

The Characteristics of Effective Learning (and teaching) **and the Prime and Specific Areas of Learning and Development are all interconnected.**

Playing and exploring – engagement

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

Active learning – motivation

Being involved and concentrating
Keeping trying
Enjoying achieving what they set out to do

Creating and thinking critically – thinking

Having their own ideas
Making links
Choosing ways to do things

Prime Areas of Learning and development

Personal, Social and Emotional Development

Making relationships
Self-confidence and self-awareness
Managing feelings and behaviour

Physical Development

Moving and handling
Health and self-care

Communication and Language

Listening and attention
Understanding
Speaking

Specific Areas of Learning and development

Literacy

Reading

Writing

Mathematics

Numbers

Shape, space and measure

Understanding the World

People and communities

The world

Technology

Expressive Arts and Design

Exploring and using media and materials

Being imaginative

Foundations of Literacy

- Learning to listen
- Time to talk
- Music, movement and memory
- Story time
- Learning about print
- Tuning into sound
- Moving into writing

Learning to listen

- Discrimination of sound
- Social listening
- Developing aural attention span
- Developing auditory memory
- Supporting children's listening

Time to talk

- Talk during child initiated activities
- Vocabulary development
- Repetition and innovation
- Develop expressive language
- Social language skills
- Support talk during imaginative play

Music, movement and memory

- Steady beat, rhythm and rhyme
- Articulation and song
- Music and auditory memory
- Left-right brain interaction
- Musical setting

Story time

- Listening skills
- Speaking skills
- Reading aloud-5 a day
- Imaginative engagement
- nurturing imagination

Learning about print

- Awareness
- Alphabet
- Concept of literacy
- Sight words
- Involvement with print

Tuning into sound

- Phonological awareness
- Phonemic awareness
- Phonics-sound-symbol associations

Moving into writing

- Handwriting movements
- Letter formation
- Pencil control
- Shared writing
- Emergent writing

Daily routine

7.30 -9.30 - breakfast and continuous provision session (garden open at 9 - 9.25)

9.30 - 9.50 Carpet Time

9.50 - 11.10 - all areas continuous provision session (Garden and Quiet room open)

11.00 - garden closed all children come inside

11.10 - 11.20 - Tidy up time.

11.20 - 11.30 - close carpet session

11.30 - 11.55 - Garden free play session

11.55 - 12.00 - children come inside in their key groups and get ready for lunch coats away washing hands etc.

12.00 - 1.00 - Lunch

1 - 1.20 - Garden free play session

1.20 - 2.35 - Continuous provision session (garden and quiet room open)

2.35 - 2.50 - Carpet Time

2.50 - 4.30 - Continuous provision session (Outside open when staffing allows) (Snack 3 - 4)

4.30 - 4.40 - close carpet session

4.40 - 5 - tidy up time

5 - 6 - Downstairs for free play in caterpillar room / outside