



# Our Curriculum IMPLEMENTATION

# Room Curriculum Implementation



0 - 2 Years



2 - 3 Years



Rising 3's



Pre-school



# IMPLEMENTATION

## Term 1.1







Real clothing, sharing a range of diversity.



## Being me in my world

The colour monster sensory bottles, teddies, spoons etc. Keep referring to them through interactions.



Mix hot chocolate to make a skin colour for painting - Introducing sensory smells!



Loose parts in the play dough and mirrors to notice face features.

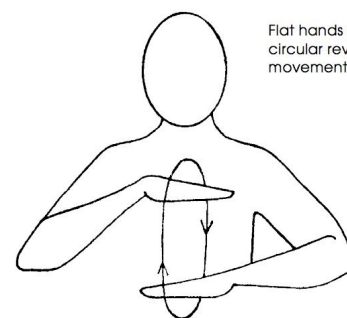




Happy



Sad



Flat hands make inward circular revolving movement

Calm



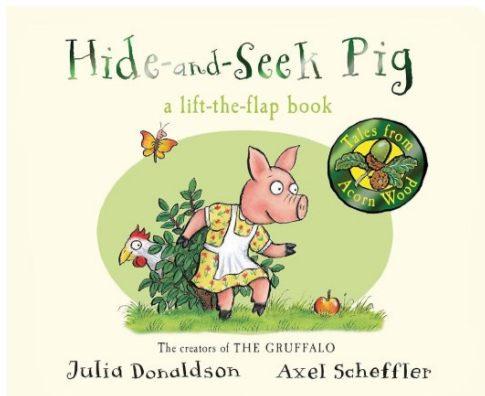
Small circular movement

Hungry



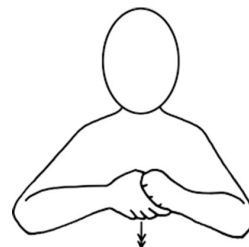
Suggestions for activities and provocations	Key Vocabulary
<ul style="list-style-type: none"> <li>Emotion jars - creating emotion jars coloured to represent each Colour Monster feelings. Water and food colouring will work.</li> <li>Yoga</li> <li>Moving our bodies to the different feelings</li> <li>Dress up in colours from the Colour Monster book</li> <li>Use the Colour Monster puppets and teddies</li> <li>Explore the colours in paint.</li> <li>Mirror play</li> <li>Emotion stones</li> <li>Play dough to create a colour monster</li> <li>Model different emotions on your face</li> <li>Bubble play</li> </ul>	<p>Tier 1</p> <ul style="list-style-type: none"> <li><b>Happy:</b> Described with yellow.</li> <li><b>Sad:</b> Described with blue.</li> <li><b>Tired:</b> Recognise when tired, before going to sleep.</li> </ul>
	<p>Tier 2</p> <ul style="list-style-type: none"> <li><b>Calm:</b> Described with green.</li> <li><b>Breathe:</b> A calming technique.</li> <li><b>Same:</b> Exploring the concept of individuality and shared experiences.</li> <li><b>Hungry:</b> Recognising we eat when we are hungry.</li> </ul>





Small circular movement  
at tip of nose

Pig



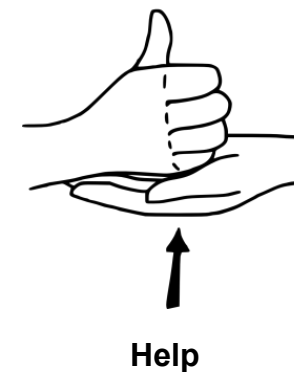
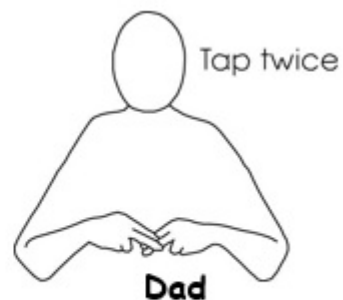
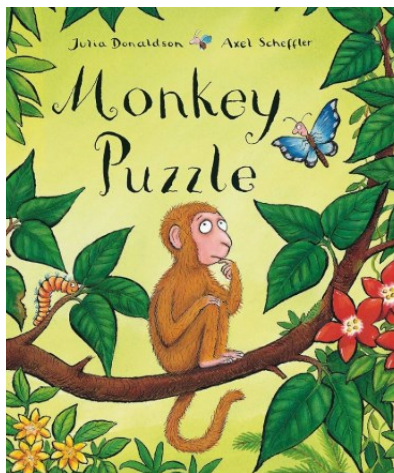
Friends



Play



Suggestions for activities and provocations	Key Vocabulary
<p>Hide and seek games</p> <ul style="list-style-type: none"> <li>Hide hens in the garden - 'Where could hen be?'</li> <li>Create a den 'hide-out space' - give children torches to use as they play in there</li> <li>Surprise bottle - Add rice into an empty bottle with miniature items to hide</li> <li>Scented lightweight scarves - add a drop of vanilla essence to smell as they hide</li> <li>Paint the mirrors - when they are dry encourage children to wash them off and find their reflection</li> <li>Hide items under a blanket - when the blanket is lifted they can see them again</li> <li>Hide your face behind your hands - peepo</li> <li>An adult hides in the garden - children go and find them</li> <li>Hide an object without shoring the children where it is and then allow them time to search for it.</li> </ul>	<p>Tier 1</p> <ul style="list-style-type: none"> <li><b>Hide</b> - To conceal oneself.</li> <li><b>Eyes</b> - Body parts - to see.</li> <li><b>Nose</b> - Body parts - to smell.</li> <li><b>Mouth</b> - Body parts - to taste.</li> <li><b>Pig</b> - The main character of the story.</li> </ul>
	<p>Tier 2</p> <ul style="list-style-type: none"> <li><b>Hands</b> - Body parts - to touch.</li> <li><b>Friends</b> - The other animals who join in the game.</li> <li><b>Play</b> - Engaging in fun activities.</li> <li><b>Found</b> - To discover where someone is hiding.</li> <li><b>Forest</b> - The setting where the hide and seek game takes place.</li> </ul>



Suggestions for activities and provocations	Key Vocabulary
<p>Animal families</p> <ul style="list-style-type: none"> <li>Create different animal habitats</li> <li>"What's That Sound?" Game: Play recordings of animal sounds and have the children guess the animal.</li> <li>Animal paintings</li> <li>Nature walks</li> <li>Puppet games</li> <li>Create a jungle</li> <li>Look at our family pictures</li> <li>Pretend play– can we all be monkeys?</li> <li>Animal puzzles and jigsaws</li> <li>Go on a hunt?</li> </ul>	<p>Tier 1</p> <ul style="list-style-type: none"> <li><b>Monkey</b> - The main character searching for its mother.</li> <li><b>Caterpillar</b> - An animal that the monkey encounters and asks for help.</li> <li><b>Mommy</b> - The monkey's parent, whom it is trying to find.</li> <li><b>Daddy</b> - Family member</li> </ul>
	<p>Tier 2</p> <ul style="list-style-type: none"> <li><b>Help</b> - What the monkey seeks from other animals.</li> <li><b>Animals</b> - Various creatures the monkey meets, like the snake and the parrot.</li> <li><b>Search</b> - The action of looking for the monkey's mother.</li> <li><b>Lost</b> - The feeling of not being able to find someone.</li> </ul>



## I've got a body

I've got a body, a very busy body  
And it goes everywhere with me  
And on that body I've got a nose  
And it goes everywhere with me  
With a sniff, sniff, here  
Sniff, sniff, there  
Sniff, sniff, sniff, sniff, everywhere!

I've got a body, a very busy body  
And it goes everywhere with me  
And on that body I've got some hands  
And they go everywhere with me  
With a clap, clap, here  
A clap, clap, there  
Clap, clap, clap, clap, everywhere!  
Sniff, sniff, here  
Sniff, sniff, there  
Sniff, sniff, sniff, sniff, everywhere!

I've got a body, a very busy body  
And it goes everywhere with me  
And on that body I've got some feet  
And they go everywhere with me  
With a stamp, stamp, here  
Stamp, stamp, there  
Stamp, stamp, stamp, stamp, everywhere!  
Clap, clap, here  
Clap, clap, there  
Clap, clap, clap, clap, everywhere!  
Sniff, sniff, here  
Sniff, sniff, there  
Sniff, sniff, sniff, sniff, everywhere!

I've got a body, a very busy body  
And it goes everywhere with me.

# Nursery rhymes

## Term 1.1

### If you're happy and you know it

If you're happy and you know it,  
Clap your hands.

If you're happy and you know it,  
Clap your hands.

If you're happy and you know it,  
And you really want to show it,

If you're happy and you know it,  
Clap your hands.

If you're happy and you know it,  
Stamp your feet...

If you're happy and you know it,  
Nod your head...

If you're happy and you know it,  
Jump about...

If you're happy and you know it,  
Clap your hands.

If you're happy and you know it,  
Clap your hands.

If you're happy and you know it,  
And you really want to show it,

If you're happy and you know it,  
Clap your hands.

### I have feelings

(To twinkle, twinkle)

I have feelings (point to self)

So do you (point to children)

Let's all sing about a few

I am happy (smile)

I am sad (frown)

I get scared (cross arms and make scared face)

I get mad (make fist and stomp)

I am proud of being me (hands on hips,

shoulders straight, smile)

That's a feeling too, you see!

I have feelings (point to self)

You do too

(point to children)

We just sing about a few!

### Peek-a-boo

Peek-a-boo-oo, peek-a-boo-oo,

I see you,

I see you.

I see your button nose,

I see your tiny toes,

I see you,

Peekaboo.

## Tommy Thumb

Tommy Thumb, Tommy Thumb

Where are you?

Here I am, here I am,

How do you do?

("Now it's Peter Pointer's turn which is your index finger. He's the one who points.")

Peter Pointer, Peter Pointer,

Where are you?

Here I am, here I am,

How do you do?

("Now it's Toby Tall which is your middle finger. He's the tallest one of them all.")

Toby Tall, Toby Tall,

Where are you?

Here I am, here I am,

How do you do?

("And now it's Ruby Ring. She's the fourth one along.")

Ruby Ring, Ruby Ring,

Where are you?

Here I am, here I am,

How do you do?

("Last, but not least is Baby Small. He's the littlest finger of all!")

Baby Small, Baby Small,

Where are you?

Here I am, here I am,

How do you do?

("OK, now for the last time put your fingers in the air, give them a wiggle and wave them everywhere!")

Fingers all, Fingers all,

Where are you?

Here we are, here we are,

How do you do?

Here we are, here we are,

How do you do?





Use strong gestures and repetition to develop language and understanding of emotions.

Use photos and objects of emotions, linking the words to the correct emotion when singing.

Create sensory bottles using the colour monster feeling colours.

Sit or stand in front of mirrors when singing and naming the body parts.

Incorporate paint for mark making when stomping - notice the feet marks.

Have a variety of smells to 'sniff' - learning what our nose does. Use sensory play dough, scented materials.

Create sensory walks when stomping, feeling different textures on their feet.



## Nursery rhymes

I have a feeling...

I've got a body

If you're happy  
and you know it

Peek - a - boo

Tommy thumb

The activities in this nursery rhyme promote co-ordination and muscle control, as well as language development.

Encourage the use of thumbs during play, such as when painting or playing with dough.

Sing the song during dough disco, using all fingers and thumb.

Incorporate finger puppets into the activities.

Allow children to observe themselves while performing the actions.

Respond positively to their movements to reinforce engagement.

Play peek-a-boo: Children learn to understand that objects continue to exist, even when they are not visible. Varying the hiding methods.

Be playful and energetic: Smiley face and exciting sounds to keep children engaged. When interacting, pause to wait for the children's sounds and movements before re-appearing.

Provide multi-sensory experiences with various materials such as a variety of textured fabrics, blankets, rattles.

Incorporate during daily activities, like meal times or nappy changes, to enhance language and listening skills.

Engage in repetitive actions to build connection .

Demonstrate simple actions such as clapping and stomping for children to imitate.

Personalise the song to include the children's name, incorporating familiar actions, like touching their toes or claps.

Respond positively to their movement to reinforce their engagement.

Focus on Language and Connection: Use simple words to support language development.

Your enthusiasm conveys the emotion of the song. Create an inviting atmosphere that prioritises engagement over performance.

Engaging in this song boost language skills by introducing words for actions, and provides fine motor skills as children learn to perform these movements.





## Cooking & baking



Fruit Kebabs				
Equipment needed:	Ingredients needed:			Method:
Kebab sticks Bowls Child friendly knife Chopping board Peelers  Equipment <b>must</b> be used, cleaned and then stored in the appropriate storage space.	<b>Week 1</b> Kiwi Banana Orange	<b>Week 2</b> Kiwi Banana Pineapple	<b>Week 3</b> Mango Apple Orange	Refer to the recipe pack and visual cards.  Visual cards must be displayed and referred to throughout.
	<b>Week 4</b> Kiwi Banana Strawberries	<b>Week 5</b> Banana Orange Berries	<b>Week 6</b> Kiwi Orange Strawberries	
Food safety:  Remove any stones and pips from fruit before serving  Cut small round foods, like grapes and strawberries length ways and into quarters  Cut large fruit like melon, and hard fruit into lengths instead of small chunks  Remove skin from hard fruits such as apples when given to babies from 6 months  Wash all fruit first  Consider allergies, intolerances and food preferences.				
The EYFS Statutory Framework states that you must have a member of staff with a valid first aid certificate in the room when children are eating.				

# Forest School



1. It is a **long-term process of regular session**. Children will access Forest School once a week, October to May.

2. It takes place in a **natural environment**, allowing children to connect with the natural world.

3. It aims to develop **holistic development**, fostering:

Resilience,

Confidence,

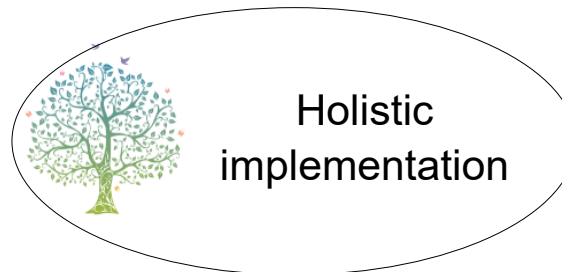
Independence,

Curiosity,

Happy children

7. **Reflection** of activities, risks and children's interest. This will impact the planning for the following session.

**Observations** are captured weekly, and shared via Famly.



4. Opportunities to **take and manage risks safely**, with supervision at all times.

6. Practitioners follow the **child's lead** throughout their play, scaffolding on their ideas together.

5. Qualified forest school practitioner leads **new experiences, offering risk and skills**.

Qualified forest school practitioner, outdoor lead and room leaders ensure the **risk assessment** is completed for the learning activities.

It is crucial for all children to engage in play, as this supports their holistic development - encompassing social, physical, intellectual, language, creative, emotional, and spiritual growth.

Through the freedom to explore and investigate, the children learn to take and manage risks in a safe environment.

We plan activities as a starting point for our children to expose them to new experiences and risks.



## Managing water safely



Water sensory bottles.



Clap your hands together to 'pop' the bubbles - developing co-ordination.



Use cloths and towels to dry items from the water, and body parts that are wet.



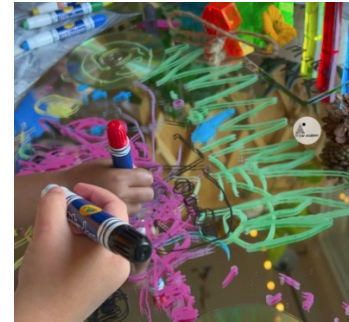
'Search' for items hidden in the water



Walk through water or paint feet with water - notice the marks the child's feet make on the floor when they walk.



Use a variety of brushes and sponges to wash the mirrors - notice when the child can be seen again in the mirror.



Whisk soap in water to create bubbles.



Defence Children  
Services  
Play Progression



Common Play Behaviours – Water

# Oracy



Age range	Development Progression
6 to 12 Months	<ul style="list-style-type: none"> <li>- Use songs, nursery rhymes, and rhythm to capture attention.</li> <li>- Share simple picture books, pointing and naming.</li> <li>- Attend oracy and storytelling workshop delivered by oracy lead</li> <li>- Adhere to and be aware of the five principals of energy</li> <li>- Encourage eye contact, smiling, and babbling responses</li> </ul>
1 to 2 Years	<ul style="list-style-type: none"> <li>- Model simple sentence stems during play</li> <li>- Use story baskets, puppets, and props to encourage naming and repeating words.</li> <li>- Provide opportunities for gesture and sound-based play.</li> <li>- Attend oracy and storytelling workshop delivered by oracy lead</li> <li>- Adhere to and be aware of the five principals of energy</li> </ul>



## Skills Developed Through Regularly Hearing Stories

**Good communication skills**  
**Rich knowledge of vocabulary**  
**Familiarity with a wide range of stories**  
**Enhanced listening skills**  
**Greater comprehension**







# IMPLEMENTATION

## Term 1.1







Real clothing, sharing a range of diversity.



## Being me in my world



Calm and quiet spaces for children to access emotion books, sensory resources and the colour monster resources. A space to regulate.



Loose parts for self-portraits and learning body parts.



Create skin colours using paint, hot chocolate, coffee and other ingredients to make sensory paints.

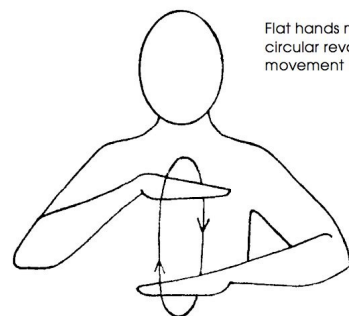




Happy



Sad



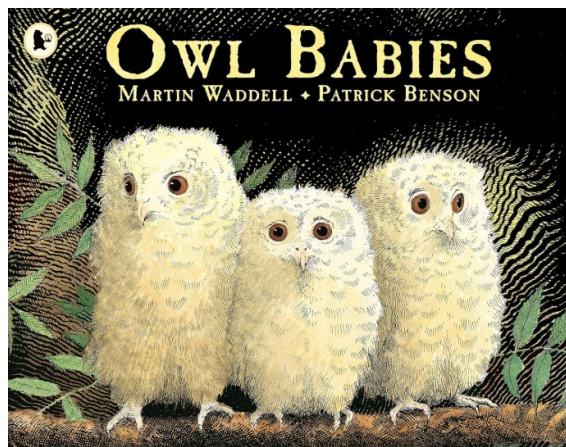
Flat hands make inward circular revolving movement

Calm

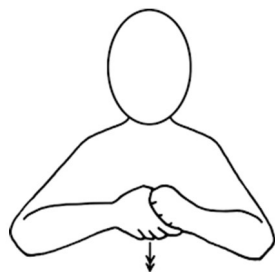
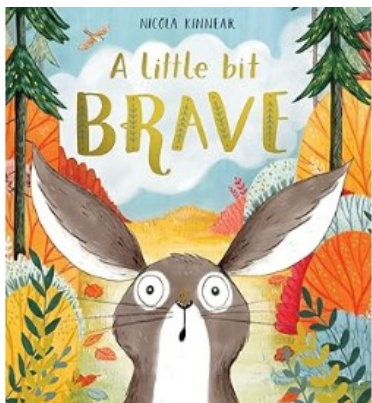


Suggestions for activities and provocations	Key Vocabulary
<ul style="list-style-type: none"> <li>Emotion jars - creating emotion jars coloured to represent each Colour Monster feelings. Water and food colouring will work.</li> <li>Yoga</li> <li>Moving our bodies to the different feelings</li> <li>Dress up in colours from the Colour Monster book</li> <li>Use the Colour Monster puppet and teddies</li> <li>Explore the colours in paint.</li> <li>Mirror play</li> <li>Emotion stones</li> <li>Emotion potions</li> <li>Play dough to create a colour monster</li> <li>Model different emotions on your face</li> <li>Bubble play</li> </ul>	<ul style="list-style-type: none"> <li><b>Happy:</b> Described with yellow.</li> <li><b>Sad:</b> Described with blue.</li> <li><b>Angry:</b> Described with red.</li> <li><b>Calm:</b> Described with green.</li> </ul>
	<p>Tier 2</p> <ul style="list-style-type: none"> <li><b>Confused:</b> The monster's initial state before sorting his feelings</li> <li><b>Separate:</b> The act of sorting the emotions into different jars.</li> <li><b>Shines:</b> Describing the happy or joyful feeling.</li> <li><b>Breathe:</b> A calming technique.</li> <li><b>Same:</b> Exploring the concept of individuality and shared experiences.</li> </ul>

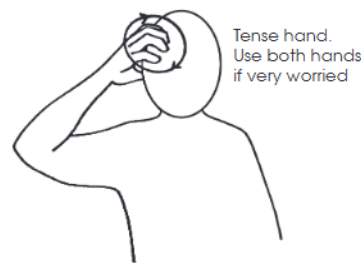




Suggestions for activities and provocations	Key Vocabulary
<ul style="list-style-type: none"> <li>• Use the puppets and teddies</li> <li>• Story spoons</li> <li>• Create a nest using open-ended natural resources</li> <li>• Discuss families and display family photos</li> <li>• Discuss feelings and emotions referring to the colour monsters</li> <li>• Explore clay and feathers to make your own owl</li> <li>• Outdoor exploration to find natural resources</li> <li>• Refer to the link and use these questions during group times <a href="#">Owl Babies Quiz</a>   <a href="#">Take the Quiz</a>   <a href="#">QuizMaker</a></li> <li>• Watch and discuss the following - <a href="#">CBeebies - Our Planet, Animal Feet and Night-Time Animals, Nocturnal animals and birds</a></li> <li>• Build a den</li> <li>• Listening games - can you make owl sounds?</li> <li>• Hide and seek games - learning we all return</li> </ul>	<p>Tier 1</p> <ul style="list-style-type: none"> <li>• <b>Owl</b> - The main characters, who are baby owls.</li> <li>• <b>Baby</b> - Referring to the young owls.</li> <li>• <b>Mommy</b> - The owls' mother, who leaves the nest.</li> <li>• <b>Daddy</b> - Family member</li> <li>• <b>Tree</b> - The setting where the owls live.</li> </ul>
	<p>Tier 2</p> <ul style="list-style-type: none"> <li>• <b>Wait</b> - The action the owls do as they miss their mother.</li> <li>• <b>Night</b> - The time when owls are most active.</li> <li>• <b>Fly</b> - What the mother owl does when she leaves.</li> <li>• <b>Scared</b> - The feelings the baby owls experience while waiting.</li> </ul>



Friend



Worried



Strong/ Powerful



Suggestions for activities and provocations	Key Vocabulary
<ul style="list-style-type: none"> <li>Read the book and discuss – some ideas on questions could be:               <ul style="list-style-type: none"> <li>What was brave about Logan in the story?</li> <li>How do you think he felt when they needed to be brave?</li> <li>Can you share with the class all the brave things you've already done in your life?</li> <li>The other animals tell Logan that Luna is the "bravest bunny in the world!". Why do they say this? What does it mean to be the bravest?</li> <li>Who thinks it's brave to ask for help when we need it and why? (Share and remind who they can talk to)</li> </ul> </li> <li>Go on an adventure outdoors, ask and talk about what do you see? What do you notice? Collect objects and use magnifying glasses to look at them on your return.</li> <li>Make a "What makes us Brave" display</li> <li>Use the story as a way to create a conversation around worries and fears. Encourage the children to share theirs with you.</li> <li>Bake your own biscuits like the biscuits Logan baked for Luna and let the children give them to someone special at home.</li> <li>Encourage the children to discuss the feeling of being 'brave' and to give examples of times they have felt brave.</li> <li>Use the feeling stones to share the children's feeling.</li> <li>Have natural loose parts available for the children to retell the story.</li> <li>Create collages using natural materials from the garden - leaves, sticks.</li> <li>Create shadows using small world animals and natural resources.</li> </ul>	<p>Tier 1</p> <ul style="list-style-type: none"> <li><b>Friend</b> - The companions who support the main character</li> <li><b>Adventure</b> - The journey that the character embarks on</li> <li><b>Little</b> - Referring to the main character's size and feelings of being small</li> </ul>
	<p>Tier 2</p> <ul style="list-style-type: none"> <li><b>Brave</b> - The central theme of the story, relating to courage</li> <li><b>Fear</b> - The emotions the character faces throughout the story</li> <li><b>Try</b> - The action of attempting something new</li> <li><b>Shadow</b> - Often representing fears or the unknown</li> </ul>



## I've got a body

# Nursery rhymes

## Term 1.1



### If you're happy and you know it

If you're happy and you know it,  
Clap your hands.  
If you're happy and you know it,  
Clap your hands.  
If you're happy and you know it,  
And you really want to show it,  
If you're happy and you know it,  
Clap your hands.

If you're happy and you know it,  
Stamp your feet...

If you're happy and you know it,  
Jump about...

If you're happy and you know it,  
Clap your hands.  
If you're happy and you know it,  
Clap your hands.  
If you're happy and you know it,  
And you really want to show it,  
If you're happy and you know it,  
Clap your hands.

### This is the way we...

This is the way we wash our face,  
wash our face, wash our face.  
This is the way we wash our face.  
Early in the morning.  
Wash wash wash wash.  
Wash wash wash.

This is the way we comb our hair,  
comb our hair, comb our hair.  
This is the way we comb our hair.  
Early in the morning.  
Comb comb comb comb.  
Comb comb comb.

This is the way we brush our teeth,  
brush our teeth, brush our teeth.  
This is the way we brush our teeth.  
Early in the morning.  
Brush brush brush brush.  
Brush brush brush.

This is the way we get dressed,  
get dressed, get dressed.  
This is the way we get dressed.  
Early in the morning.

This is the way we go to nursery,  
go to school, go to nursery.  
This is the way we go to nursery.  
Early in the morning.

### I have feelings

(To twinkle, twinkle)  
I have feelings (point to self)  
So do you (point to children)  
Let's all sing about a few

I am happy (smile)  
I am sad (frown)  
I get scared (cross arms and make scared face)  
I get mad (make fist and stomp)  
I am proud of being me (hands on hips, shoulders straight, smile)  
That's a feeling too, you see!

I have feelings (point to self)  
You do too (point to children)  
We just sing about a few!

### The Hokey Cokey

You put ONE HAND in  
One hand out  
In, out, in out, shake it all about  
You do the Hokey Cokey  
And you turn around  
That's what it's all about

Whoa-o the Hokey Cokey  
Whoa-o the Hokey Cokey  
Whoa-o the Hokey Cokey

Knees bend, arms stretch rah, rah, rah!  
You put ONE FOOT in  
One foot out  
In, out, in out, shake it all about  
You do the Hokey Cokey  
And you turn around  
That's what it's all about

[CHORUS]

You put YOUR WHOLE SELF in  
Your whole self out  
In, out, in out, you shake it all about  
You do the Hokey Cokey  
And you turn around  
That's what it's all about

[CHORUS]

I've got a body, a very busy body  
And it goes everywhere with me  
And on that body I've got a nose  
And it goes everywhere with me  
With a sniff, sniff, here  
Sniff, sniff, there  
Sniff, sniff, sniff, sniff, everywhere!

I've got a body, a very busy body  
And it goes everywhere with me  
And on that body I've got some hands  
And they go everywhere with me  
With a clap, clap, here  
A clap, clap, there  
Clap, clap, clap, clap, everywhere!  
Sniff, sniff, here  
Sniff, sniff, there  
Sniff, sniff, sniff, sniff, everywhere!

I've got a body, a very busy body  
And it goes everywhere with me  
And on that body I've got some feet  
And they go everywhere with me  
With a stamp, stamp, here  
Stamp, stamp, there  
Stamp, stamp, stamp, stamp, everywhere!  
Clap, clap, here  
Clap, clap, there  
Clap, clap, clap, clap, everywhere!  
Sniff, sniff, here  
Sniff, sniff, there  
Sniff, sniff, sniff, sniff, everywhere!

I've got a body, a very busy body  
And it goes everywhere with me.

Use strong gestures and repetition to develop language and understanding of emotions.

Use photos and objects of emotions, linking the words to the correct emotion when singing.

Create sensory bottles using the colour monster feeling colours.

Sit or stand in front of mirrors when singing and naming the body parts.

Have a variety of smells to 'sniff' - learning what our nose does. Use sensory play dough, scented materials.

Create sensory walks when stomping, feeling different textures on their feet.

Use chalk to draw around each others bodies outside.

Notice marks our bodies make in play, such as foot prints in the sand.



## Nursery rhymes

I have a feeling...

I've got a body

If you're happy  
and you know it

This is the way we

The hokey cokey

Put items on the floor to jump in and out of such as, hula hoops.

Use dolls and teddies to sing and act out the song movement's with, encouraging the children to suggest different body parts.

Change the pace of the song and movements, fast and slow.

When the children are familiar with the song, introduce a new body part.

Engage in repetitive actions to build connection .

Demonstrate simple actions such as clapping and stomping for children to imitate.

Personalise the song to include the children's name, incorporating familiar actions, like touching their toes or claps.

Respond positively to their movement to reinforce their engagement.

Focus on Language and Connection: Use simple words to support language development.

Your enthusiasm conveys the emotion of the song. Create an inviting atmosphere that prioritises engagement over performance.

Engaging in this song boost language skills by introducing words for actions, and provides fine motor skills as children learn to perform these movements.

Play peek-a-boo: Children learn to understand that objects continue to exist, even when they are not visible. Varying the hiding methods.

Be playful and energetic: Smiley face and exciting sounds to keep children engaged. When interacting, pause to wait for the children's sounds and movements before re-appearing.

Provide multi-sensory experiences with various materials such as a variety of textured fabrics, blankets, rattles.

Incorporate during daily activities, like meal times or nappy changes, to enhance language and listening skills.



## Cooking & baking



### Fruit Kebabs

Fruit Kebabs				
Equipment needed:	Ingredients needed:			Method:
Kebab sticks Bowls Child friendly knife Chopping board Peelers  Equipment <b>must</b> be used, cleaned and then stored in the appropriate storage space.	<b>Week 1</b> Kiwi Banana Orange	<b>Week 2</b> Kiwi Banana Pineapple	<b>Week 3</b> Mango Apple Orange	Refer to the recipe pack and visual cards.  Visual cards must be displayed and referred to throughout.
	<b>Week 4</b> Kiwi Banana Strawberries	<b>Week 5</b> Banana Orange Berries	<b>Week 6</b> Kiwi Orange Strawberries	
Food safety:  Remove any stones from fruit before serving  Cut small round foods, like grapes and strawberries length ways and into quarters  Cut large fruit like melon, and hard fruit into lengths instead of small chunks  Remove skin from hard fruits such as apples when given to babies from 6 months  Wash all fruit first  Consider allergies, intolerances and food preferences.				
The EYFS Statutory Framework states that you must have a member of staff with a valid first aid certificate in the room when children are eating.				

# Forest School



1. It is a **long-term process of regular session**. Children will access Forest School once a week, October to May.

2. It takes place in a **natural environment**, allowing children to connect with the natural world.

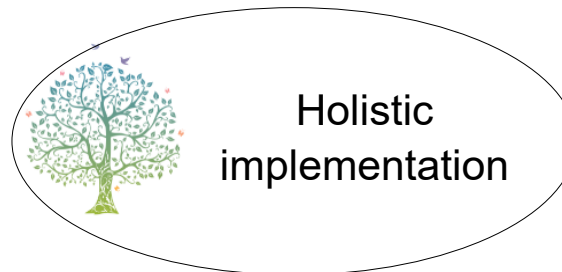
Children are responsible for tidying away weekly resources and taking care of the environment.

3. It aims to develop **holistic development**, fostering:

Resilience,  
Confidence,  
Independence,  
Curiosity,  
Happy children

7. **Reflection** of activities, risks and children's interest. This will impact the planning for the following session.

**Observations** are captured weekly, and shared via Famly.



4. Opportunities to **take and manage risks safely**, with supervision at all times.

6. Practitioners follow the **child's lead** throughout their play, scaffolding on their ideas together.

Practitioners will **model** taking care of spaces, allowing growth of flowers and respect of resources.

5. Qualified forest school practitioner leads **new experiences, offering risk and skills**.

Qualified forest school practitioner, outdoor lead and room leaders ensure the **risk assessment** is completed for the learning activities.

It is crucial for all children to engage in play, as this supports their holistic development—encompassing social, physical, intellectual, language, creative, emotional, and spiritual growth.

Through the freedom to explore and investigate, the children learn to take and manage risks in a safe environment.

We plan activities as a starting point for our children to expose them to new experiences and risks.



## Managing water safely

Water sensory bottles.



Hide objects in the water, learning they aren't seen but can be found.



Create bubble wands - model blowing bubbles and encourage the children to try. This supports calming strategies.



Whisk soap in water to create bubbles.



Clap your hands together to 'pop' the bubbles - developing co-ordination.



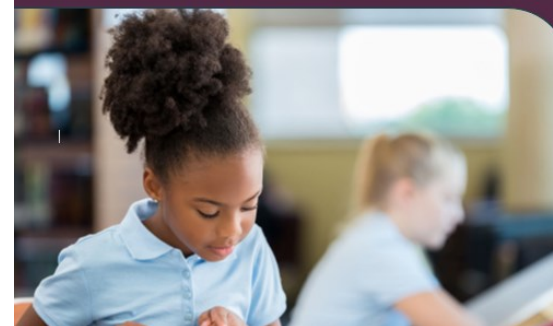
Walk through water or paint feet with water - notice the marks the child's feet make on the floor when they walk. Notice bigger and smaller feet, how many toes.



Use cloths and towels to dry items from the water, and body parts that are wet.



Defence Children Services  
Play Progression




Common Play Behaviours – Water



# Oracy



Age range	Development Progression
2 to 3 Years	<ul style="list-style-type: none"> <li>- Introduce Helicopter Stories by scribing short stories children dictate.</li> <li>- Introduce the idea of beginning, middle and end</li> <li>- Develop and introduce story starter stems (Once upon a time etc)</li> <li>- Encourage role play areas for children to act out scenarios.</li> <li>- Use picture books with repetitive phrases for children to join in.</li> <li>- Attend oracy and storytelling workshop delivered by oracy lead</li> <li>- Adhere to and be aware of the five principals of energy</li> <li>- Allow children to show you their ideas in a safe space to flourish!</li> </ul> 

## Top Tips for Two's

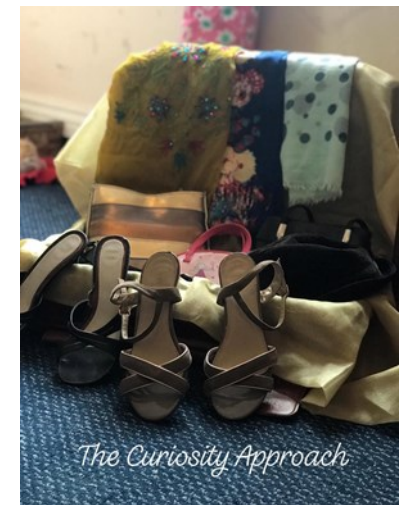
### Always

- Allow two-year-olds to wander on and off the stage
- Remember – a story can be one word
- Think about using A6 paper for scribing

### When working with just the twos

- Ideal group size 5-8
- Spend more time at Stage 1 and Stage 2 until the group is ready for private stories
- Invite everyone to play each character – 'Shall we all be the ....'
- If no one moves when acting out, you may need to join in
- Continue to tell and act out stories you have created
- Act out stories soon after they are told

Provide a range of open-ended resources to allow children to use their imaginations. Children can fully engage in their experiences without limitations and expectations. Language is promoted through their interactions and sharing of ideas. They begin to make their own narrative to their play.





# IMPLEMENTATION

## Term 1.1







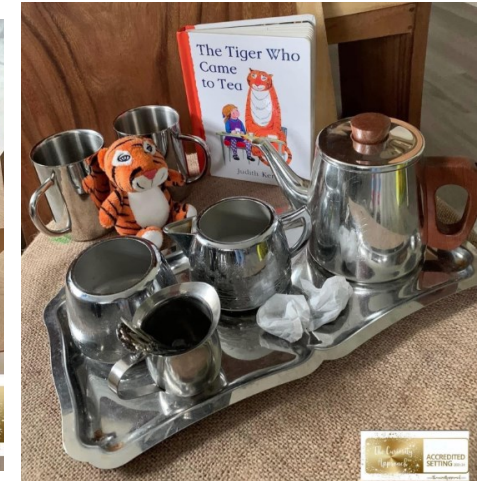
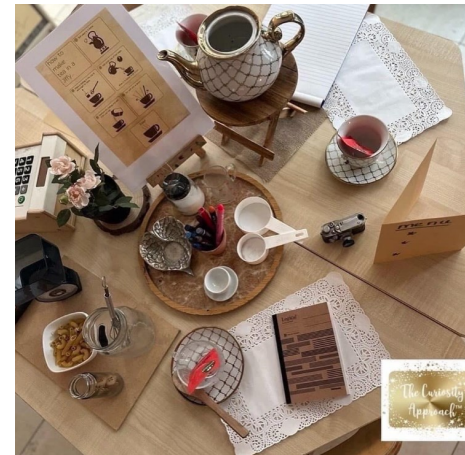
Real clothing, sharing a range of diversity.



## Being me in my world



Authentic items in the home corner and a variety of tea bags to explore. Include a variety of sizes for resources.



Loose parts to create self-portraits.



Calm and quiet spaces for children to access emotion books, sensory resources and the colour monster resources. A space to regulate.



Create skin colours using paint, hot chocolate, coffee and other ingredients to make sensory paints.





# Nursery rhymes

## Term 1.1

### One finger, one thumb...



One finger, one thumb, keep moving  
One finger, one thumb, keep moving  
One finger, one thumb, keep moving  
We'll all be merry and bright.

One finger, one thumb, one arm, keep moving  
One finger, one thumb, one arm, keep moving  
One finger, one thumb, one arm, keep moving  
We'll all be merry and bright.

One finger, one thumb, one arm, one leg, keep moving  
One finger, one thumb, one arm, one leg, keep moving  
One finger, one thumb, one arm, one leg, keep moving  
We'll all be merry and bright.

One finger, one thumb, one arm, one leg,  
one nod of the head, keep moving  
One finger, one thumb, one arm, one leg,  
one nod of the head, keep moving  
One finger, one thumb, one arm, one leg,  
one nod of the head, keep moving  
We'll all be merry and bright.

We'll all be merry and bright.

### I'm a little tea pot

I'm a little teapot,  
Short and stout,  
Here is my handle  
Here is my spout  
When I get all steamed up,  
Hear me shout,  
Tip me over and pour me  
out!

### Open, shut them!

Open, shut them  
Open, shut them  
Give a little clap!  
Open, shut them  
Open, shut them  
Lay them in your lap.

Creep them crawl them,  
creep them crawl them  
Right up to your chin, chin chin  
Open up your little mouth  
But do not let them in!

Wriggle them, wriggle them,  
wriggle them, wriggle them,  
Give a little clap!  
Wriggle them, wriggle them,  
wriggle them, wriggle them,  
Lay them in your lap!

### Here we go round the mulberry bush

Here we go round the mulberry bush  
The mulberry bush  
The mulberry bush  
Here we go round the mulberry bush  
On a cold and frosty morning.  
We rub our hands to keep us warm  
Keep us warm  
Keep us warm  
We rub our hands to keep us warm  
On a cold and frosty morning.  
We stamp up and down to keep us warm  
Keep us warm  
Keep us warm  
We stamp up and down to keep us warm  
On a cold and frosty morning.  
Here we go round the mulberry bush  
The mulberry bush  
The mulberry bush  
Here we go round the mulberry bush  
On a cold and frosty morning.

### If you're happy and you know it

If you're happy and you know it,  
Clap your hands.  
If you're happy and you know it,  
Clap your hands.  
If you're happy and you know it,  
And you really want to show it,  
If you're happy and you know it,  
Clap your hands.

If you're happy and you know it,  
Stamp your feet...

If you're happy and you know it,  
Nod your head...

If you're happy and you know it,  
Jump about...

If you're happy and you know it,  
Clap your hands.

If you're happy and you know it,  
Clap your hands.

If you're happy and you know it,  
And you really want to show it,  
If you're happy and you know it,  
Clap your hands.

### Head, shoulders, knees and toes

Heads, shoulders, knees and toes  
Knees and toes  
Heads, shoulders, knees and toes  
Knees and toes  
And eyes and ears and mouth and nose  
Heads, shoulders, knees and toes  
Knees and toes.  
Heads, \*, knees and toes  
Knees and toes  
Heads, \*, knees and toes  
Knees and toes  
And eyes and ears and mouth and nose  
Heads, \*, knees and toes  
Knees and toes.  
Heads, shoulders, knees and toes  
Knees and toes  
Heads, shoulders, knees and toes  
Knees and toes  
And eyes and ears and \* and nose  
Heads, shoulders, knees and toes  
Knees and toes.  
Heads, \*, \* and toes  
\* and toes  
Heads, \*, \* and toes  
\* and toes  
And eyes and ears and mouth and nose  
Heads, \*, \* and toes  
\* and toes.  
Heads, shoulders, knees and toes  
Knees and toes  
Heads, shoulders, knees and toes  
Knees and toes  
And eyes and ears and mouth and nose  
Heads, shoulders, knees and toes  
Knees and toes.



Engage in the actions alongside a partner, whether it's a peer or an adult, especially if the child requires additional support to perform the movements collectively.

This song can enhance gross motor skills as children utilise various parts of their bodies to follow along. It can aid balance, co-ordination and muscle development.

Children can place their hands on their own body and on their peers body, alternating between each other and singing together.

You can sing at different paces - fast and slow.

Sing the song while demonstrating the accompanying actions, such as moving fingers and thumbs.

Use puppets and props that illustrate the actions in the song.

Add new movements when introducing new body parts, such as 'one foot'.

Incorporate musical instruments like shakers or tambourines for children to use while singing.

Encourage the children to take turns leading the group to sing.

Create hand prints in paint, sand, mud where children can make handprints on paper, labelling them.

Motivate the children to get up and move, keep moving,

Sing the rhymes while demonstrating the actions.  
Incorporate movement by adding a dance element to the song.

Children can create simple dance steps that correspond with the lyrics.

Create opportunities for pouring with tea cups in the home corner and water play, incorporating mathematics. Add cups for children to make their own tea, allowing children to explore while relating to the rhyme.

Sit or stand in front of mirrors when singing and naming the body parts.

Have a variety of smells to 'sniff' - learning what our nose does. Use sensory play dough, scented materials.

Create sensory walks when stomping, feeling different textures on their feet.

Use chalk to draw around each others bodies outside.

Notice marks our bodies make in play, such as foot prints in the sand.

Demonstrate simple actions such as clapping and stomping for children to imitate, and introduce new body parts.

Personalise the song to include the children's name, incorporating familiar actions, like touching their toes or claps.

Your enthusiasm conveys the emotion of the song. Create an inviting atmosphere that prioritises engagement over performance. Get children up on their feet and sing in different volumes and speeds - quiet, loud, fast, slow.

Model clapping and responding to the beat.

Incorporate song into daily activities such as dough disco.

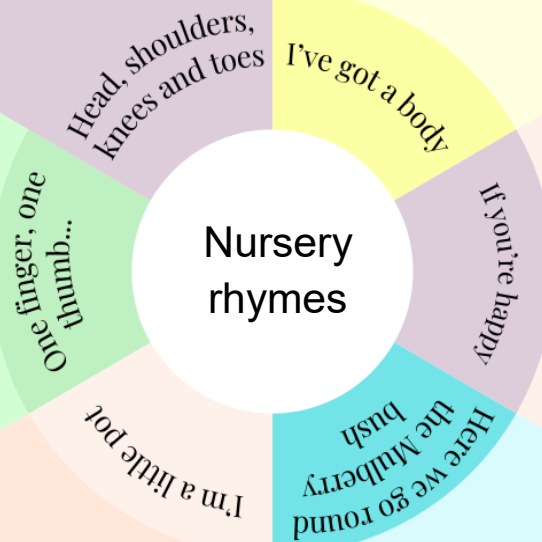
Stand in a circle, holding hands and moving around.  
Encourage the children to mimic the actions described in the verses.

Use props such as wooden spoons with images that represent verses from the rhyme.

Using crafts and natural items, create bushes.

Take a nature walk and discuss what you notice in the bushes, incorporating subitising.  
Enhance sensory development and language skills through exploration and discussion.

## Nursery rhymes





## Cooking & baking



Fruit Kebabs				
Equipment needed:	Ingredients needed:			Method:
Kebab sticks	<b>Week 1</b> Kiwi Banana Orange Blueberries	<b>Week 2</b> Kiwi Banana Pineapple Grapes	<b>Week 3</b> Mango Apple Orange Berries	Refer to the recipe pack and visual cards.  Visual cards must be displayed and referred to throughout.
Bowls				
Child friendly knife				
Chopping board				
Peelers	<b>Week 4</b> Kiwi Banana Strawberries Oranges	<b>Week 5</b> Banana Orange Berries Mango	<b>Week 6</b> Kiwi Orange Strawberries Pineapple	
Equipment <b>must</b> be used, cleaned and then stored in the appropriate storage space.				
Food safety:  Cut small round foods, like grapes and strawberries length ways and into quarters  Cut large fruit like melon, and hard fruit into lengths instead of small chunks  Wash all fruit first  Consider allergies, intolerances and food preferences.				
The EYFS Statutory Framework states that you must have a member of staff with a valid first aid certificate in the room when children				

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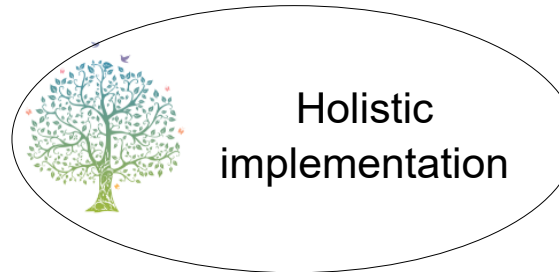
3. It aims to develop **holistic development**, fostering:

Resilience,  
Confidence,  
Independence,  
Curiosity,  
Happy children

7. **Reflection** of activities, risks and children's interest. This will impact the planning for the following session.

Children to be part of weekly reflective discussions, sharing what they enjoyed, noticed and found challenging.

**Observations** are captured weekly, and shared via Famly.



4. Opportunities to **take and manage risks safely**, with supervision at all times. Adults introduce these risks, allowing children to practise and reinforce their learning continuously in subsequent weeks.

6. Practitioners follow the **child's lead** throughout their play, scaffolding on their ideas together.

Practitioners will **model** taking care of spaces, allowing growth of flowers and respect of resources.

5. Qualified forest school practitioner leads **new experiences, offering risk and skills**.

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We plan activities as a starting point for our children to expose them to new experiences and risks.

## Managing water safely



### Water sensory bottles



Clap your hands together to 'pop' the bubbles - developing co-ordination.



Use cloths and towels to dry items from the water, and body parts that are wet.



Walk through water or paint feet with water - notice the marks the child's feet make on the floor when they walk. Notice bigger and smaller feet, how many toes.



Create bubble wands - model blowing bubbles and encourage the children to try. This supports calming strategies.



Whisk soap in water to create bubbles, and add straws to blow in cups of water to create bubbles.



## Defence Children Services Play Progression




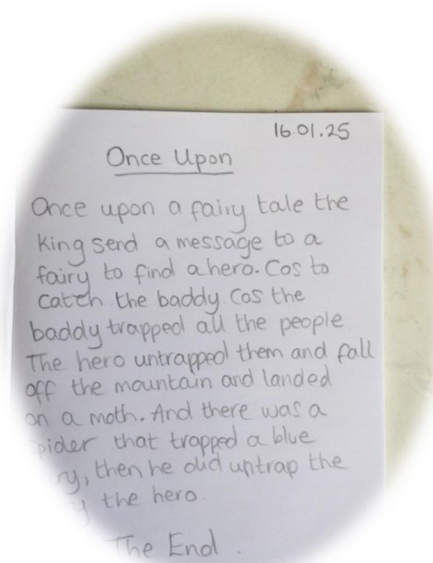
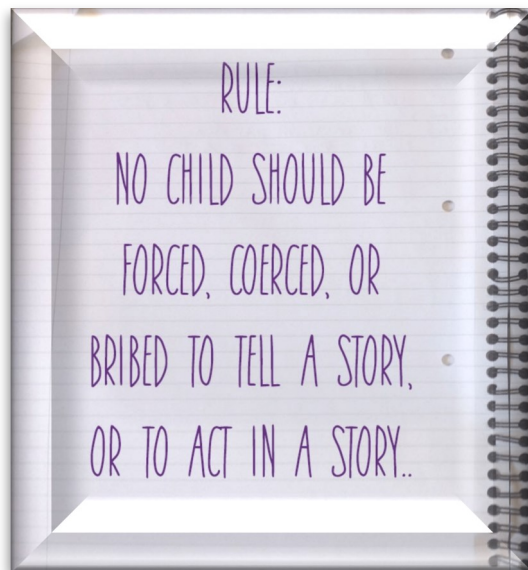
## Common Play Behaviours – Water



# Oracy



Age range	Development Progression
3 to 4 Years	<ul style="list-style-type: none"> <li>- Regularly (at least one hour a week) use Helicopter Stories so children can tell, perform, and watch their stories acted out. (stories must be written up into children's individual books on the same day)</li> <li>- Develop oracy through circle time, show-and-tell, and small group discussions.</li> <li>- Encourage retelling of stories with props and role play.</li> <li>- Support children to use descriptive language and build confidence in speaking in front of others.</li> <li>- Record each story that the children have told over the year to capture progression</li> <li>- Attend oracy and storytelling workshop delivered by oracy lead</li> <li>- Adhere to and be aware of the five principals of energy</li> <li>- Trust the child to lead the way and tell the story the way they want to. Do not correct their use of language, scribe</li> </ul> 



Provide a range of open-ended resources to allow children to use their imaginations. Children can fully engage in their experiences without limitations and expectations. Language is promoted through their interactions and sharing of ideas. They begin to make their own narrative to their play.



# Integrating Mathematics through everyday activities

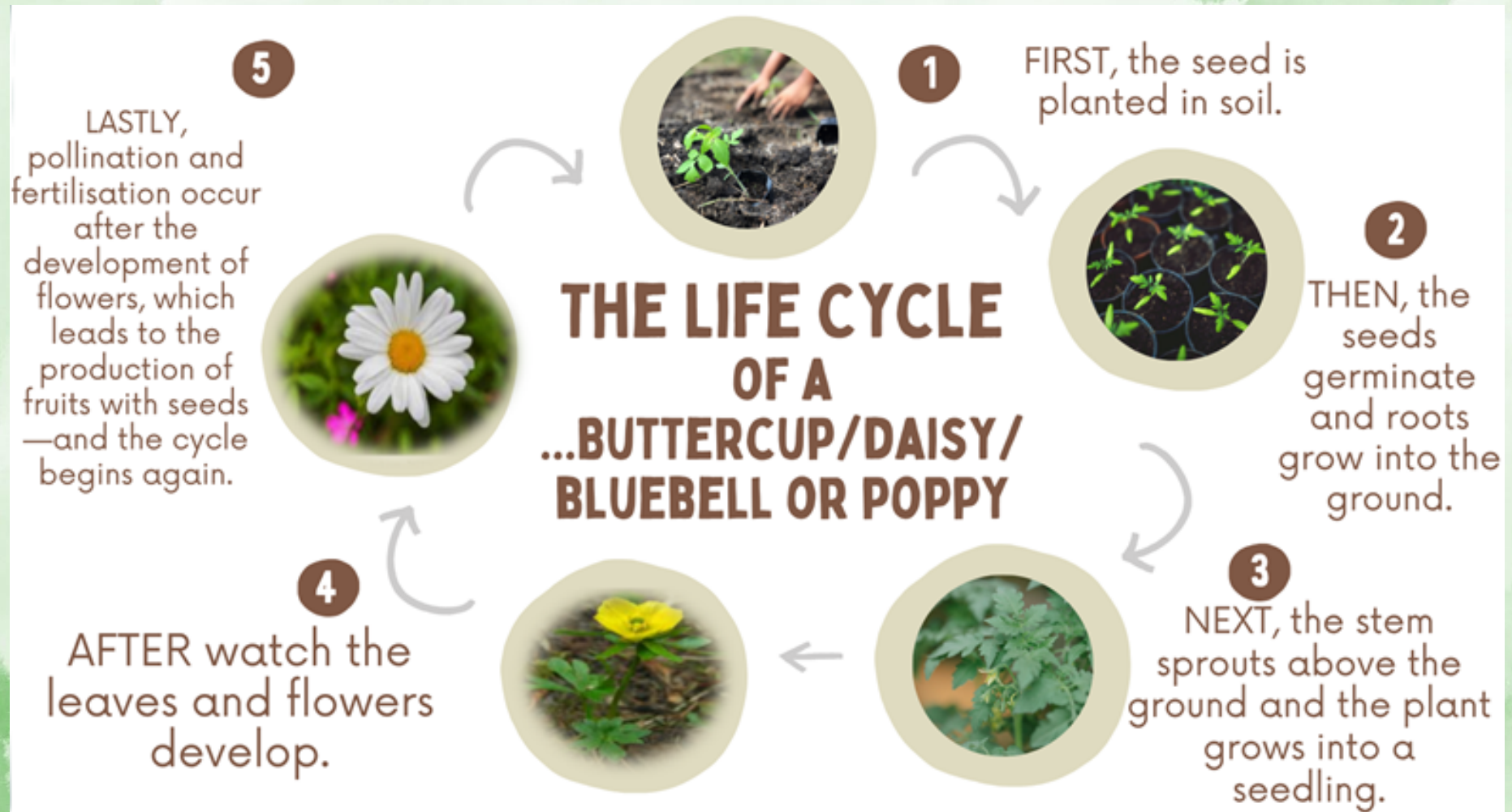
Baking and Cooking	<p>Use measuring cups and spoons to explore volume.</p> <p>Follow a simple recipe, counting ingredients, weighing and measuring quantities.</p> <p>Discuss concepts of more and less when adding ingredients.</p>
Gardening and Nature Exploration	<p>Measure the height of plants as they grow, introducing concepts of length.</p> <p>Count seeds and discuss quantities when planting.</p> <p>Explore weight by using a balance scale to compare different types of soil or produce.</p>
Forest School	<p>Estimate and measure distances between trees or objects in the forest.</p> <p>Count different types of leaves, flowers, or rocks.</p> <p>Use natural materials (like sticks or stones) for basic addition and subtraction activities.</p>
Play-Based Learning	<p>Count children during circle time, and discuss concepts of more and less.</p> <p>Use calendar activities to teach days of the week, months, and simple addition or subtraction with dates.</p> <p>Measure time using timers or sand timers during activities.</p> <p>Using 5 and 10 frames</p>
Daily Routines	<p>Count children during circle time, and discuss concepts of more and less.</p> <p>Use calendar activities to teach days of the week, months, and simple addition or subtraction with dates.</p> <p>Measure time using timers or sand timers during activities.</p> <p>Incorporate 5 and 10 frames into daily activities, such as self-registration.</p>
Water Play	<p>Children learn about capacity as they fill and pour different containers, comparing sizes and discussing full, empty, and half-full states.</p> <p>Children can engage in counting games, such as counting scoops of water or how many containers they've filled.</p> <p>Creating patterns with floating objects – Heavy and light objects and materials.</p> <p>Water play encourages children to think critically and solve problems, such as how to fill a container without spilling or how to make objects float . Children can take part in floating or sinking experiments.</p>
Building and construction	<p>Identify and name various shapes (squares, rectangles, triangles) during play.</p> <p>Discuss how different shapes can be combined to create structures, emphasizing concepts like sides and angles.</p> <p>Use rulers, measuring tapes, or blocks to measure the height of towers or the length of walls.</p> <p>Compare the sizes of different structures, discussing concepts like longer, shorter, taller, and wider.</p> <p>Count how many blocks are needed to complete a structure.</p> <p>Use numbered blocks to reinforce number recognition during building games.</p> <p>Encourage children to create patterns with colours or shapes in their constructions.</p> <p>Discuss symmetrical designs and challenge children to build mirrored structures.</p> <p>Present scenarios where children must figure out how to make a structure stable or tall.</p> <p>Encourage discussions about what works and what doesn't, promoting analytical thinking.</p> <p>Use different-sized containers to explore how many smaller blocks fit into larger ones.</p> <p>Discuss filling and emptying containers while comparing capacities during building play.</p> <p>Discuss how buildings are constructed in the real world, incorporating measurements and design.</p>

# Mathematics Vocabulary

Place value	Measure (length and height)	Measure (mass, capacity and temperature)	Measure (time)	Shape	Position and direction	Pattern
amount, backwards, collection, count, few, fewer (than), forwards, how many, largest, lot(s), more (than), number, numeral, same, smallest, subitise	big, bigger, large, little, small, smaller	big, bigger, large, little, small, smaller	first, next, now, before, then, morning, afternoon	build, curved, curvy, different, flat, match, pointy, round, same, sharp, stack, 2D, 3D, angle,	behind, between, down in, in front, inside, move, on, out, outside, over, through, under, up, position,	after, line, next, pattern, spot, star, stripe, swirl, zigzag



# Grow the class flower



*Hot chocolate cup*



Pretend to hold a hot chocolate. Take a deep breath in as I smell it and blow out to cool it down.



*Blow out the candles*

Take deep breaths in and blow on to one finger at a time to blow the candles out.



*Time*

Time to think and to begin to regulate my emotions.



*Yoga*

Yoga helps me to focus in the moment on each part of my body. It is good for the mind and for physical exercise.

*You*

Be my role model.  
Stay calm with me when I am learning to regulate my emotions.  
Play games with me such as puzzles and share stories with me.  
Be my positive and approachable adult.  
Give me a cuddle.  
Allow me to have space to self-regulate but guide me when I need it.  
Use 'now' and 'next' language for me to follow direction and routine.



*Label emotions*

Encourage me to label how I am feeling, sad/ happy/ nervous etc. Be familiar with the colour monster story to support me to know emotions. Share conversations about what makes us feel this way.



*Squeeze and relax*

When I am feeling angry it can be challenging to manage the feeling. Encourage me to squeeze my fists and relax, squeeze and relax whilst taking deep breaths.

*Musical sound*



I can focus on the sound whilst regulating my breathing.

# Emotion Coaching in practice

Recognising  
and  
empathising

Notice without judgement.  
Not dismissing or disapproving the emotions.  
Pause to notice what feelings the child may be communicating through their behaviour (iceberg model).

Validating  
feelings and  
labelling

**Label**  
“I wonder if you are feeling...”  
“I can see you are (describe emotion seen)”  
“I can see something’s not quite right – can you tell me about it?”  
“You seem X to me”  
“Your (face/body/action) shows me that you might be feeling X”  
**Validating**  
“I understand why you feel...”  
“It’s okay to feel...”  
“I would feel X too”  
“That would make me...”

*(if needed)*  
Setting limits  
on behaviour

“It’s okay to feel X but our rules are that we...”  
“It’s normal to feel X but it is not okay too...”  
“This is not a safe place to be angry. Let’s go to a safe place where we can talk”  
“Remember, we... (use kind hands in nursery, show we are ready to listen)”

Problem-  
solving with  
child/young  
person

“Can you think of a different way to show you feel...?”  
“Shall we decide what to do next time you feel like this?”  
“Let’s think of what you could have done instead”  
“I can help you think of a different way to cope. How about..”  
“Can you remember feeling this way before? What did you do that helped?”  
“Have you thought about doing X instead?”  
“Can you remember what we said before?”  
“Can you try X next time?”



# Inclusive Practices

Implementing inclusive practices involves several key strategies:

## **Offering a diverse range of learning materials:**

Provide books, toys, and activities that represent various cultures, abilities, and family structures.

## **Employing flexible teaching strategies:**

Use a variety of approaches, such as visual aids, auditory methods, and hands-on activities, to accommodate different learning styles.

## **Adapting the physical environment:**

Create spaces that are accessible and comfortable for all children, including those with physical disabilities or sensory sensitivities.

## **Encouraging communication and collaboration:**

Foster opportunities for children to interact, share ideas, and work together on projects. Providing individualised support  
Offer tailored assistance for children with specific needs, such as those with learning disabilities or those who are learning a new language.

## **Celebrating diversity during mealtimes:**

Acknowledge dietary requirements and offer a variety of food options that reflect different cultural backgrounds. By implementing these inclusive practices, early years settings can cultivate a positive and enriching learning environment where all children can thrive, develop a strong sense of belonging, and reach their full potential.

# Characteristics of Effective Learning

<b>Playing and Exploring</b>  Children investigate and experience things and 'have a go'.	<b>Exploring and Investigating Elephant</b> <u>Children will be learning to:</u> -Realise that their actions have an effect on the world, so they want to keep repeating them. -Show curiosity about objects, events and people. -Investigate to make discoveries, using their senses to explore the world around them.	<b>Go for it Gorilla</b> <u>Children will be learning to:</u> -Respond to new experiences that you bring to their attention. -Show a 'can do' attitude. -Learn through trial and error. -Initiating activities.	<b>Recalling Rhino</b> <u>Children will be learning to:</u> -Make independent choices. -Bring their own interests and fascinations into learning. -Pretend objects are things from their experience and represent experiences in play. -Taking on a role in their play.
<b>Active Learner</b>  Children concentrate and keep on trying if they encounter difficulties and enjoy achievements.	<b>Concentrating Crocodile</b> <u>Children will be learning to:</u> -Predict and participate in routines. -Showing high levels of involvement, energy, fascination - <i>Level 5</i> .	<b>Persevering Parrot</b> <u>Children will be learning to:</u> -Persevering when things are difficult. -Bouncing back after difficulties.	<b>Proud Peacock</b> <u>Children will be learning to:</u> -Be proud of how they have accomplished something - <b>(Not just the end goal!)</b> -Show satisfaction for giving something ago/ achieving something. -Enjoy meeting challenges for their own sake rather than external rewards or praise.
<b>Thinking Creatively and Critically</b>  Children have and develop their own ideas, make links between ideas and develop strategies for doing things	<b>Choosing Chimp</b> <u>Children will be learning to:</u> -Know more, so feel confident about coming up with their own ideas. -Make independent choices. -Finding new ways of doing things - through trial and error.	<b>Linking Lion</b> <u>Children will be learning to:</u> -Making predictions and testing their ideas. -Have their own ideas, make links. -Scaffolding on their play. -Focus their thinking. -Noticing pattern in their experience e.g. seasons.	<b>Resourceful Robin</b> <u>Children will be learning to:</u> -Plan, make decisions about how to approach a task, solve a problem and reach a goal. -Be flexible changing strategy as needed. -Adapt and adjust to achieve end goal.

# Characteristics of Effective Learning

To effectively utilise these characteristics, begin by incorporating them into daily practices. Reward children with a sticker when you notice a specific characteristic in their behaviour. Additionally, include relevant terminology in your observations. Share comment boxes with parents, allowing them to convey their observations on learning and characteristics from home.

Regular reflection is essential to determine the most effective ways to teach and engage each child, making adaptations whenever necessary. If children need to make connections or think critically, consider what strategies you, as a practitioner, can implement to help them achieve these goals.

Exploring &  
investigating elephant



Go for it Gorilla



Recall rhino



Choosing chimp



Linking lion



Resourceful Robin



Concentrating  
crocodile



Persevering parrot



Proud peacock





# Continuous:

## Planning

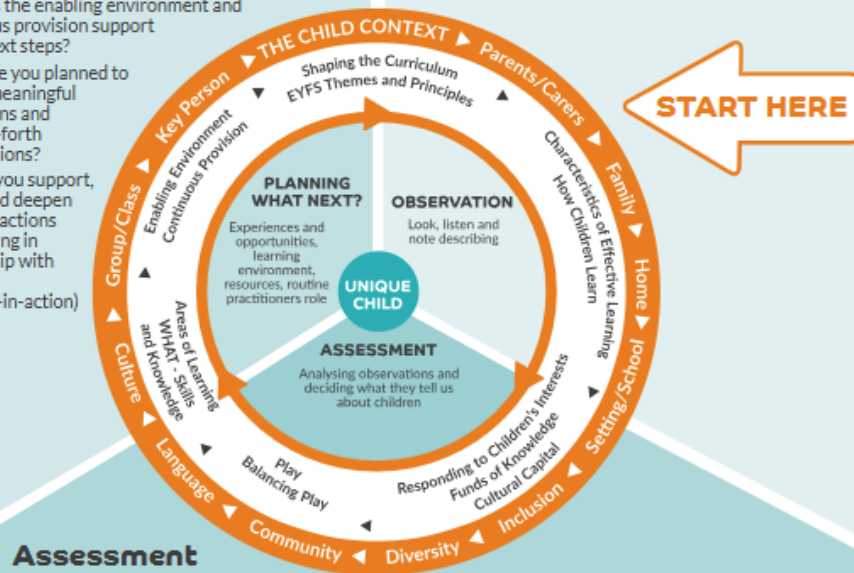
Decide how best to support, extend and teach children. Based on your observations and assessments, consider the following questions:

- Have you engaged with me/us to co-construct our next steps together?
- Have you considered my/our interests in the planning? (child-led)
- Have you planned a specific experience or activity to teach a skill or knowledge? (adult-led)?
- How does the enabling environment and continuous provision support my/our next steps?
- What have you planned to support meaningful interactions and back-and-forth conversations?
- How will you support, extend and deepen play, interactions and learning in partnership with me/us? (Planning-in-action)

## Observation

Observe children as they act and interact in their play, everyday activities and planned activities, and learn from parents about what the child does at home.

- How do you see me?
- Are you observing carefully when I am on my own and when I am with others?
- Am I involved in continuous provision?
- Have you observed while engaging with me/us? (Observation-in-action)



## Assessment

Reflect on what you have noticed to help you understand the child/children. Consider the following questions:

- How do you understand me?
- Do you understand how I feel? What I am interested in? What question may be in my mind?
- How am I approaching my learning? (Characteristics of Effective Learning)
- What have I learned and understood? (Areas of Learning and Development)
- What do you think is happening as you listen and engage with me/us? (Assessment-in-action)

## Learning and Development:

Children's development and learning is best supported by starting from the child, and then matching interactions and experiences to meet the child's needs. The observation, assessment and planning (OAP) cycle describes what is frequently called assessment for learning, or formative assessment. On-going formative assessment is at the heart of effective early years practice. It involves observation of children as a part of all activity, which is most often held in the mind of the practitioner but may sometimes be documented, using this rich information to understand how a child is developing, learning and growing, and then planning the next steps for the adults in supporting and extending the learning.

*(Birth to 5 matters)*

## In the moment:

The practitioner must model and support the child within their play, extending the child's learning based on their interests and needs.