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| **Our Vision and Aims** | **What Children will Learn (Stage 1)** | **What Children will Learn (Stage 2)** |  |
| Personal,Social,Emotional Development:  Children will feel safe and secure within the environment and with their relationships with adults. They will develop in confidence and build a strong sense of self. Children become resilient leading their own learning and being scaffolded by adults and peers. We will support children to understand all emotions and to channel and support children to co regulate. | To build a positive relationship with key person.  For child to be able to seek comfort from familiar adult, engaging with others.  Engage in play by observing interactions of others. | Child to continue to build stronger relationships with key person and peers.  To be able to talk about and show understanding of how they may be feeling (happy,sad,angry)  Start to understand others feelings.  Show resilience and perseverance to challenges.  Talking about how to solve conflicts. |  |
| Communication & Language:  Children can communicate and adults value all types of communication. Children will feel that their voice is heard and understood. | Begin able to use some words from within the routine.  Being able to play and engage with others.  Build skills to focus on attention during small group time and engage in the learning.  Communicate own needs (speech, visuals, Makaton.) | To continue to build an ever increasing vocabulary.  Continuing and extending play with their peers.  To communicate needs, wants and emotions thinking about the what and the why. |  |
| Physical Development:  Children to recognise their physical potential, embracing their environment and moving in a variety of different ways.  To develop independence in self care skills, to understand what is healthy and provide opportunity to share food with others. | To enjoy moving indoors and outdoors.  To try a wide range of foods with different tastes and textures.  Gradually gain control over their body through practice of large movements.  Explore different materials and tools to develop manipulation and control.  To show a desire to be independent feed themselves or to dress. | Develop more precise movements and balancing  To match their developing physical skills and applying appropriately in the setting e.g, to crawl when going through a tunnel.  To choose the right resources to carry out a task e.g scissors to cut  To start eating independently  Increasing independence with dressing  Be increasingly independent meeting their care needs  To begin to make healthy choices. |  |
| Literacy:  To develop a love of literature and to engage in books, poems, songs and rhymes. To feel that their efforts in mark making are valued and respected. | Enjoy songs and rhymes, tuning in and paying attention.  Say some of the words in songs and rhymes.  Enjoy sharing books with an adult.  Pay attention and respond to the pictures or the words.  Enjoy drawing freely and mark making. | Add some marks to their drawings, which they give meaning to.  Develop their phonological awareness e.g. recognise the same initial sounds in words.  Engage in extended conversations about stories, learning new vocabulary.  Use some of their print and letter knowledge in their early writing. |  |
| Mathematics:  Children to show an enjoyment of early mathematical concepts and number. | Count in everyday contexts, sometimes skipping numbers – ‘1-2-3-5’  Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.  Compare sizes, weights etc. using gesture and language - ‘bigger/little/smaller’, ‘high/low’, ‘tall’, ‘heavy’  Notice patterns and arrange things in patterns. | Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5.  Develop recognition of up to 3 objects, without having to count them individually (‘subitising’).  Talk about and explore 2D and 3D shapes using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’.  Make comparisons between objects relating to size, length, weight and capacity. |  |
| Understanding the World:  Children understand they are part of family part of a community and of the wider world. Embracing differences and learning respect and how to manage different perspectives. | Explore materials with different properties both indoors and outdoors.  Begin to notice and make connections of differences between people.  Repeat actions that have an effect. | Begin to understand the need to respect and care for the natural environment and all living things.  Show interest in different occupations.  Continue developing positive attitudes about the differences between people. |  |
| Expressive Arts & Design:  Children to explore their individual creativity, imagination and self-expression. | Move and dance to music.  Explore a range of soundmakers and instruments and play them in different ways.  Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.  Use their imagination as they consider what they can do with different materials.  Start to develop pretend play, pretending that one object represents another. | Begin to develop complex stories using small world equipment.  Take part in simple pretend play, using an object to represent something else even though they are not similar.  Explore different materials freely, to develop their ideas about how to use them and what to make.  Develop their own ideas and then decide which materials to use to express them.  Respond to what they have heard, expressing their thoughts and feelings. |  |