

R time

Matching the R time activities to the new Early Years Framework

September 2012



Matching R time's Early Years activities to the new Early Years Framework – September 2012

In three of the R time books where Early Years activities occur, each of the R time activities were matched to the requirements of the Early Years Foundation Stage (EYFS) curriculum, to demonstrate how the activities support the children's learning. These books are the main R time Manual; R time Activities for Early Years Foundation Stage and Key Stage One; and R time for Independent Nurseries.

Soon after we had completed this exercise Dame Clare Tickell's recommendations were announced, that the Early Years Foundation Stage be simplified, radically slimmed down, less bureaucratic and more focused on making sure children start school ready to learn. The previous EYFS had 6 areas of learning and 69 learning goals and the aim was to significantly reduce the number of early learning goals that children are assessed against at age five from 69 to 17. To reform the previous framework Dame Clare's recommendations for change were as follows:

- To focus on three prime areas as the foundations for children's ability to learn and develop healthily: **communication and language; physical development; and personal, social and emotional development.**
- With the three new prime areas of learning, a greater emphasis on making sure children have the basic social, emotional communication and language skills they need to learn and thrive at school – things like ***being able to make friends*** (R time's number one purpose) and *listen effectively*.
- Beneath the three prime areas should be four areas of learning where these skills are applied in practice: **literacy, mathematics, expressive arts and design and understanding the world.**

These changes came into effect on 1st September 2012. We have, therefore, revisited all 60 of R time's Early Years' activities and matched them to the **new** EYFS requirements. We have used the following list of **7 learning areas, the 17 learning goals and the 76 sub points which explain the learning goals** and have re-matched all the activities to these. We are very encouraged to see that R time's contribution continues to be a very positive one – especially in the areas of Communication and language; and Personal, Social and Emotional Development.

Learning Area 1: Communication and language:

*Listening and attention (this appears as **LA** in the table below) - which is explained as:*

- Children listen attentively in a range of situations.
- Listen to stories, accurately anticipating key events.
- Attend to what others say and respond appropriately.
- Respond to what they hear with relevant comments, questions or actions.
- Respond appropriately while engaged in another activity.

*Understanding (this appears as **U** in the table below) which is explained as:*

- Children follow instructions involving several ideas or actions.
- They answer how and why questions about their experiences.
- They answer how and why questions in response to stories or events.

*Speaking (this appears as **S** in the table below) which is explained as:*

- 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.

Learning Area 2: Physical Development:

*Moving and handling (this appears as **MH** in the table below) which is explained as:*

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

*Health and self care (this appears as **HSC** in the table below) which is explained as:*

- Children know the importance of physical exercise for good health.
- They can talk about ways to keep healthy and safe.
- They manage their own basic hygiene and personal needs successfully.
- They dress independently.
- They go to the toilet independently.
- Children know that a healthy diet is important to health.

Learning Area 3: Personal Social and Emotional Development (PSED):

*Self confidence and self awareness (this appears as **SCSA** in the table below) which is explained as:*

- Confident to try new activities.
- Confident to speak in a familiar group.
- Will talk about their ideas.
- Will choose resources for their chosen activities.
- Say when they do or don't need help.

*Managing feelings and behaviour (this appears as **MFB** in the table below) which is explained as:*

- Children talk about how they and others show feelings.
- Talk about their own and others' behaviour and its consequences.
- Know that some behaviour is unacceptable.
- Understand and follow the rules.
- Work as part of a group or class.
- Adjust their behaviour to different situations.
- Take changes of behaviour in their stride.

*Making relationships (this appears as **MR** in the table below) which is explained as:*

- Children play co-operatively, taking turns with others.
- Take account of one-another's ideas about how to organise their activity.
- Show sensitivity to others' needs and feelings.
- Form positive relationships with adults.
- Form positive relationships with peers.

Learning Area 4: Literacy: [None of the R time activities have been matched to the Literacy area of learning].

Reading- which is explained as:

- Children read and understand simple sentences.
- They use phonic knowledge to decode regular words and read them aloud accurately.
- They demonstrate understanding when talking with others about what they have read.
- They read some common irregular words

Writing- which is explained as:

- They write simple sentences which can be read by themselves and others
- Children use their phonic knowledge to write words in ways that match their spoken sounds.
- They write some common irregular words.
- Some words are spelt correctly and others are phonetically plausible.

Learning Area 5: Mathematics:

*Numbers (this appears as **N** in the table below) which is explained as:*

- Children count reliably from 1 to 20.
- Children place numbers 1 to 20 in order.
- Children say which number is one more or one less than a given number.
- Using quantities and objects they add and subtract two single-digit numbers and count on or back to find the answer.
- They solve problems including doubling, halving and sharing.

*Shape, space and measures (this appears as **SSM** in the table below) which is explained as:*

- Children use everyday language to talk about size,
- Children use everyday language to talk about weight,
- Children use everyday language to talk about capacity,
- Children use everyday language to talk about position,
- Children use everyday language to talk about distance,

- Children use everyday language to talk about time
- Children use everyday language to talk about money
- With all above children can compare quantities and objects to solve problems.
- Recognise, create and describe patterns.
- Explore characteristics of everyday objects and shapes using mathematical language to describe them.

Learning Area 6: Understanding the World:

*People and communities (this appears as **PC** in the table below) which is explained as:*

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

*The world (this appears as **TW** in the table below) which is explained as:*

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

*Technology (this appears as **Te** in the table below) which is explained as:*

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

Learning Area 7: Expressive arts and design:

*Exploring and using media and materials (this appears as **EMM** in the table below) which is explained as:*

- 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.
- They experiment with colour, design, texture, form and function.

*Being imaginative (this appears as **BI** in the table below) which is explained as:*

- 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.

The contribution of each Nursery activity to the new EYFS which came into effect on 1st September 2012

N.01 This activity in which children consider objects on a tray contributes to the following **new** EYFS Learning Areas:

Communication LA: Children attend to what others say and respond appropriately/ Respond to what they hear with relevant comments, questions or actions. **U:** Children follow instructions involving several ideas or actions.

PSED MFB: Understand and follow the rules/Work as part of a group or class. **MR:** Children play co-operatively, taking turns with others/ Form positive relationships with peers.

Mathematics SSM: Children can compare quantities and objects to solve problems.

Understanding the World TW: Children know about similarities and differences in relation to...objects.

N.02 This activity in which the children feed their partner with fruit contributes to the following **new** EYFS Learning Areas:

Communication LA: Children attend to what others say and respond appropriately/ Respond to what they hear with relevant comments, questions or actions.

Physical Development HSC: They manage their own basic hygiene and personal needs successfully / Children know that a healthy diet is important to health.

PSEDMFB: Understand and follow the rules. **MR:** Children play co-operatively, taking turns with others/ Form positive relationships with peers.

Expressive arts EMM: They safely use and explore a variety of materials, tools and techniques.

N.03 This activity in which the children guess the weather from the clothes their partner dresses up in contributes to the following **new** EYFS Learning Areas:

Communication LA: Children attend to what others say and respond appropriately/ Respond to what they hear with relevant comments, questions or actions. **U:** They answer how and why questions about their experiences.

Physical Development HSC: They dress independently.

PSED SCSEA: Confident to speak in a familiar group/ Will talk about their ideas. **MFB:** Understand and follow the rules/ Work as part of a group or class. **MR:** Children play co-operatively, taking turns with others/ Form positive relationships with peers.

Understanding the World TW: They talk about the features of their immediate environment.

N.04 This activity in which the children "read" facial expressions contributes to the following **new** EYFS Learning Areas:

Communication LA: Children attend to what others say and respond appropriately/ Respond to what they hear with relevant comments, questions or actions. **U:** They answer how and why questions about their experiences.

PSED MFB: Children talk about how they and others show feelings. **MR:** Children play co-operatively, taking turns with others/ Show sensitivity to others' needs and feelings/ Form positive relationships with peers.

Understanding the World PC: They know that other children don't always enjoy the same things and are sensitive to this.

Expressive arts BI: They represent their own ideas, thoughts and feelings through role-play.

N.05 This activity in which the children find matching pairs of cards contributes to the following **new** EYFS Learning Areas:

Communication LA: Children attend to what others say and respond appropriately/ Respond to what they hear with relevant comments, questions or actions. **U:** Children follow instructions involving several ideas or actions.

PSED MFB: Understand and follow the rules. **MR:** Children play co-operatively, taking turns with others/ Take account of one-another's ideas about how to organise their activity/ Form positive relationships with peers.

Mathematics SSM: Children can compare quantities and objects to solve problems.

Understanding the World TW: Children know about similarities and differences in relation to...objects.

N.06 This activity in which the children explore colour contributes to the following **new** EYFS Learning Areas:

Communication LA: Children listen attentively in a range of situations/ Attend to what others say and respond appropriately/Respond to what they hear with relevant comments, questions or actions.

PSED SCSEA: Confident to try new activities/ Confident to speak in a familiar group. **MFB:** Understand and follow the rules/ Work as part of a group or class/Adjust their behaviour to different situations.**MR:** Children play co-operatively, taking turns with others.

Understanding the World TW: Children know about similarities and differences in relation to...objects.

N.07 This activity in which the children explore the characteristics of different animals contributes to the following **new** EYFS Learning Areas:

Communication LA: Children listen attentively in a range of situations/ Attend to what others say and respond appropriately/ Respond to what they hear with relevant comments, questions or actions.

PSED SCSA: Confident to try new activities/ **MFB:** Work as part of a group or class.**MR:** Children play co-operatively, taking turns with others.

Understanding the World TW: Children know about similarities and differences in relation to living things/ They make observations of animals and explain why some things occur, and talk about changes.

N.08 This activity in which the children identify familiar sounds contributes to the following **new** EYFS Learning Areas:

Communication LA: Children listen attentively in a range of situations/ Respond to what they hear with relevant comments or actions.

PSED SCSA: Will talk about their ideas. **MFB:** Understand and follow the rules/ Work as part of a group or class/ **MR:** Children play co-operatively, taking turns with others/ Take account of one-another's ideas about how to organise their activity.

Understanding the World TW: They talk about the features of their immediate environment. **Te:** Children recognise that a range of technology is used in places such as schools and homes.

N.09 This activity which focuses on the Jack and Jill Nursery Rhyme contributes to the following **new** EYFS Learning Areas:

Communication LA: Children listen attentively in a range of situations/ Listen to stories, accurately anticipating key events/ Attend to what others say and respond appropriately/ Respond to what they hear with relevant comments, questions or actions. **U:** They answer how and why questions in response to stories or events.

Physical Development HSC: They can talk about ways to keep healthy and safe.

PSED SCSA: Will talk about their ideas/ **MFB:** Children talk about how they and others show feelings/ Talk about their own and others' behaviour and its consequences. / Know that some behaviour is unacceptable. **MR:** Show sensitivity to others' needs and feelings.

Understanding the World PC They know that other children don't always enjoy the same things and are sensitive to this.

Expressive Arts EMM: Children sing songs.....

N.10 This activity in which children discuss the right way to cross the road contributes to the following **new** EYFS Learning Areas:

Communication LA: Children listen attentively in a range of situations/ Attend to what others say and respond appropriately/ Respond to what they hear with relevant comments, questions or actions. **U:** They answer how and why questions in response to stories or events.

Physical Development HSC: They can talk about ways to keep healthy and safe.

PSED SCSA: Will talk about their ideas. **MFB:** Know that some behaviour is unacceptable/ Understand and follow the rules /Adjust their behaviour to different situations. **MR:** Show sensitivity to others' needs and feelings.

Understanding the World TW: Children know about similarities and differences in relation to places/ They talk about the features of their immediate environment.

N.11 This activity in which the children play with bubbles contributes to the following **new** EYFS Learning Areas:

Communication LA: Children listen attentively in a range of situations. Respond appropriately while engaged in another activity. **U:** Children follow instructions involving several ideas or actions/ They answer how and why questions about their experiences. **S:** They develop their own narratives and explanations by connecting ideas or events.

Physical Development MH: Children show good control in small movements /They move confidently in a range of ways / They safely negotiate space.

PSED SCSA: Confident to try new activities. **MFB:** Talk about their own and others' behaviour and its consequences. / Know that some behaviour is unacceptable. **MR:** Children talk about how they and others show feelings.

Understanding the World TW Children know about similarities and differences in relation to materials.

Expressive Arts EMM: They safely use and explore a variety of materials.

N.12 This activity in which the children look at pairs of objects that belong together contributes to the following **new** EYFS Learning Areas:

Communication LA: Children attend to what others say and respond appropriately/ Respond appropriately while engaged in another activity. **S:** They develop their own narratives and explanations by connecting ideas or events.

Physical Development: MH: They handle equipment confidently.

PSED MFB: Talk about their own and others' behaviour and its consequences./ Know that some behaviour is unacceptable/ Adjust their behaviour to different situations. **MR:** Children play co-operatively, taking turns with others/ Take account of one-another's ideas about how to organise their activity/ Form positive relationships with peers.

Understanding the World PC: They know about similarities and differences between themselves and others/ They know that other children don't always enjoy the same things and are sensitive to this. **TW:** They talk about the features of their immediate environment.

N.13 This activity in which the children choose something special contributes to the following **new** EYFS Learning Areas:

Communication LA: Children attend to what others say and respond appropriately. **U:** Children follow instructions involving several ideas or actions/ They answer how and why questions about their experiences. **S:** They use past.....forms accurately when talking about events that have happened.

Physical Development MH: They move confidently in a range of ways / They safely negotiate space.

PSED SCSA: Will choose resources for their chosen activities. **MFB:** Understand and follow the rules / Adjust their behaviour to different situations. **MR:** Children play co-operatively, taking turns with others/ Take account of one-another's ideas about how to organise their activity/ Form positive relationships with peers.

Understanding the World PC: They know that other children don't always enjoy the same things and are sensitive to this. **TW:** They talk about the features of their immediate environment.

Expressive Arts EMM: They safely use and explore a variety of materials.

N.14 This activity in which the children choose a treat for their partner contributes to the following **new** EYFS Learning Areas:

Communication LA: Children attend to what others say and respond appropriately/ Respond to what they hear with relevant comments, questions or actions. **S:** They develop their own narratives and explanations by connecting ideas or events.

Physical Development MH: Children show good control in small movements. **HSC:** Children know that a healthy diet is important to health.

PSED SCSA: Will choose resources for their chosen activities. **MR:** Children talk about how they and others show feelings/ Know that some behaviour is unacceptable.

Mathematics N Children count reliably from 1 to 20. (10 in this activity).

Understanding the World PC: They know that other children don't always enjoy the same things and are sensitive to this.

N.15 This activity in which the children choose a book together contributes to the following **new** EYFS Learning Areas:

Communication LA: Children attend to what others say and respond appropriately/ Respond to what they hear with relevant comments, questions or actions/ Respond appropriately while engaged in another activity. **U:** They answer why questions about their experiences.

Physical Development MH: Children show good control in small movements.

PSED SCSA: Will choose resources for their chosen activities. **MR:** Children play co-operatively, taking turns with others/ Take account of one-another's ideas about how to organise their activity.

Understanding the World TW: Children know about similarities and differences in relation toobjects.

N.16 This activity in which the children draw shapes in the air together contributes to the following **new** EYFS Learning Areas:

Communication LA: Children attend to what others say and respond appropriately/ Respond to what they hear with relevant comments, questions or actions.

Physical Development MH: Children show good control in small movements.

PSED MFB: Understand and follow the rules/Adjust their behaviour to different situations. **MR:** Children play co-operatively, taking turns with others/ Take account of one-another's ideas about how to organise their activity.

Maths SSM: Recognise, create and describe patterns/ Explore characteristics of everyday objects and shapes using mathematical language to describe them.

Understanding the World TW: Children know about similarities and differences in relation to.... objects.

N.17 This activity in which the children recite the nursery rhyme, "One, two, three, four, five" contributes to the following **new** EYFS Learning Areas:

Communication LA: Children listen attentively in a range of situations / Respond to what they hear with relevant comments, questions or actions. **U:** Children follow instructions involving several ideas or actions / They answer how and why questions about their experiences. **S:** They develop their own narratives and explanations by connecting ideas or events.

Physical Development MH: Children show good control in small movements.

PSED SCSA: Confident to speak in a familiar group/ Will talk about their ideas. **MFB:** Talk about their own and others' behaviour and its consequences/ Know that some behaviour is unacceptable. **MR:** Show sensitivity to others' needs and feelings/ Form positive relationships with adults/ Form positive relationships with peers.

Maths N: Children count reliably from 1 to 20. (5 in this activity)

Expressive Arts EMM: Children sing songs, make music and dance

N.18 This activity in which the children thread beads together contributes to the following **new** EYFS Learning Areas:

Communication LA: Children respond to what they hear with relevant comments, questions or actions. **U:** Children follow instructions involving several ideas or actions. **S:** Children express themselves effectively, showing awareness of listeners' needs.

Physical Development MH: Children show good control and co-ordination in small movements/ They handle tools and equipment confidently...

PSED SCSA: Will talk about their ideas/ Will choose resources for their chosen activities. **MFB:** Adjust their behaviour to different situations. **MR:** Children play co-operatively, taking turns with others/ Take account of one-another's ideas about how to organise their activity.

Maths SSM: Children use everyday language to talk about position/ Recognise, create and describe patterns.

Understanding the World TW: Children know about similarities and differences in relation to places, objects.....

Expressive Arts EMM: They safely use and explore a variety of materials, tools and techniques/ They experiment with colour, design....

N.19 This activity in which the children have a telephone conversation contributes to the following **new** EYFS Learning Areas:

Communication LA: Children listen attentively in a range of situations / Attend to what others say and respond appropriately. **U:** They answer how and why questions about their experiences. **S:** They develop their own narratives and explanations by connecting ideas or events.

PSED SCSA: Confident to speak in a familiar group. **MFB:** Adjust their behaviour to different situations. **MR:** Children play co-operatively, taking turns with others / Form positive relationships with peers.

Understanding the World PC: Children talk about past and present events in their own lives **Te:** Children recognise that a range of technology is used in places such as schools and homes.

Expressive Arts EMM: They safely use and explore a variety of materials, tools and techniques. **BI:** They represent their own ideas, thoughts and feelings through role-play and stories.

N.20 This activity in which the children play with hats contributes to the following **new** EYFS Learning Areas:

Communication LA: Children listen attentively in a range of situations / Respond to what they hear with relevant comments, questions or actions. **U:** They answer how and why questions about their experiences. **S** They develop their own narratives and explanations by connecting ideas or events.

Physical Development HSC: Children can talk about ways to keep healthy and safe.

PSED MR: Children play co-operatively, taking turns with others / Take account of one-another's ideas about how to organise their activity / Show sensitivity to others' needs and feelings.

Understanding the World TW: Children know about similarities and differences in relation to objects....

N.21 This activity in which the children use a hoop together contributes to the following **new** EYFS Learning Areas:

Communication LA: Children listen attentively in a range of situations. **U:** They answer how and why questions about their experiences.

Physical Development MH: Children show good control and co-ordination in large movements / They move confidently in a range of ways / They safely negotiate space.

PSED SCSA: Confident to try new activities / Say when they do or don't need help. **MFB:** Understand and follow the rules / Adjust their behaviour to different situations / Take changes of behaviour in their stride. **MR:** Children play co-operatively, taking turns with others / Take account of one-another's ideas about how to organise their activity / Show sensitivity to others' needs and feelings.

Understanding the World PC: They know that other children don't always enjoy the same things and are sensitive to this. **TW:** They talk about the features of their immediate environment.

N.22 This activity in which the children navigate a hop-scotch court together contributes to the following **new** EYFS Learning Areas:

Communication LA: Children listen attentively in a range of situations / Respond to what they hear with relevant comments, questions or actions / Respond appropriately while engaged in another activity. **U:** Children follow instructions involving several ideas or actions / They answer how and why questions about their experiences. **S:** Children express themselves effectively, showing awareness of listeners' needs.

Physical Development MH: Children show good control and co-ordination in large movements They move confidently in a range of ways / They safely negotiate space.

PSED SCSA: Confident to try new activities. **MFB:** Understand and follow the rules / Adjust their behaviour to different situations / Take changes of behaviour in their stride. **MR:** Children play co-operatively, taking turns with others/ Take account of one-another's ideas about how to organise their activity.

Maths N: Children count reliably from 1 to 20 / Children place numbers 1 to 20 in order.

N.23 This activity in which the children explore the noises that animals make contributes to the following **new** EYFS Learning Areas:

Communication LA: Children listen attentively in a range of situations / Respond to what they hear with relevant comments, questions or actions. **U:** They answer how and why questions about their experiences. **S:** They develop their own narratives and explanations by connecting ideas or events.

PSED SCSA: Will talk about their ideas. **MFB:** Children talk about how they and others show feelings. **MR:** Show sensitivity to others' needs and feelings.

Understanding the World TW: Children know about similarities and differences in relation to living things / They make observations of animals ... and explain why some things occur, and talk about changes.

N.24 This activity in which the children match up pairs of shoes together contributes to the following **new** EYFS Learning Areas:

Communication LA: Children listen attentively in a range of situations / Respond to what they hear with relevant comments, questions or actions. **U:** Children follow instructions involving several ideas or actions.

Physical Development MH: Children show good control and co-ordination in large movements / They handle ... equipment confidently..

PSED SCSA: Will choose resources for their chosen activities. **MFB:** Understand and follow the rules / Work as part of a group or class. **MR:** Children play co-operatively, taking turns with others / Take account of one-another's ideas about how to organise their activity.

Maths SSM: Children use everyday language to talk about size / Children can compare quantities and objects to solve problems / Explore characteristics of everyday objects and shapes using mathematical language to describe them.

Understanding the World TW: Children know about similarities and differences in relation to objects..

N.25 This activity in which the children use water or sand to fill containers contributes to the following **new** EYFS Learning Areas:

Communication LA: Children listen attentively in a range of situations / Respond to what they hear with relevant comments, questions or actions. **U:** Children follow instructions involving several ideas or actions. **S:** They develop their own narratives and explanations by connecting ideas or events.

Physical Development MH: Children show good control and co-ordination in small movements/ They handle tools and equipment confidently...

PSED SCSA: Will choose resources for their chosen activities. **MFB:** Understand and follow the rules / Adjust their behaviour to different situations. **MR:** Children play co-operatively, taking turns with others / Take account of one-another's ideas about how to organise their activity / Form positive relationships with peers.

Maths SSM: Children use everyday language to talk about capacity / Children can compare quantities and objects to solve problems / Explore characteristics of everyday objects and shapes using mathematical language to describe them.

Understanding the World TW: Children know about similarities and differences in relation to objects / They talk about the features of their immediate environment.

N.26 This activity in which the children copy shapes onto the ground contributes to the following **new** EYFS Learning Areas:

Communication LA Children attend to what others say and respond appropriately / Respond to what they hear with relevant comments, questions or actions. **U:** Children follow instructions involving several ideas or actions. **S:** They develop their own narratives and explanations by connecting ideas or events.

Physical Development MH: Children show good control in small movements / They safely negotiate space / They handle tools and equipment confidently....

PSED SCSA: Confident to try new activities / Will talk about their ideas. **MFB:** Adjust their behaviour to different situations / Take changes of behaviour in their stride. **MR:** Children play co-operatively, taking turns with others / Take account of one-another's ideas about how to organise their activity / Show sensitivity to others' needs and feelings / Form positive relationships with peers.

Maths SSM: Recognise, create and describe patterns / Explore characteristics of everyday objects and shapes using mathematical language to describe them.

Expressive Arts EMM: They safely use and explore a variety of materials, tools and techniques / Experiment with colour, design, texture, form and function. **BI:** Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.

N.27 This activity in which the children use a colour chart together contributes to the following **new** EYFS Learning Areas:

Communication LA Children attend to what others say and respond appropriately / Respond to what they hear with relevant comments, questions or actions. **U:** Children follow instructions involving several ideas or actions. **S:** 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.

Physical Development MH: Children safely negotiate space.

PSED SCSA: Will talk about their ideas / Will choose resources for their chosen activities. **MFB:** Understand and follow the rules / Work as part of a group or class / Adjust their behaviour to different situations. **MR:** Children play co-operatively, taking turns with others / Take account of one-another's ideas about how to organise their activity / Show sensitivity to others' needs and feelings / Form positive relationships with peers.

Understanding the World PC: They know that other children don't always enjoy the same things and are sensitive to this. **TW:** They make observations of ... plants and explain why some things occur, and talk about changes/ They talk about the features of their immediate environment.

Expressive Arts EMM: They safely use and explore a variety of materials.... and techniques / They experiment with colour....

N.28 This activity in which the children aim to throw beanbags into hoops contributes to the following **new** EYFS Learning Areas:

Communication LA: Children attend to what others say and respond appropriately / Respond to what they hear with relevant comments, questions or actions. **U:** They answer how and why questions about their experiences. **S:** Children express themselves effectively, showing awareness of listeners' needs.

Physical Development MH: Children show good control and co-ordination in large movements / They move confidently in a range of ways.

PSED SCSA: Confident to try new activities. **MFB:** Understand and follow the rules / Adjust their behaviour to different situations. **MR:** Children play co-operatively, taking turns with others / Show sensitivity to others' needs and feelings / Form positive relationships with peers.

N.29 This activity in which the children use music and movement contributes to the following **new** EYFS Learning Areas:

Communication LA: Children listen attentively in a range of situations / Respond to what they hear with relevant actions. **U:** Children follow instructions involving several ideas or actions.

Physical Development MH: Children show good control and co-ordination in large movements. / They move confidently in a range of ways / They safely negotiate space. **HSC:** Children know the importance of physical exercise for good health.

PSED SCSA: Confident to try new activities / Confident to speak in a familiar group. **MFB:** Talk about their own and others' behaviour and its consequences / Know that some behaviour is unacceptable / Adjust their behaviour to different situations. **MR:** Children play co-operatively, taking turns with others / Form positive relationships with peers.

Expressive Arts EMM: Children dance and experiment with ways of changing them. **BI:** They represent their own ideas, thoughts and feelings throughmusic, dance,

N.30 This activity in which the children copy actions and feelings contributes to the following **new** EYFS Learning Areas:

Communication LA: Children attend to what others say and respond appropriately / Respond to what they hear with relevant comments, questions or actions. **U:** They answer how and why questions about their experiences. **S:** They develop their own narratives and explanations by connecting ideas or events.

Physical Development MH: Children show good control in small movements.

PSED SCSA: Confident to try new activities / Will talk about their ideas. **MFB:** Children talk about how they and others show feelings / Adjust their behaviour to different situations. **MR:** Children play co-operatively, taking turns with others / Show sensitivity to others' needs and feelings / Form positive relationships with peers.

Understanding the World PC: They know that other children don't always enjoy the same things and are sensitive to this.

Expressive Arts BI: They represent their own ideas, thoughts and feelings through role-play.....

The contribution of each Reception activity to the new EYFS which came into effect on 1st September 2012

R.01 This activity in which the children are given some unusual objects to explore contributes to the following **new** EYFS Learning Areas:

Communication LA: Attend to what others say and respond appropriately/ Respond to what they hear with relevant comments, questions or actions. **U:** Children follow instructions involving several ideas or actions. **S:** They develop their own narratives and explanations by connecting ideas or events.

Physical Development MH: Children show good control in small movements/ They handle tools and equipment confidently.....

PSED SCSA: Will talk about their ideas/ Say when they do or don't need help. **MFB:** Understand and follow the rules. **MR:** Children play co-operatively, taking turns with others/ Take account of one-another's ideas about how to organise their activity.

Understanding the World TW: Children know about similarities and differences in relation to objects...../They talk about the features of their immediate environment.

R.02 This activity in which the children hear the story of Little Rabbit Foo Foo contributes to the following **new** EYFS Learning Areas:

Communication LA: Listen to stories, accurately anticipating key events/ Attend to what others say and respond appropriately; Respond to what they hear with relevant comments, questions or actions. **U:** They answer how and why questions in response to stories or events. **S:** Children express themselves effectively, showing awareness of listeners' needs/ They develop their own narratives and explanations by connecting ideas or events.

PSED SCSA: Confident to speak in a familiar group/ Will talk about their ideas. **MFB:** Talk about their own and others' behaviour and its consequences/ Know that some behaviour is unacceptable/ Work as part of a group or class. **MR:** Children play co-operatively, taking turns with others/ Take account of one-another's ideas about how to organise their activity.

Understanding the World TW: They make observations of animals and plants and explain why some things occur, and talk about changes.

Expressive Arts BI: They represent their own ideas, thoughts and feelings through stories.

R.03 This activity in which the children search for objects made of certain materials contributes to the following **new** EYFS Learning Areas:

Communication LA: Children listen attentively in a range of situations/ Attend to what others say and respond appropriately/ Respond to what they hear with relevant comments, questions or actions. **U:** Children follow instructions involving several ideas or action/ They answer how and why questions about their experiences. **S:** They develop their own narratives and explanations by connecting ideas or events.

Physical Development MH: They move confidently in a range of ways/ They safely negotiate space/ They handle tools and equipment confidently.....

PSED SCSA: Will talk about their ideas/ Will choose resources for their chosen activities. **MFB:** Understand and follow the rules/ Work as part of a group or class/ Adjust their behaviour to different situations. **MR:** Take account of one-another's ideas about how to organise their activity/ Form positive relationships with peers.

Understanding the World TW: Children know about similarities and differences in relation to ..., materials/ They talk about the features of their immediate environment.

Expressive Arts EMM: They safely use and explore a variety of materials. **BI:** Children use what they have learnt about materials in original ways, thinking about uses and purposes.

R.04 This activity in which the children thread beads together contributes to the following **new** EYFS Learning Areas:

Communication LA: Children listen attentively in a range of situations/ Attend to what others say and respond appropriately/ Respond to what they hear with relevant comments, questions or actions. **U:** Children follow instructions involving several ideas or actions/ They answer how and why questions about their experiences. **S:** They develop their own narratives and explanations by connecting ideas or events.

Physical Development MH: Children show good control in small movements/ They handle tools and equipment confidently....

PSED MFB: Understand and follow the rules/ Adjust their behaviour to different situations. **MR:** Children play co-operatively, taking turns with others/ Show sensitivity to others' needs and feelings/ Form positive relationships with peers.

Expressive Arts EMM: They safely use and explore a variety of materials, tools and techniques.

R.05 This activity in which the children set a place for dinner together contributes to the following **new** EYFS Learning Areas:

Communication LA: Children listen attentively in a range of situations/ Respond to what they hear with relevant comments, questions or actions/ Respond appropriately while engaged in another activity. **U:** Children follow instructions involving several ideas or actions/ They answer how and why questions about their experiences. **S:** 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.

Physical Development MH: They safely negotiate space/ They handle tools and equipment confidently.....

PSED SCSA: Will talk about their ideas/ Will choose resources for their chosen activities/ Say when they do or don't need help.

MFB: Understand and follow the rules/ Adjust their behaviour to different situations. **MR:** Children play co-operatively, taking turns with others/ Show sensitivity to others' needs and feelings.

Maths SSM: Recognise, create and describe patterns.

Expressive Arts BI: They represent their own ideas, thoughts and feelings through role-play.

R.06 This activity in which the children use photos of known places contributes to the following **new** EYFS Learning Areas:

Communication LA: Children listen attentively in a range of situations/ Attend to what others say and respond appropriately/ Respond to what they hear with relevant comments, questions or actions. **U:** Children follow instructions involving several ideas or actions/ They answer how and why questions about their experiences. **S:** They develop their own narratives and explanations by connecting ideas or events.

Physical Development MH: They move confidently in a range of ways/ They safely negotiate space/ They handle tools and equipment confidently.....

PSED SCSA: Confident to try new activities/ Will talk about their ideas. **MFB:** Adjust their behaviour to different situations.

MR: Children play co-operatively, taking turns with others/ Take account of one-another's ideas about how to organise their activity/ Form positive relationships with peers.

Maths SSM: Children can compare quantities and objects to solve problems.

Understanding the World PC: They know that other children don't always enjoy the same things and are sensitive to this. **TW:** Children know about similarities and differences in relation to places/ They talk about the features of their immediate environment.

R.07 This activity in which the children help each other to draw shapes together contributes to the following **new** EYFS Learning Areas:

Communication LA: Children listen attentively in a range of situations/ Respond to what they hear with relevant comments, questions or actions. **U:** Children follow instructions involving several ideas or actions. **S:** Children express themselves effectively, showing awareness of listeners' needs/ They develop their own narratives and explanations by connecting ideas or events.

Physical Development MH: Children show good control in small movements/ They handle tools and equipment confidently, including pencils for writing.

PSED SCSA: Say when they do or don't need help. **MFB:** Understand and follow the rules/ Adjust their behaviour to different situations/ Take changes of behaviour in their stride. **MR:** Children play co-operatively, taking turns with others/ Show sensitivity to others' needs and feelings.

Maths SSM: Recognise, create and describe patterns.

R.08 This activity in which the children draw round one of their hands contributes to the following **new** EYFS Learning Areas:

Communication LA: Children listen attentively in a range of situations/ Respond to what they hear with relevant comments, questions or actions. **U:** Children follow instructions involving several ideas or actions. **S:** They develop their own narratives and explanations by connecting ideas or events.

Physical Development MH: Children show good control in small movements/ They handle tools and equipment confidently, including pencils for writing.

PSED SCSA: Confident to try new activities/ Will talk about their ideas/ Will choose resources for their chosen activities.

MFB: Understand and follow the rules/ Adjust their behaviour to different situations. **MR:** Children play co-operatively, taking turns with others/ Take account of one-another's ideas about how to organise their activity.

Maths N: Children place numbers 1 to 20 in order. (5 in this activity)

Expressive Arts EMM: They experiment with colour...

R.09 This activity in which the children match and count movements contributes to the following **new** EYFS Learning Areas:

Communication LA: Attend to what others say and respond appropriately/ Respond to what they hear with relevantactions/
Respond appropriately while engaged in another activity. **U:** Children follow instructions involving several ideas or actions.

Physical Development MH: Children show good control and co-ordination in large movements/ They move confidently in a range of ways/
They safely negotiate space.

PSED SCSA: Confident to try new activities. **MFB:** Understand and follow the rules/ Adjust their behaviour to different situations/ Take changes of behaviour in their stride. **MR:** Children play co-operatively, taking turns with others/ Take account of one-another's ideas about how to organise their activity.

Maths N: Children count reliably from 1 to 20/ Children place numbers 1 to 20 in order. (6 in this activity)

R.10 This activity in which the children consider how they can tell what's on the inside contributes to the following **new** EYFS Learning Areas:

Communication LA: Children listen attentively in a range of situations/ Attend to what others say and respond appropriately.

U: They answer how and why questions about their experiences. **S:** They develop their own narratives and explanations by connecting ideas or events.

PSED MFB: Talk about their own and others' behaviour and its consequences/ Know that some behaviour is unacceptable.

Understanding the World PC: They know about similarities and differences between themselves and others and among families, communities and traditions.

R.11 This activity in which the children sing, "If you're happy and you know it" contributes to the following **new** EYFS Learning Areas:

Communication LA: Attend to what others say and respond appropriately/ Respond to what they hear with relevant comments, questions or actions/ Respond appropriately while engaged in another activity. **U:** They answer how and why questions about their experiences. **S:** They develop their own narratives and explanations by connecting ideas or events.

Physical Development MH: Children show good control in small movements.

PSED SCSA: Confident to try new activities/ Confident to speak in a familiar group. **MFB:** Children talk about how they and others show feelings/ Adjust their behaviour to different situations. **MR:** Take account of one-another's ideas about how to organise their activity/ Form positive relationships with peers.

Understanding the World PC: They know that other children don't always enjoy the same things and are sensitive to this.

Expressive Arts EMM: Children sing songs, make music and dance and experiment with ways of changing them.

R.12 This activity in which the children agree four items to put in their bag contributes to the following **new** EYFS Learning Areas:

Communication LA: Attend to what others say and respond appropriately/ Respond to what they hear with relevant comments, questions or actions. **U:** Children follow instructions involving several ideas or actions. **S:** Children express themselves effectively, showing awareness of listeners' needs.

Physical Development MH: Children show good control in small movements/ They move confidently in a range of ways/ They safely negotiate space.

PSED SCSA: Confident to try new activities/ Confident to speak in a familiar group/ Will choose resources for their chosen activities/ Say when they do or don't need help. **MFB:** Understand and follow the rules/ Work as part of a group or class. **MR:** Children play co-operatively, taking turns with others/ Show sensitivity to others' needs and feelings /Form positive relationships with peers.

Maths SSM: Explore characteristics of everyday objects and shapes using mathematical language to describe them.

Understanding the World PC: They know that other children don't always enjoy the same things and are sensitive to this.

R.13 This activity in which the children experiment with colour contributes to the following **new** EYFS Learning Areas:

Communication LA: Listen to stories, accurately anticipating key events/ Respond appropriately while engaged in another activity. **U:** Children follow instructions involving several ideas or actions/ They answer how and why questions about their experiences. **S:** They develop their own narratives and explanations by connecting ideas or events.

PSED SCSA: Will talk about their ideas/ Will choose resources for their chosen activities. **MFB:** Talk about their own and others' behaviour and its consequences/ Adjust their behaviour to different situations/ Take changes of behaviour in their stride. **MR:** Children play co-operatively, taking turns with others/ Take account of one-another's ideas about how to organise their activity.

Understanding the World TW: Children know about similarities and differences in relation to places, objects, materials and living things.

Expressive Arts EMM: They experiment with colour..... **BI:** Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.

R.14 This activity in which the children play a version of “Simple Simon Says” contributes to the following **new** EYFS Learning Areas:

Communication LA: Respond to what they hear with relevant actions/ Respond appropriately while engaged in another activity.
S: 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.

Physical Development MH: Children show good control and co-ordination in large movements/ Children show good control in small movements/ They move confidently in a range of ways.

PSED SCSA: Confident to try new activities. **MFB:** Adjust their behaviour to different situations/ Take changes of behaviour in their stride.
MR: Children play co-operatively, taking turns with others/ Take account of one-another’s ideas about how to organise their activity/ Form positive relationships with peers.

Expressive Arts BI: They represent their own ideas, thoughts and feelings through role-play and stories.

R.15 This activity in which the children use puppets contributes to the following **new** EYFS Learning Areas:

Communication LA: Children listen attentively in a range of situations/ Respond to what they hear with relevant comments, questions or actions. **S:** Children express themselves effectively, showing awareness of listeners’ needs/ They develop their own narratives and explanations by connecting ideas or events.

Physical Development MH: Children show good control in small movements.

PSED SCSA: Confident to try new activities/ Will talk about their ideas. **MFB:** Children talk about how they and others show feelings.
MR: Children play co-operatively, taking turns with others/ Show sensitivity to others’ needs and feelings/ Form positive relationships with peers.

Expressive Arts BI: They represent their own ideas, thoughts and feelings throughrole-play.

R.16 This activity in which the children act and sing, “Row, row, row your boat” contributes to the following **new** EYFS Learning Areas:

Communication LA: Respond to what they hear with relevant comments, questions or actions. **U:** Children follow instructions involving several ideas or actions. **S:** They develop their own narratives and explanations by connecting ideas or events.

Physical Development MH: Children show good control and co-ordination in large movements.

PSED SCSA: Confident to try new activities/ Will talk about their ideas/ Say when they do or don’t need help. **MFB:** Children talk about how they and others show feelings/ Talk about their own and others’ behaviour and its consequences /Know that some behaviour is unacceptable. **MR:** Children play co-operatively, taking turns with others /Show sensitivity to others’ needs and feelings/ Form positive relationships with peers.

Understanding the World PC: They know that other children don’t always enjoy the same things and are sensitive to this.

Expressive Arts EMM: Children sing songs..... and experiment with ways of changing them. **BI:** They represent their own ideas, thoughts and feelings throughmusic.

R.17 This activity in which the children explore their hands contributes to the following **new** EYFS Learning Areas:

Communication LA: Children listen attentively in a range of situations/ Attend to what others say and respond appropriately/ Respond to what they hear with relevant comments, questions or actions. **U:** Children follow instructions involving several ideas or actions/ They answer how and why questions about their experiences. **S:** Children express themselves effectively, showing awareness of listeners’ needs.

Physical Development MH: Children show good control in small movements.

PSED SCSA: Confident to try new activities. **MFB:** Children talk about how they and others show feelings/ Take changes of behaviour in their stride. **MR:** Children play co-operatively, taking turns with others/ Take account of one-another’s ideas about how to organise their activity.

Understanding the World PC: They know about similarities and differences between themselves and others/ They know that other children don’t always enjoy the same things and are sensitive to this.

Expressive Arts EMM: Children sing songs, make music and dance and experiment with ways of changing them.

R.18 This activity which is based on the song, “Five currant buns in the baker’s shop” contributes to the following **new** EYFS Learning Areas:

Communication LA: Respond to what they hear with relevantactions/ Respond appropriately while engaged in another activity.
S: They develop their own narratives and explanations by connecting ideas or events.

Physical Development MH: Children show good control in small movements/ They handle tools and equipment confidently.....

PSED SCSA: Confident to try new activities/ Confident to speak in a familiar group/ Will talk about their ideas. **MFB:** Adjust their behaviour to different situations. **MR:** Children play co-operatively, taking turns with others/ Form positive relationships with adults/ Form positive relationships with peers.

Understanding the World PC: They know that other children don’t always enjoy the same things and are sensitive to this.

Expressive Arts EMM: Children sing songs, make music and dance and experiment with ways of changing them/ They safely use and explore a variety of materials.....

R.19 This activity in which the children share one pair of mittens contributes to the following **new** EYFS Learning Areas:

Communication LA: Respond to what they hear with relevantactions. **U:** Children follow instructions involving several ideas or actions. **S:** 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.

Physical Development MH: They move confidently in a range of ways. **HSC:** They can talk about ways to keep healthy and safe.

PSED SCSA: Will talk about their ideas/ Say when they do or don't need help. **MFB:** Know that some behaviour is unacceptable/ Work as part of a group or class. **MR:** Children play co-operatively, taking turns with others.

Understanding the World TW: They talk about the features of their immediate environment.

Expressive Arts EMM: Children sing songs, make music and dance and experiment with ways of changing them.

R.20 This activity in which the children make a jigsaw together contributes to the following **new** EYFS Learning Areas:

Communication LA: Attend to what others say and respond appropriately/ Respond appropriately while engaged in another activity. **S:** Children express themselves effectively, showing awareness of listeners' needs.

Physical Development MH: Children show good control in small movements/ They handle tools and equipment confidently.....

PSED SCSA: Will choose resources for their chosen activities/ Say when they do or don't need help. **MFB:** Understand and follow the rules/ Work as part of a group or class/ Adjust their behaviour to different situations. **MR:** Children play co-operatively, taking turns with others/ Take account of one-another's ideas about how to organise their activity/ Form positive relationships with peers.

Maths SSM :Recognise, create and describe patterns.

R.21 This activity in which the children use percussion contributes to the following **new** EYFS Learning Areas:

Communication LA: Children listen attentively in a range of situations/ Respond to what they hear with relevantactions. **U:** Children follow instructions involving several ideas or actions/ They answer how and why questions about their experiences.

Physical Development MH: Children show good control in small movements/ They handle tools and equipment confidently.....

PSED SCSA: Confident to try new activities. **MFB:** Children talk about how they and others show feelings/ Work as part of a group or class/ Take changes of behaviour in their stride. **MR:** Take account of one-another's ideas about how to organise their activity.

Understanding the World PC: They know that other children don't always enjoy the same things and are sensitive to this.

Expressive Arts EMM: Children make music and experiment with ways of changing it.

R.22 This activity which is based on the story of, "Ruby" contributes to the following **new** EYFS Learning Areas:

Communication LA: Listen to stories, accurately anticipating key events/ Attend to what others say and respond appropriately/ Respond to what they hear with relevant comments, questions or actions. **U:** They answer how and why questions in response to stories or events. **S:** Children express themselves effectively, showing awareness of listeners' needs/ They develop their own narratives and explanations by connecting ideas or events.

Physical Development MH: Children show good control and co-ordination in large movements.

PSED SCSA: Confident to speak in a familiar group. **MFB:** Work as part of a group or class/ Take changes of behaviour in their stride. **MR:** Show sensitivity to others' needs and feelings/ Form positive relationships with peers.

Understanding the World PC: They know that other children don't always enjoy the same things and are sensitive to this.

Expressive Arts BI: They represent their own ideas, thoughts and feelings throughstories.

R.23 This activity in which the children use model animals contributes to the following **new** EYFS Learning Areas:

Communication LA: Attend to what others say and respond appropriately/ Respond to what they hear with relevant comments, questions or actions. **U:** Children follow instructions involving several ideas or actions/ They answer how and why questions about their experiences. **S:** Children express themselves effectively, showing awareness of listeners' needs.

Physical Development MH: Children show good control in small movements. **HSC:** Children know the importance of physical exercise for good health.

PSED SCSA: Confident to speak in a familiar group/ Will talk about their ideas. **MFB:** Work as part of a group or class. **MR:** Children play co-operatively, taking turns with others/ Show sensitivity to others' needs and feelings/ Form positive relationships with peers.

Understanding the World TW: Children know about similarities and differences in relation to living things/ They make observations of animals ... and explain why some things occur, and talk about changes.

R.24 This activity in which the children use pictures showing a range of emotions contributes to the following **new** EYFS Learning Areas:

Communication LA: Attend to what others say and respond appropriately/ Respond to what they hear with relevantactions.

S: Children express themselves effectively, showing awareness of listeners' needs/ They develop their own narratives and explanations by connecting ideas or events.

PSED MFB: Children talk about how they and others show feelings/ Adjust their behaviour to different situations. **MR:** Take account of one-another's ideas about how to organise their activity/ Show sensitivity to others' needs and feelings/ Form positive relationships with peers.

Understanding the World PC: They know that other children don't always enjoy the same things and are sensitive to this. **TW:** Children know about similarities and differences in relation toliving things.

Expressive Arts BI: They represent their own ideas, thoughts and feelingsrole-play.

R.25 This activity in which the children use pictures of places and activities contributes to the following **new** EYFS Learning Areas:

Communication LA: Children listen attentively in a range of situations/ Attend to what others say and respond appropriately/ Respond to what they hear with relevant comments, questions or actions. **S:** 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 SCSA: Confident to speak in a familiar group/ Will talk about their ideas. **MR:** Children play co-operatively, taking turns with others/ Show sensitivity to others' needs and feelings/ Form positive relationships with peers.

Understanding the World PC: They know that other children don't always enjoy the same things and are sensitive to this. **TW:** Children know about similarities and differences in relation to places.....

R.26 This activity in which the children study their reflection in the mirror contributes to the following **new** EYFS Learning Areas:

Communication LA: Attend to what others say and respond appropriately/ Respond to what they hear with relevant actions.

U: They answer how and why questions about their experiences. **S:** They develop their own narratives and explanations by connecting ideas or events.

PSED SCSA: Confident to try new activities/ Confident to speak in a familiar group. **MFB:** Adjust their behaviour to different situations.

MR: Children play co-operatively, taking turns with others/ Show sensitivity to others' needs and feelings/ Form positive relationships with peers.

Understanding the World PC: They know about similarities and differences between themselves and others and among families, communities and traditions. **TW:** Children know about similarities and differences in relation toliving things.

Expressive Arts EMM: They safely use and explore a variety of tools and techniques.

R.27 This activity in which the children make marks in plasticine contributes to the following **new** EYFS Learning Areas:

Communication LA: Attend to what others say and respond appropriately/ Respond to what they hear with relevant comments, questions or actions. **U:** Children follow instructions involving several ideas or actions. **S:** Children express themselves effectively, showing awareness of listeners' needs.

Physical Development MH: Children show good control and co-ordination in large movements/ They handle tools and equipment confidently.....

PSED SCSA: Confident to try new activities/ Will choose resources for their chosen activities. **MFB:** Children talk about how they and others show feelings/ Talk about their own and others' behaviour and its consequences/ Know that some behaviour is unacceptable.

MR: Children play co-operatively, taking turns with others/ Show sensitivity to others' needs and feelings/ Form positive relationships with peers.

Maths SSM: Recognise, create and describe patterns/ Explore characteristics of everyday objects and shapes using mathematical language to describe them.

Understanding the World PC: They know that other children don't always enjoy the same things and are sensitive to this. **TW:** Children know about similarities and differences in relation toobjects.....

R.28 This activity in which the children solve an activity task together contributes to the following **new** EYFS Learning Areas:

Communication LA: Children listen attentively in a range of situations/ Attend to what others say and respond appropriately/ Respond to what they hear with relevantactions. **U:** Children follow instructions involving several ideas or actions/ They answer how and why questions about their experiences. **S:** They use past, present and future forms accurately when talking about events that have happened.

Physical Development MH: Children show good control and co-ordination in large movements/ They move confidently in a range of ways / They safely negotiate space.

PSED SCSA: Confident to try new activities/ Will talk about their ideas **MFB:** Understand and follow the rules / Adjust their behaviour to different situations. **MR:** Children play co-operatively, taking turns with others/ Take account of one-another's ideas about how to organise their activity.

Maths SSM: Children use everyday language to talk about position,/ Children can compare quantities and objects to solve problems.

R.29 This activity in which the children create a butterfly picture together contributes to the following **new** EYFS Learning Areas:

Communication LA: Respond to what they hear with relevant actions/ Respond appropriately while engaged in another activity.

U: Children follow instructions involving several ideas or actions. **S:** Children express themselves effectively, showing awareness of listeners' needs.

Physical Development MH: Children show good control in small movements/ They handle tools and equipment confidently, including pencils for writing.

PSED SCSA: Will talk about their ideas/ Will choose resources for their chosen activities. **MFB:** Adjust their behaviour to different situations/ Take changes of behaviour in their stride. **MR:** Children play co-operatively, taking turns with others/ Take account of one-another's ideas about how to organise their activity/ Show sensitivity to others' needs and feelings/ Form positive relationships with peers.

Maths SSM: Recognise, create and describe patterns.

Understanding the World TW: Children know about similarities and differences in relation to living things/ They make observations of animals ...and explain why some things occur, and talk about changes.

Expressive Arts EMM: They experiment with colour, design, texture, form and function. **BI:** They represent their own ideas, thoughts and feelings through design and art..

R.30 This activity in which the children builds towers together contributes to the following **new** EYFS Learning Areas:

Communication LA: Children listen attentively in a range of situations/ Respond to what they hear with relevant actions.

U: Children follow instructions involving several ideas or actions/ They answer how and why questions about their experiences. **S:** They develop their own narratives and explanations by connecting ideas or events.

Physical Development MH: Children show good control in small movements/ They handle tools and equipment confidently.....

PSED SCSA: Confident to try new activities. **MFB:** Understand and follow the rules/ Adjust their behaviour to different situations/ Take changes of behaviour in their stride. **MR:** Children play co-operatively, taking turns with others/ Show sensitivity to others' needs and feelings/ Form positive relationships with peers.

Maths SSM: Recognise, create and describe patterns/ Explore characteristics of everyday objects and shapes using mathematical language to describe them.

Understanding the World TW: Children know about similarities and differences in relation to places and objects...../They talk about the features of their immediate environment.

Expressive Arts EMM: They safely use and explore a variety of materials, tools and techniques.