none"> • Talk about members of their immediate family and community. Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them. <p>By the end of the EYFS, children should (ELG):</p> <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. <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. 	<ul style="list-style-type: none"> • The setting has an investigating area, which has some stimulating resources to excite and motivate children's exploratory play. • There are reference books available in all areas. • The children have a Forest School session of 3 hours every week. • Class Dojo and Home School books are used to make links between home and school and are used to initiate discussions. • The setting has well-resourced workshop area that is organised to allow children to easily access materials. • The investigating area includes programmable toys for the child to freely access. • Children use the interactive whiteboard. • The setting has a range of real and play technology equipment to incorporate into role play. • The setting has close connections with the local church and the people involved in the life of the church. • The setting has a "Travelling Bear" who goes on holiday with the children. • There is a globe permanently displayed in the classroom encouraging enquiry about the World. • The setting has multi-cultural dolls in the role play area. 	<ul style="list-style-type: none"> • Adults in the setting stimulate children's interest and curiosity about the world around them. • Adults in the setting use open questioning and give the children time to look carefully and express their thoughts. • Adults encourage children to use equipment with independence and to move resources around the various areas to promote independence and resourcefulness. • Adults model using tools safely and monitor children carefully. • The children are encouraged to talk about their families and share important happenings in their life. 	    	<p>Resources are organised to promote accessibility, independence and choice</p> <p>Open-ended and accessible resources, used in open ended ways, enable children to determine solutions and meet their own challenges.</p> <p>Children's pace is respected, as adults are aware that children's learning includes consolidation by revisiting, deeper exploration, confirming and testing, as well as by responding to new challenges.</p> <p>Adults recognise learning in a social context, as children make sense together of themselves and the world through imaginary play, discussion, solving problems.</p> <p>Adults are aware that learning takes place not only in the intellect, but also in the body and emotions.</p> <p>First-hand experiences give new opportunities to explore and experiment .</p> <p>Experiences are varied, and offer opportunities across all areas of learning and development. Fresh, creative approaches ensure lively interest.</p> <p>Adults discuss, reflect, and together discover children's learning and their role in enhancing possibilities for learning.</p>









Clee Hill Community Academy Continuous Provision / Long-term Plan Expressive Arts and Design – Reception

Development Matters	Enabling Environments: Experiences, Routines, Indoor and Outdoor Space	Positive Relationships: Adult role, Interactions	Examples within setting	Vision Guideposts
<p>In Reception children will be learning to:</p> <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. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their play. • Explore and engage in music making and dance, performing solo or in groups. <p>By the end of the EYFS, children should (ELG):</p> <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. 	<ul style="list-style-type: none"> • The resources in the setting are organised so as to enable the children, in any area they wish, to develop their own ideas for play. • The children’s work is valued and displayed around the setting. • An “Art Area” is equipped with various materials and equipment to encourage independence and promote creativity – these are changed regularly. • Everyday the children sing songs. • Musical instruments are available to use in child-initiated play. • Music is available for children to listen to throughout the day or to incorporated in their play. • The setting has a wide range of puppets and these are changed on a regular basis to stimulate children's role play. • There is a role play area in the classroom that has different stimulus depending on the focus and the children's interests. • Achievosaurus are awarded to the children to celebrate evidence of the characteristics of learning. 	<ul style="list-style-type: none"> • Adults are constantly trying to add interesting stimuli to the setting to promote creativity. • Adults use questioning to encourage the children to be independent when using materials and media and to promote perseverance and problem solving skills. • Adults value the importance of creative thinking. • Adults in the setting model a love of singing and listening to music. 	    	<p>Endpoints or products are not predetermined: rather the child’s process of doing leads to its own conclusion.</p> <p>Adults understand the creative process, and support children through the stages of generating ideas, drafting and refining.</p> <p>Children’s mistakes are part of their exploration and learning.</p> <p>Children are encouraged to take risks and explore, ask questions and problem solve.</p> <p>Open ended and accessible resources, used in open-ended ways, enable children to determine solutions and meet their own challenges.</p> <p>Every child has the capacity to create, and everyone’s contributions and ideas are respected.</p> <p>Self-esteem grows as children build confidence to express their originality. This promotes resilience for life.</p> <p>Parents are invited to appreciate child-like responses.</p> <p>Adults provoke creative responses by introducing challenge for children. Adults exercise open-mindedness and are innovative.</p> <p>Activities are open ended so that within a group each child’s experience is unique, allowing adults to respond appropriately to individual children.</p> <p>The child’s unique experience is celebrated and shared with the child, parents and carers, colleagues and other settings.</p> <p>Children’s excitement and discoveries are embraced by adults, who understand the importance of imagination, playing with ideas and originality.</p>








Clee Hill Community Academy Continuous Provision / Long-term Planning Physical Development - Reception

Development Matters:	Enabling Environments: Experiences, Routines, Indoor and Outdoor Space	Positive Relationships: Adult role, Interactions	Examples within setting	Vision Guideposts
<p>In Reception children will be learning to:</p> <ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired:- rolling- crawling - walking - jumping - running - hopping - skipping – climbing Progress towards a more fluent style of moving, with developing control and grace. 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. 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. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. 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. 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. Develop the foundations of a handwriting style which is fast, accurate and efficient. Know and talk about the different factors that support their overall health and wellbeing:- regular physical activity- healthy eating- toothbrushing- sensible amounts of 'screen time'- having a good sleep routine- being a safe pedestrian Further develop the skills they need to manage the school day successfully:- lining up and queuing - mealtimes- personal hygiene. <p>By the end of the EYFS, children should (ELG):</p> <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. 	<ul style="list-style-type: none"> The outdoors area allows for fine and gross physical play. Large ride on toys are used outside. The school has a hall space. The children are encouraged to independently get the equipment they require and to place it back where they found it. In the creative area play dough, clay tools, scissors, cellotape, staplers, split pins etc. are available for independent use by the children. Correct Letter formation guidance is on display. Mark making equipment is available in all areas. There are set codes of behaviour for physical play. The children share their playtime with all other members of the school community. PE sessions happen every week. Children participate in Sports Partnership events at Lacon Childe each term. Children are expected to change shoes and hang up their coats at the beginning of each session. The children change into shorts and t-shirts for PE sessions. Children engage in toilet routines with independence. 	<ul style="list-style-type: none"> All adults working in the setting are very aware of issues of health and safety. The adults model using equipment safely and moving carefully around the setting. Adults encourage children to experiment with mark making and writing in all areas. Lunchtime supervisors encourage good manners at the table and encourage a family mealtime situation with other members of the school community. Adults discuss the use of the tools in the creative area with the children. Adults encourage children to have independence with self-care skills. 	     	<p>Young children learn through sensory-motor experience, and actively construct their understanding through theory-making and experimenting.</p> <p>Adults are aware that learning takes place not only in the intellect, but also in the body and emotions.</p> <p>Adults recognise patterns in children's behaviour or play, identifying schema or learning styles.</p> <p>Indoor and outdoor space are accessible for free-flow, simultaneous use.</p> <p>Environments created include quiet, personal space, space for energised movement, and interesting stimulating space for exploration.</p> <p>Open, uncluttered space gives children open-ended possibilities for imaginative projects.</p> <p>Adult think beyond their designated space to include green spaces and the wider community.</p> <p>Babies and young children need to move. Restrictions on movement such as sitting still for too long can restrict learning.</p> <p>Experiences are varied and offer opportunities across all areas of learning and development.</p> <p>Fresh, creative approaches ensure lively interest.</p>



Clee Hill Community Academy Continuous Provision / Long-term Planning Communication and Language Development - Reception

Development Matters:	Enabling Environments: Experiences, Routines, Indoor and Outdoor Space	Positive Relationships: Adult role, Interactions	Examples within setting	Vision Guideposts
<p>In Reception children will be learning to:</p> <ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. • Develop social phrases. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. <p>By the end of the EYFS, children should (ELG):</p> <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. 	<ul style="list-style-type: none"> • The Early Talk programme is implemented within the setting. • TALK4WRITING activities are implemented within the class. • There are set codes of behaviour to encourage concentration. • Praise certificates are awarded to children displaying good listening skills. • Daily sessions are planned for whole class sessions when children are encouraged to listen, concentrate and sit quietly. • The children take part in assemblies, church visits, whole school celebrations and talks from visitors. • Makaton signing is used in the classroom when required. • Grandma Fantastic has been introduced to support the learning of new vocabulary. • Vocabulary wall in class – place new and unfamiliar vocabulary (wow words) • Opportunities to share humour are encouraged all the time. • The book corner includes soft toys for the children to read stories to. • Role play area, which changes regularly, encourages new vocabulary. 	<ul style="list-style-type: none"> • All adults working in the setting encourage good listening skills. • The adults model good listening and attention skills by valuing all children's contributions. • Lunchtime supervisors encourage good manners at the table and encourage a family mealtime situation with other members of the school community. • Adults encourage the use of Makaton signing. • Adults play in the role play area regularly to introduce and establish new vocabulary. • Adults extend children's vocabulary by asking open ended questions and participating in meaningful conversations with the children. 	    	<p>Young children learn through sensory-motor experience, and actively construct their understanding through theory-making and experimenting.</p> <p>Adults are aware that learning takes place not only in the intellect, but also in the body and emotions.</p> <p>Adults recognise patterns in children's behaviour or play, identifying schema or learning styles.</p> <p>Indoor and outdoor space are accessible for free-flow, simultaneous use.</p> <p>Environments created include quiet, personal space, space for energised movement, and interesting stimulating space for exploration.</p> <p>Open, uncluttered space gives children open-ended possibilities for imaginative projects.</p> <p>Adult think beyond their designated space to include green spaces and the wider community.</p> <p>Babies and young children need to move. Restrictions on movement such as sitting still for too long can restrict learning.</p> <p>Experiences are varied and offer opportunities across all areas of learning and development.</p> <p>Fresh, creative approaches ensure lively interest.</p>