

IMPLEMENTATION / COMPONENT / ELEMENTS OF EYFS / COMMUNICATION & LANGUAGE

1	Tailored visits/Stay & Plays plus the same person on 'Meet and Greet' when possible, will help the children come accustomed to our routine and allow them to set themselves simple goals. They will develop warm and supportive relationships with both their peers and adults.(PSED)
2	With the help of emotion pictures / staff lanyards / timeline / 'I Feel, Need' / books / comforters and positive role models, the children are supported to manage their emotions, develop a sense of self, confidence in own abilities, make good friendships, co-operate and resolve conflicts peaceably. (PSED)
3	Strong, warm and supportive relationships with staff and Key Person will enable children to learn how to understand their own feelings and those of others leading to building respectful relationships with everyone. Positive role modelling / Golden Rules / Small Key Groups all contribute to making good friendships. (PSED)
1	Using different pieces of equipment/resources and following the interests of the children to help fine motor control and precision to develop hand-eye co-ordination, which is later linked to early literacy. Proficiency, control and confidence develops through regular opportunities to explore and play with small world activities/tools/puzzles etc. Opportunities to climb, run, jump, lark mark making, and events such as Sports Day. (PHYSICAL)
2	Through adult modelling and guidance, children learn how to look after their bodies, including healthy eating and managing personal needs independently such as going to the toilet / knowing when they are wet / using a tissue / washing their hands. With the help of child size sinks/small toilet/signs/allocated toilet person. Through play such as Dentist, Doctors, Opticians.(PSED)
3	Created games and opportunities for play both indoors and outdoors within the natural world around them, with adult support will develop their core strength, stability and balance, spatial awareness, co-ordination and agility. Activities such as walks/bus rides/shops & café visit/traffic surveys and treasure hunts in the park. (PHYSICAL)
1	Develop artistic and cultural awareness to support imagination and creativity by participating in craft activities / visiting artists / media such as water/music/ sand & mud kitchen / free drawing & mark making. Understanding, self-expression, vocabulary and the ability to communicate through the arts. (EA&D)
2	Celebrating Chinese New Year/ Diwali/ Easter/ Christmas & Birthdays, as well as visiting parks, libraries, meeting professions that help us, listen to stories and non fiction, rhymes and poems, will teach them understanding of their cultural, social, technological and ecological diverse world plus words that support understanding across domains which enriches and widens their vocabulary. (UTW)
3	With frequent, repetition and varied opportunities with music and movement , the children will gain the ability to interpret and appreciate what they hear, respond and observe. (EA&D)
1	Children to develop spatial reasoning skills including shape, space and measures. To be able to count confidently and develop a deep understanding of numbers to 10 plus their relationships and patterns. Manipulative activities such as measuring and weighing when cooking will offer these opportunities. (MATHEMATICS)
2	To use different methods of cooking and to follow recipes/ instructions and cook books will help develop their secure base of knowledge and vocabulary (MATHEMATICS). To develop language comprehension when adults talk about the world around them and read stories and non fiction inc recipe books. To learn about different cultures through positive images and discussions. (LITERACY) (UTW)
3	To help develop strength, precision and hand-eye co-ordination which is also linked to literacy. The use of cooking utensils allows the development of proficiency, control and confidence (PHYSICAL). By cooking varied dishes such as pancakes/ spring rolls/ sushi/ noodles/ samosas etc, they will develop their knowledge and sense of the world around them. (UTW) To be confident to explore music, instruments and dancing.
1	Understand the world by making sense of their physical world and to take care of it and observe growth and decay over time. By planting seeds / growing & caring for plants/ recycling/ junk modelling – they will use all their senses in hand on exploration of natural materials and talk about what they see using a wide vocabulary (UTW)
2	To explore and respond to different natural phenomena and to talk about the different forces they can feel when on Nature walks/ stroking pets/ bug hunts/ bird & bee houses/ feeders/tree & leaf rubbing/ saving electric & water/ (UTS)
3	To know there are different countries and to develop positive attitude about the difference between people when playing with our dolls/ trip to local church/ looking at maps/ weather/ visits from outside professions/ small world toys (UTS)