



# The Creative Learning Journey

# Dragonflies Let's celebrate

## PSED & RELIGIOUS EDUCATION

### Making relationships 0-5

- Initiates conversations, attends to and takes account of what others say.
- Explains own knowledge and understanding, and asks appropriate questions of others.
- Takes steps to resolve conflicts with other children, e.g. finding a compromise.

### Making relationships 0-5

- Children play co-operatively, taking turns with others.
- They take account of one another's ideas about how to organise their activity.
- They show sensitivity to others' needs and feelings.
- They form positive relationships with adults and other children.

### Self-confidence and self-awareness 0-5

- Confident to speak to others about own needs, wants, interests and opinions.
- Can describe self in positive terms and talk about abilities.

### Self-confidence and self-awareness 0-5

- Children are confident to try new activities.
- They say why they like some activities more than others.
- They are confident to speak in a familiar group, will talk about their ideas.
- They will choose the resources they need for their chosen activities.

- They say when they do or don't need help.

### Managing feelings and behaviour 0-5

- Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.
- Can usually adapt behaviour to different events, social situations and changes in routine.

### Managing feelings and behaviour 0-5

- Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.
- Aware of the boundaries set, and of behavioural expectations in the setting.
- Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.

### Managing feelings and behaviour 0-5

- Children talk about how they and others show feelings.
- They talk about their own and others' behaviour, and its consequences.
- They know that some behaviour is unacceptable.
- They work as part of a group or class, and understand and follow the rules.
- They adjust their behaviour to different situations, and take changes of routine in their stride.

### Let's celebrate

PSED - continuous provision this half term will include; Develop play partners, responding, listening and speaking, gain independence in child initiated learning and open ended play. Continue to talk about feelings and being kind. Begin to resolve conflicts and disputes without adult support. Below is a programme of learning themes. They will be priority learning, but they will be enhanced by other activities, such as number and shape and making friends. Special other than continuous provision  
 WEEK 1 Light up the dark, Autumn, Halloween, Divali Reception Halloween Disco  
 WEEK 2 Light up the dark, Autumn, Halloween, Bonfires,  
 WEEK 3 Light up the dark Autumn. Bonfires,  
 WEEK 4 Light up the dark Autumn. Out after dark  
 WEEK 5 The first Christmas  
 WEEK 6 Christmas at home  
 Reception Christmas Nativity Performance  
 WEEK 7 Christmas activities party

### CL - continuous provision this term will include:

Using speaking and listening to develop relationships. Understand routines and access resources. To listen to peers and respond appropriately. To introduce their own story lines into their play, using the enhancements from the Halloween role-play/imaginative writing area and Christmas role-play/imaginative writing area.

WEEK 1 Light up the dark, Autumn, Halloween, Divali  
 WEEK 2 Light up the dark, Autumn, Halloween, Bonfires,  
 WEEK 3 Light up the dark Autumn. Bonfires,  
 WEEK 4 Light up the dark Autumn. Out after dark  
 Halloween themed role play

WEEK 5 The first Christmas  
 WEEK 6 Christmas at home  
 WEEK 7 Christmas activities party  
 Christmas themed role play. Christmas Nativity Performance.

### UTW - continuous provision this half term will include:

Noticing the similarities, differences, patterns and changes over Autumn to Winter. Beginning to understand similarities and differences between how they and other people around them celebrate the different festivals. Continue to use technology to find out about the world around us and to complete simple computer and iPad programs.

Special other than continuous provision  
 WEEK 1 Light up the dark, Autumn, Halloween, Divali Woodland trip. Observe the signs of autumn and talk about how living things respond. Name woodland creatures and talk about their habitats. Children talk how they celebrated Halloween, discuss the similarities and differences between each other. Reception Halloween Disco.

WEEK 2 Light up the dark, Autumn, Halloween, Bonfires, Children talk how they celebrated Guy Fawkes Night - discussing the similarities and differences between each other.  
 WEEK 3 Light up the dark Autumn. Bonfires,  
 WEEK 4 Light up the dark Autumn. Out after dark  
 WEEK 5 The first Christmas

Find out about the first Christmas and appreciate its distance in time and place. Complete simple Christmas games on the laptops and iPads.  
 WEEK 6 Christmas at home  
 Talking about their own and others' Christmas traditions. Accept differences. Complete simple Christmas games on the laptops and iPads.  
 WEEK 7 Christmas activities party  
 Children join in with Reception Christmas party celebrations.

MD - continuous provision  
 Opportunities for counting 0-5  
 Saying one more and one less  
 Recognising 2D and 3D shapes  
 Using shapes to create patterns  
 Using positional language.  
 Using the vocabulary for addition and subtraction  
 Using simple words to differentiate  
 Begin to order things by their length  
 To sequence familiar routines  
 Weekly small group maths work  
 Using simple words to differentiate  
 Begin to order things by their length  
 To sequence familiar routines  
 Weekly small group maths work  
 Using simple words to differentiate  
 Begin to order things by their length  
 To sequence familiar routines  
 Weekly small group maths work

Special other than continuous provision  
 WEEK 1 Light up the dark, Autumn, Halloween, Bonfires, Measuring real life pumpkins from small, medium to big.  
 WEEK 2 Light up the dark, Autumn, Halloween, Bonfires, Numbered Pumpkins and counting  
 WEEK 3 Light up the dark, Autumn, Halloween, Bonfires, Christmas number games on the laptops and iPads.  
 WEEK 4 Light up the dark, Autumn, Halloween, Bonfires, Christmas number games on the laptops and iPads.  
 WEEK 5 The first Christmas, Christmas number games on the laptops and iPads.  
 WEEK 6 Christmas at home, Christmas number games on the laptops and iPads.  
 WEEK 7 Christmas activities party, Christmas number games on the laptops and iPads.

## UNDERSTANDING THE WORLD

### People and communities 0-5

- The beginnings of understanding of People and communities lie in early attachment and other relationships. See Personal, Social and Emotional Development and Communication and Language.

### People and communities 0-5

- Enjoys joining in with family customs and routines.

### People and communities 0-5

- Children talk about past and present events in their own lives and in the lives of family members.
- They know that other children don't always enjoy the same things, and are sensitive to this.
- They know about similarities and differences between themselves and others, and among families, communities and traditions.

### The world 0-5

- Looks closely at similarities, differences, patterns and change.

### The world 0-5

- Children know about similarities and differences in relation to places, objects, materials and living things.
- They talk about the features of their own immediate environment and how environments might vary from one another.
- They make observations of animals and plants and explain why some things occur, and talk about changes.

### Technology 0-5

- Completes a simple program on a computer.
- Uses ICT hardware to interact with age-appropriate computer software.

### Technology 0-5

- Children recognise that a range of technology is used in places such as homes and schools.
- They select and use technology for particular purposes.

## MATHEMATICS AND COMPUTING

### Numbers 0-5

- Notices changes in number of objects/images or sounds in group of up to 3.

### Numbers 0-5

- Uses some number names accurately in play.
- Recites numbers in order to 10.
- Shows an interest in numerals in the environment.
- Shows an interest in representing numbers.

### Numbers 0-5

- Recognise some numerals of personal significance.
- Recognises numerals 1 to 5.
- Counts up to three or four objects by saying one number name for each item.
- Counts actions or objects which cannot be moved.
- Counts objects to 10, and beginning to count beyond 10.
- Counts out up to six objects from a larger group.
- Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.
- Counts an irregular arrangement of up to ten objects.
- Estimates how many objects they can see and checks by counting them.

- Records, using marks that they can interpret and explain.
- Begins to identify own mathematical problems based on own interests and fascinations.

### Numbers 0-5

- Children count reliably with numbers from one to 20, place them in order.
- They can say which number is one more or one less than a given number.
- They count on or back to find the answer.

### Shape, space and measure 0-5

- Beginning to use mathematical names for solid 3D shapes and flat 2D shapes, and mathematical terms to describe shapes.
- Selects a particular named shape.
- Can describe their relative position such as behind or next to.
- Orders two or three items by length or height.
- Orders two items by weight or capacity.
- Uses familiar objects and common shapes to create and recreate patterns and build models.
- Orders and sequences familiar events.

### LAW

... is part of the focus in Managing feelings and behaviour. Staff ensure that children understand their own and others' behaviour, understand consequences and distinguish right from wrong. Children help to create their rules and codes for behaviour.

Class charters  
 BRSA  
 Links with organisations outside school

### DEMOCRACY

The children learn through the self-confidence and self-awareness strand in the PSED curriculum.

Children are given opportunities to see themselves as part of the bigger picture, they are encouraged to take responsibility and take decisions that affect the bigger group. They begin to

## OUTDOOR

Outdoor learning in Reception classes are in their curriculum. They can be seen in the specific areas on the school site. The children are given the opportunity to take responsibility for our curriculum and to provide



PD - continuous provision this half term will include:  
Develop gross motor skills, balance and co-ordination in weekly P.E. sessions and outdoors.  
Develop fine motor skills through drawing, small world, construction, dough and creative activities.  
Dedicated morning to develop letter formation skills through structured and independent activities.  
Promote an awareness of hand washing / hygiene routines in Reception.  
Increase understanding and interest in healthy lifestyles through snack area and cooking activities.

Special other than continuous provision  
WEEK 1 Light up the dark, Autumn, Halloween, Divali  
WEEK 2 Light up the dark, Autumn, Halloween, Bonfires, Firework dances, moving in a range of ways negotiating space.  
WEEK 3 Light up the dark Autumn. Bonfires,  
WEEK 4 Light up the dark Autumn. Out after dark  
WEEK 5 The first Christmas  
WEEK 6 Christmas at home  
WEEK 7 Christmas activities party

EAD - continuous provision this half term will include:  
Develop simple techniques; painting, cut and stuck, selecting appropriate materials, shaping and drawing.  
Learning how to work safely using the creative tools.  
Building imaginative stories into the play.  
Retelling stories with small world toys and puppets that are linked to the themes below.  
Learning songs linked to the themes. Learning Christmas songs.  
Exploring the musical instruments.  
Find out how autumn can be represented through colour, shape, texture and sounds.

Special other than continuous provision  
WEEK 1 Light up the dark, Autumn, Halloween, Divali  
WEEK 2 Light up the dark, Autumn, Halloween, Bonfires,  
WEEK 3 Light up the dark Autumn. Bonfires,  
WEEK 4 Light up the dark Autumn. Out after dark  
Halloween themed role play. Making Divali lamps, using colour for a purpose and new media. Halloween Pictures and Firework pictures - combining different media and materials. Themed dough - spices.

WEEK 5 The first Christmas  
WEEK 6 Christmas at home  
WEEK 7 Christmas activities party  
Christmas themed role play. Christmas themed crafts. Christmas songs, music and dance.

L - continuous provision this half term will include:  
Become familiar with contemporary stories and books; the characters and the settings of the stories. Begin to work in groups to blend and segment for reading and writing. Gain confidence with GPCs. Respond imaginatively and actively to stories they have heard.  
Imaginative writing areas set up.  
Weekly small group writing and reading work following children's individual abilities.

Special other than continuous provision  
WEEK 1 Light up the dark, Autumn, Halloween, Divali  
WEEK 2 Light up the dark, Autumn, Halloween, Bonfires,  
WEEK 3 Light up the dark Autumn. Bonfires,  
WEEK 4 Light up the dark Autumn. Out after dark  
Children write Halloween potion/spell recipes in role play  
Texts: Funnybones, Owl Babies, We're Going on a Bear Hunt, Autumn stories, Rama and Sita, Meg and Mog, Winnie the Witch

WEEK 5 The first Christmas  
WEEK 6 Christmas at home  
WEEK 7 Christmas activities party  
Bible stories. Christmas themed stories. Winter themed stories. Children write letters to Santa and label presents to their friends and words they can write (cat, dog, etc) in the Christmas role play area.

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Autumn, Halloween, Divali  
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Autumn. Bonfires,  
Autumn. Out after dark

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## LEARNING

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MUTUAL RESPECT  
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TOLERANCE  
Staff create an  
ethos of  
individuality and  
tolerance. Children  
learn about  
differences between  
themselves and  
others. They share  
practices and  
celebrations.  
Staff emphasise  
tolerant and sharing  
behaviours. Staff  
promote diversity in

## INDIVIDUAL LIBERTIES

Children develop a  
positive sense of  
themselves, Staff  
plan opportunities to  
increase self  
esteem. Achieved  
through the PSED  
and UW curricula

## PHYSICAL EDUCATION

**Moving and Handling 0-5**  
• Turns head in response to sounds and sights.

**Moving and Handling 0-5**  
• Experiments with different ways of moving.  
• Jumps off an object and lands appropriately.  
• Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.  
• Travels with confidence and skill around, under, over and through balancing and climbing equipment.  
• Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.  
• Uses simple tools to effect changes to materials.  
• Handles tools, objects, construction and malleable materials safely and with increasing control.  
• Shows a preference for a dominant hand.  
• Begins to use anticlockwise movement and retrace vertical lines.  
• Begins to form recognisable letters.  
• Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

**Moving and Handling 0-5**  
• Children show good control and co-ordination in large and small movements.

• They move confidently in a range of ways, safely negotiating space.  
• They handle equipment and tools effectively, including pencils for writing.

**Health and self-care 0-5**  
• Eats a healthy range of foodstuffs and understands need for variety in food.  
• Usually dry and clean during the day.  
• Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.  
• Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.  
• Shows understanding of how to transport and store equipment safely.  
• Practices some appropriate safety measures without direct supervision.

**Health and self-care 0-5**  
• Children know the importance for good health of physical exercise, and a healthy diet.  
• They talk about ways to keep healthy and safe.  
• They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

## EXPRESSIVE ARTS AND DESIGN

**Exploring and using media and materials 0-5**  
• Sings a few familiar songs.

**Exploring and using media and materials 0-5**  
• Begins to build a repertoire of songs and dances.  
• Explores the different sounds of instruments.  
• Explores what happens when they mix colours.  
• Experiments to create different textures.  
• Understands that different media can be combined to create new effects.  
• Manipulates materials to achieve a planned effect.  
• Constructs with a purpose in mind, using a variety of resources.  
• Uses simple tools and techniques competently and appropriately.  
• Selects appropriate resources and adapts work where necessary.  
• Selects tools and techniques needed to shape, assemble and join materials they are using.

**Exploring and using media and materials 0-5**  
• Children sing songs, make music and dance, and experiment with ways of changing them.

• They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

**Being imaginative 0-5**  
• Create simple representations of events, people and objects.  
• Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.  
• Chooses particular colours to use for a purpose.  
• Introduces a storyline or narrative into their play.  
• Plays alongside other children who are engaged in the same theme.  
• Plays cooperatively as part of a group to develop and act out a narrative.

**Being imaginative 0-5**  
• Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.  
• They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

## COMMUNICATION AND LANGUAGE

**Listening and attention 0-5**  
• Listens to others one to one or in small groups, when conversation interests them.

**Speaking 0-5**  
• Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.  
• Uses language to imagine and recreate roles and experiences in play situations.  
• Links statements and sticks to a main theme or intention.  
• Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.

• Introduces a storyline or narrative into their play.

**Speaking 0-5**  
• Children express themselves effectively, showing awareness of listeners needs.  
• They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.  
• They develop their own narratives and explanations by connecting ideas or events.

## LITERACY

**Reading 0-5**  
• Enjoys rhyming and rhythmic activities.

**Writing 0-5**  
• Gives meaning to marks they make as they draw, write and paint.

• Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.  
• Writes own name and other things such as labels, captions.  
• Attempts to write short sentences in meaningful

# Dragonflies Autumn 2 2016

## UNDERSTANDING THE WORLD

### People and communities 0-5

- The beginnings of understanding of People and communities lie in early attachment and other relationships. See Personal, Social and Emotional Development and Communication and Language.

### People and communities 0-5

- Enjoys joining in with family customs and routines.

### People and communities 0-5

- Children talk about past and present events in their own lives and in the lives of family members.
- They know that other children don't always enjoy the same things, and are sensitive to this.
- They know about similarities and differences between themselves and others, and among families, communities and traditions.

### The world 0-5

- Looks closely at similarities, differences, patterns and change.

### The world 0-5

- Children know about similarities and differences in relation to places, objects, materials and living things.
- They talk about the features of their own immediate environment and how environments might vary from one another.
- They make observations of animals and plants and explain why some things occur, and talk about changes.

### Technology 0-5

- Completes a simple program on a computer.
- Uses ICT hardware to interact with age-appropriate computer software.

### Technology 0-5

- Children recognise that a range of technology is used in places such as homes and schools.
- They select and use technology for particular purposes.

## MATHEMATICS AND COMPUTING

### Numbers 0-5

- Notices changes in number of objects/images or sounds in group of up to 3.

### Numbers 0-5

- Uses some number names accurately in play.
- Recites numbers in order to 10.
- Shows an interest in numerals in the environment.
- Shows an interest in representing numbers.

### Numbers 0-5

- Recognise some numerals of personal significance.
- Recognises numerals 1 to 5.
- Counts up to three or four objects by saying one number name for each item.
- Counts actions or objects which cannot be moved.
- Counts objects to 10, and beginning to count beyond 10.
- Counts out up to six objects from a larger group.
- Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.
- Counts an irregular arrangement of up to ten objects.
- Estimates how many objects they can see and checks by counting them.
- Uses the language of more and fewer to compare two sets of objects.
- Finds the total number of items in two groups by counting all of them.
- Says the number that is one more than a given number.
- Finds one more or one less from a group of up to five objects, then ten objects.
- In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
- Records, using marks that they can interpret and explain.
- Begins to identify own mathematical problems based on own interests and fascinations.

### Numbers 0-5

- Children count reliably with numbers from one to 20, place them in order.
- They can say which number is one more or one less than a given number.
- They count on or back to find the answer.

### Shape, space and measure 0-5

- Beginning to use mathematical names for solid 3D shapes and flat 2D shapes, and mathematical terms to describe shapes.
- Selects a particular named shape.
- Can describe their relative position such as behind or next to.
- Orders two or three items by length or height.
- Orders two items by weight or capacity.
- Uses familiar objects and common shapes to create and recreate patterns and build models.
- Orders and sequences familiar events.

### Shape, space and measure 0-5

- Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.
- They recognise, create and describe patterns.
- They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

## PHYSICAL EDUCATION

### Moving and Handling 0-5

- Turns head in response to sounds and sights.

### Moving and Handling 0-5

- Experiments with different ways of moving.
- Jumps off an object and lands appropriately.
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
- Travels with confidence and skill around, under, over and through balancing and climbing equipment.
- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
- Uses simple tools to effect changes to materials.
- Handles tools, objects, construction and malleable materials safely and with increasing control.
- Shows a preference for a dominant hand.
- Begins to use anticlockwise movement and retrace vertical lines.
- Begins to form recognisable letters.
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

### Moving and Handling 0-5

- Children show good control and co-ordination in large and small movements.
- They move confidently in a range of ways, safely negotiating space.
- They handle equipment and tools effectively, including pencils for writing.

### Health and self-care 0-5

- Eats a healthy range of foodstuffs and understands need for variety in food.
- Usually dry and clean during the day.
- Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
- Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.
- Shows understanding of how to transport and store equipment safely.
- Practices some appropriate safety measures without direct supervision.

### Health and self-care 0-5

- Children know the importance for good health of physical exercise, and a healthy diet.
- They talk about ways to keep healthy and safe.
- They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

## EXPRESSIVE ARTS

### Exploring and using media

- Sings a few familiar songs

### Exploring and using media

- Begins to build a repertoire
- Explores the different sounds
- Explores what happens when
- Experiments to create different effects
- Understands that different materials can be used to create new effects.
- Manipulates materials to achieve effects
- Constructs with a purpose
- Uses simple tools and techniques to create new effects.
- Selects appropriate resources where necessary.
- Selects tools and techniques to assemble and join materials

### Exploring and using media

- Children sing songs, make sounds
- experiment with ways of changing sounds
- They safely use and explore tools and techniques, experiment with design, texture, form and function

### Being imaginative 0-5

- Create simple representations of objects
- Initiates new combinations of materials and objects
- gesture in order to express ideas and experiences
- Chooses particular colours and materials
- Introduces a storyline or narrative
- Plays alongside other children on the same theme
- Plays cooperatively as part of a group and act out a narrative

### Being imaginative 0-5

- Children use what they have learned to create original work and materials in original ways and purposes
- They represent their own ideas and feelings through design and drawing, dance, role play and stories

## ARTS AND DESIGN

### Media and materials 0-5

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## LITERACY

### Reading 0-5

- Enjoys rhyming and rhythmic activities.

### Writing 0-5

- Gives meaning to marks they make as they draw, write and paint.
- Begins to break the flow of speech into words.
- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- Writes own name and other things such as labels, captions.
- Attempts to write short sentences in meaningful contexts.

### Writing 0-5

- Children use their phonic knowledge to write words in ways which match their spoken sounds.
- They also write some irregular common words.

## COMMUNICATION AND LANGUAGE

### Listening and attention 0-5

- Listens to others one to one or in small groups, when conversation interests them.

### Speaking 0-5

- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
- Uses language to imagine and recreate roles and experiences in play situations.
- Links statements and sticks to a main theme or intention.
- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Introduces a storyline or narrative into their play.

### Speaking 0-5

- Children express themselves effectively, showing awareness of listeners needs.
- They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.
- They develop their own narratives and explanations by connecting ideas or events.

## PSED & RELIGIOUS EDUCATION

### Making relationships 0-5

- Initiates conversations, attends to and takes account of what others say.
- Explains own knowledge and understanding, and asks appropriate questions of others.
- Takes steps to resolve conflicts with other children, e.g. finding a compromise.

### Making relationships 0-5

- Children play co-operatively, taking turns with others.
- They take account of one another's ideas about how to organise their activity.
- They show sensitivity to others' needs and feelings.
- They form positive relationships with adults and other children.

### Self-confidence and self-awareness 0-5

- Confident to speak to others about own needs, wants, interests and opinions.
- Can describe self in positive terms and talk about abilities.

### Self-confidence and self-awareness 0-5

- Children are confident to try new activities.
- They say why they like some activities more than others.
- They are confident to speak in a familiar group, will talk about their ideas.
- They will choose the resources they need for their chosen activities.
- They say when they do or don't need help.

### Managing feelings and behaviour 0-5

- Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.
- Can usually adapt behaviour to different events, social situations and changes in routine.

### Managing feelings and behaviour 0-5

- Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.
- Aware of the boundaries set, and of behavioural expectations in the setting.
- Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.

### Managing feelings and behaviour 0-5

- Children talk about how they and others show feelings.
- They talk about their own and others' behaviour, and its consequences.
- They know that some behaviour is unacceptable.
- They work as part of a group or class, and understand and follow the rules.
- They adjust their behaviour to different situations, and take changes of routine in their stride.

**CHARACTERISTICS OF EFFECTIVE LEARNING****Playing and exploring – engagement**

1. Finding out and exploring
2. Playing with what they know
3. Being willing to 'have a go'

**Active learning - motivation**

1. Being involved and concentration
2. Keep trying
3. Enjoying achieving what they set out to do

**Creating and thinking critically - thinking**

1. Having their own ideas
2. Making links
3. Choosing ways to do things