

# Development Matters 2020

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Children in Reception

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

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

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

Children in reception will be learning to:	Examples of how to support this:
<ul style="list-style-type: none"><li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li></ul>	<p>Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives.</p> <p>Make the books available for children to share at school and at home.</p>

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

Children in reception will be learning to:	Examples of how to support this:
<ul style="list-style-type: none"> <li>• Manage their own needs.                             <ul style="list-style-type: none"> <li>- personal hygiene</li> </ul> </li> </ul>	<p>Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.</p> <p>Model practices that support good hygiene, such as insisting on washing hands before snack time.</p> <p>Narrating your own decisions about healthy foods, highlighting the importance of eating plenty of fruits and vegetables.</p> <p>Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.</p> <p>Work with parents and health visitors or the school nurse to help children who are not usually clean and dry throughout the day.</p>
<ul style="list-style-type: none"> <li>• Know and talk about the different factors that support their overall health and wellbeing;                             <ul style="list-style-type: none"> <li>- regular physical activity</li> <li>- healthy eating</li> <li>- toothbrushing</li> <li>- sensible amounts of 'screen time'</li> <li>- having a good sleep routine</li> <li>- being a safe pedestrian</li> </ul> </li> </ul>	<p>Talk with children about exercise, healthy eating and the importance of sleep.</p> <p>Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.</p> <p>Explain to children and model how to travel safely in their local environment, including: staying on the pavement, holding hands and crossing the road when walking, stopping quickly when scootering and cycling, and being sensitive to other pedestrians.</p>

Children in reception will be learning to:	Examples of how to support this:
<ul style="list-style-type: none"> <li>• Revise and refine the fundamental movement skills they have already acquired:               <ul style="list-style-type: none"> <li>- rolling</li> <li>- crawling</li> <li>- walking</li> <li>- jumping</li> <li>- running</li> <li>- hopping</li> <li>- skipping</li> <li>- climbing</li> </ul> </li> </ul>	<p>Provide regular access to appropriate outdoor space. Ensure there is a range of surfaces to feel, move and balance on, such as grass, earth and bark chippings.</p> <p>Give children experience of carrying things up and down on different levels (slopes, hills and steps).</p> <p>Provide a choice of open-ended materials to play that allow for extended, repeated and regular practising of physical skills like lifting, carrying, pushing, pulling, constructing, stacking and climbing.</p> <p>Provide regular access to floor space indoors for movement.</p> <p>Ensure that spaces are accessible to children with varying confidence levels, skills and needs.</p> <p>Provide a wide range of activities to support a broad range of abilities.</p> <p>Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in.</p> <p>Create low-pressure zones where less confident children can practise movement skills on their own, or with one or two others.</p> <p>Model precise vocabulary to describe movement and directionality, and encourage children to use it.</p>
<ul style="list-style-type: none"> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> </ul>	<p>Provide children with regular opportunities to practise their movement skills alone and with others.</p> <p>Challenge children with further physical challenges when they are ready, such as climbing higher, running faster and jumping further.</p> <p>Encourage children to conclude movements in balance and stillness.</p> <p>Allow for time to be still and quiet. Suggestion: looking up at the sky, or sitting or lying in a den.</p>
<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>Encourage children to be highly active and get out of breath several times every day.</p> <p>Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.</p> <p>Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options.</p>
<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>Before teaching children the correct pencil grip and posture for writing, or how to use a knife and fork and cut with scissors, check:</p> <ul style="list-style-type: none"> <li>- that children have developed their upper arm and shoulder strength sufficiently: they do not need to move their shoulders as they move their hands and fingers</li> <li>- that they can move and rotate their lower arms and wrists independently</li> </ul>



Children in reception will be learning to:	Examples of how to support this:
	<p>Help children to develop the core strength and stability they need to support their small motor skills. Encourage and model tummy-crawling, crawling on all fours, climbing, pulling themselves up on a rope and hanging on monkey bars. Offer children activities to develop and further refine their small motor skills. Suggestions: threading and sewing, woodwork, pouring, stirring, dancing with scarves, using spray bottles, dressing and undressing dolls, planting and caring for plants, playing with small world toys, and making models with junk materials, construction kits and malleable materials like clay.</p> <p>Regularly review the equipment for children to develop their small motor skills. Is it appropriate for the different levels of skill and confidence of children in the class? Is it challenging for the most dexterous children?</p> <p>Continuously check how children are holding pencils for writing, scissors and knives and forks. Offer regular, gentle encouragement and feedback. With regular practise, the physical skills children need to eat with a knife and fork and develop an efficient handwriting style will become increasingly automatic.</p>
<ul style="list-style-type: none"> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> </ul>	<p>Provide areas for sitting at a table that are quiet, purposeful and free of distraction.</p> <p>Give children regular, sensitive reminders about correct posture.</p> <p>Provide different chairs at the correct height for the range of children in the class, so that their feet are flat on the floor or a footrest.</p> <p>Provide different tables at the correct height for the range of children in the class. The table supports children's forearms. The top of the table is slightly higher than the height of the child's elbow flexed to 90 degrees.</p>
<ul style="list-style-type: none"> <li>• Combine different movements with ease and fluency.</li> </ul>	<p>Create obstacle courses that demand a range of movements to complete, such as crawling through a tunnel, climbing onto a chair, jumping into a hoop and running and lying on a cushion.</p> <p>Provide opportunities to move that require quick changes of speed and direction. Suggestions: run around in a circle, stop, change direction and walk on your knees going the other way.</p> <p>Encourage precision and accuracy when beginning and ending movements.</p>
<ul style="list-style-type: none"> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>• Develop overall body-strength, balance, co-ordination and agility.</li> </ul>	<p>Encourage children to use a range of equipment. These might include: wheeled toys, wheelbarrows, tumbling mats, ropes to pull up on, spinning cones, tunnels, tyres, structures to jump on/off, den-making materials, logs and planks to balance on, A-frames and ladders, climbing walls, slides and monkey bars.</p>
<ul style="list-style-type: none"> <li>• Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> </ul>	<p>Provide a range of different sized 'balls' made out of familiar materials like socks, paper bags and jumpers that are softer and slower than real balls.</p> <p>Introduce full-sized balls when children are confident to engage with them.</p> <p>Introduce tennis balls, ping pong balls, beach balls and balloons.</p>

Children in reception will be learning to:	Examples of how to support this:
	<p>Introduce a range of resources used to bat, pat and hit a ball, modelling how to do this and giving children plenty of time for practise.</p> <p>Introduce children to ball games with teams, rules and targets when they have consolidated their ball skills.</p>
<ul style="list-style-type: none"> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul>	<p>Encourage children to draw freely.</p> <p>Engage children in structured activities: guide them in what to draw, write or copy.</p> <p>Teach and model correct letter formation.</p> <p>Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</p> <p>Plan for regular repetition so that correct letter formation becomes automatic, efficient and fluent over time.</p>
<ul style="list-style-type: none"> <li>• Further develop the skills they need to manage the school day successfully:               <ul style="list-style-type: none"> <li>- lining up and queuing</li> <li>- mealtimes</li> </ul> </li> </ul>	<p>Carefully explain some of the rules of lining up and queuing, such as not standing too close or touching others. Give children simple verbal and visual reminders.</p> <p>Celebrate, praise and reward children as they develop patience, turn-taking and self-control when they need to line up and wait.</p> <p>Teach and model for children how to eat with good manners in a group, taking turns and being considerate to others.</p>

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

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

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

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

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

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



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

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

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