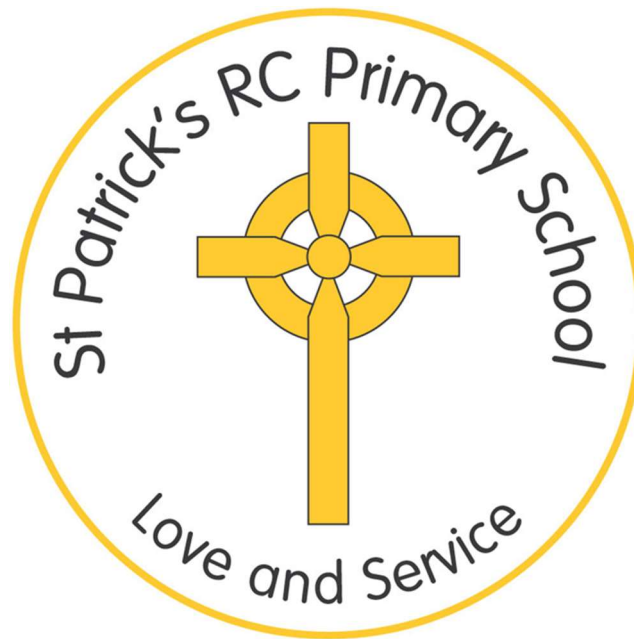








# EYFS Long Term Curriculum Plan

## Reception



### STATEMENT OF INTENT

*In the Early Years Foundation Stage at St Patrick's RC Primary School, in God's love, we play, learn, explore and grow together as friends. We continuously strive for our pupils to become independent, curious, creative and resilient learners who show respect for each other, their communities and the wider world. We believe in providing a secure foundation for future learning and development for our pupils, giving them the best possible start to their education in which Catholic values are fostered. Through our personalised and skilled teaching and learning approach, we are able to offer children a platform to be expressive, to feel valued and to feel empowered. As well as following the children's interests, our creative thematic curriculum is specifically planned for our pupils with a careful balance of whole class teaching, group work and child-initiated play to support children to reach their full potential. By establishing effective, trustworthy and supportive relationships with our pupils, children enjoy their learning whilst achieving the Early Learning Goals. We have high expectations for all our children and encourage them to develop as confident learners with high aspirations, who know how to make a positive difference and succeed in an ever-changing world.*

| EYFS Long Term Plan  |   |  |  |  |  |   |  |  |
|--|---|--|--|--|--|---|--|--|
| <div>NB: These themes may be adapted at various points to allow for children's interests to flow through the provision</div> |   | Autumn 1<br>Theme: Family<br>   | Autumn 2<br>Theme: Fire & Ice<br>Christmas<br>  | Spring 1<br>Theme: Reach for the stars<br>   | Spring 2<br>Theme: Marvellous Beasts<br>  | Summer 1<br>Theme: Down on the farm<br>  | Summer 2<br>Theme: Oh I do like to be beside the seaside<br>  |  |
|  |   | Enrichment   | Local walk   | Visit from the Fire Brigade  | Visit from Wonderdome  | Visiting artist   | Farm trip  | Pirate day/Food tasting  |
|  |   | Hook/Memorable Experience  | Colour Monster Project<br>Family photos<br>Autumn walk   | Nativity<br>Santa Visit<br>School Pantomime Trip<br>Fire Brigade   | Space Day  | Bug Hotel<br>Planting<br>Tadpoles   | Planting/growing vegetables  | Pirate Day<br>Beach Day<br>End of year celebrations                  |
|  |   | Possible key focus texts   | Colour Monster<br>Owl Babies<br>Goldilocks and the three bears<br>Going on a Bear Hunt<br>The Gruffalo   | Room on a Broom<br>Lost and found<br>Poles Apart<br>The Dinosaur that pooped<br>Christmas<br>The Christmas Story   | Aliens love underpants<br>Astro Girl<br>Whatever Next  | The very hungry caterpillar<br>Matisse The Magical Snail<br>What the ladybird heard<br>How to grow a dinosaur<br>The Easter Story   | A squash and a squeeze<br>Little Red Hen<br>Farmer Duck<br>The Three Little Pigs   | Rainbow Fish<br>The lighthouse Keepers lunch<br>Captain Sparklebeard |
| Literacy   | Communication and Language  | The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. |  |  |  |   |  |  |
|  | Phonics development<br>Following the RWI scheme of work<br><br>Word Reading<br>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge | Phonic Sounds: RWI Set 1 whole class<br><br>Word reading: Hear general sound discrimination. Hear and recognise initial sounds and be able to orally blend and segment.  | Phonic Sounds: RWI Differentiated groups<br><br>Word reading: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words from Set 1 – RWI. | Phonic Sounds: RWI Differentiated groups<br><br>Word reading: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words from Set 1 – RWI. | Phonic Sounds: RWI Differentiated groups<br><br>Word reading: Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and read all of common exception words from Set 1 - RWI. | Phonic Sounds: RWI Differentiated groups<br><br>Word reading: Naming letters of the alphabet. Distinguishing capital letters and lower-case letters. Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and begin to read some of set 2 red words – RWI. | Phonic Sounds: RWI Differentiated groups<br><br>Word reading: Reading simple sentences with fluency. Re-read what they have written to check that it makes sense. Reading CVCC and CCVC words confidently. Read most red words from Set 2 – RWI. |  |

|  |  |  |  |   |   |   |  |
|--|--|--|--|---|---|---|--|
|  | <b>Comprehension skill development</b>   | <p>Listen and enjoy sharing a range of books. Hold a book correctly, handle with care. Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately. Know that text in English is read top to bottom and left to right. Know the difference between text and illustrations. Recognise some familiar words in print, e.g., own name or advertising logos. Enjoy joining in with rhyme, songs and poems. Explain in simple terms what is happening in a picture in a familiar story. Complete a repeated refrain in a familiar rhyme, story or poem being read aloud</p> | <p>Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and nonrhyming stories, realistic and fantasy stories. Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts. Sequence two events from a familiar story, using puppets, pictures from book or role-play</p> | <p>Use picture clues to help read a simple text. Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. Show understanding of some words and phrases in a story that is read aloud to them. Express a preference for a book, song or rhyme, from a limited selection. Play is influenced by experience of books (small world, role play)</p> | <p>Retell stories in the correct sequence, draw on language patterns of stories. With prompting, show understanding of many common words and phrases in a story that is read aloud to them. Suggest how an unfamiliar story read aloud to them might end. Give a simple opinion on a book they have read, when prompted. Recognise repetition of words or phrases in a short passage of text. Play influenced by experience of books. Innovate a well-known story with support.</p> | <p>Correctly sequence a story or event using pictures and/or captions. Make simple, plausible suggestions about what will happen next in a book they are reading. Know the difference between different types of texts (fiction, nonfiction, poetry) Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted. Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme.</p> | <p>Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story. Recall the main points in text in the correct sequence, using own words and include new vocabulary. When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment. With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.</p> |
|  | <b>Emergent writing</b><br><i>See Appendix A for examples of typical writing progression</i> | <p>Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory.</p>  | <p>Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words</p>   | <p>Use appropriate letters for initial sounds.</p>  | <p>Build words using known letter-sound correspondences in own writing.</p>   | <p>Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing.</p>   | <p>Show awareness of the different audience for writing. Write short sentences with words with known lettersound correspondences sometimes using a capital letter and full stop.</p>   |
|  | <b>Compositional skills</b>  | <p>Use talk to organise describe events and experiences.</p>   | <p>Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.</p>   | <p>Orally compose a simple sentence and hold it in memory before attempting to write it.</p>  | <p>Orally compose a simple sentence/caption and hold it in memory before attempting to write it.</p>  | <p>Write a simple sentence/caption which may include a full stop.</p>   | <p>Write a simple narrative in short sentences with known letter-sound correspondences may include a capital letter and full stop.</p>   |
|  | <b>Spelling development</b>  | <p>Orally segment sounds in simple words. Begin to write initial sounds. Write their name copying it from a name card or try to write it from memory.</p>  | <p>Orally spell VC and CVC words by identifying the sounds. Write initial and end sound and begin to write more sounds in sequence. Write own name.</p>  | <p>Continues to write sounds in sequence, spelling VC and CVC words independently using Set 1 sounds. Beginning to spell some Set 1 red words such as I and the.</p>  | <p>Writes VC, CVC and CVCC words independently using Set 1 (Set 2 if appropriate). Spelling more Set 1 red words independently such as you, my, of, are. Beginning to make phonetically plausible</p>   | <p>Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words.</p>   | <p>Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g. CCVCC. Spell irregular common (tricky) words e.g.,</p>   |

|  |                         |   |   |   |   |   |   |
|--|-------------------------|---|---|---|---|---|---|
|  |                         |   |   |   | attempts when writing more complex unknown words.   |   | he, she, we, be, me independently.  |
|  | Handwriting development | Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles   | Form letters from their name correctly. Recognise that after a word there is a space. | Show a dominant hand. Write from left to right and top to bottom. Begin to form some recognisable letters.  | Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders. | Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.                                    | Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly. |
| Maths unit overview<br>Planning is based from the Power Maths scheme of work |                         | Numbers to 10<br>Sorting<br>Comparing groups within 10 (identical and non-identical)<br>One more/one less<br>3D and 2D shapes<br>Number bonds to 5<br>Prepositional language  |   | Numbers to 15<br>Comparing groups within 20<br>Addition to 10<br>Number bonds to 10<br>Length, height, weight and distance<br>Subtraction<br>Repeating patterns |   | Adding and subtracting by counting on and counting back<br>doubling/halving<br>odd and evens<br>composing and decomposing shapes<br>volume and capacity<br>Sorting into 2 groups<br>Money Time (my day) |   |
| RE<br>Following the Come & See Scheme of work                                |                         | Domestic Church: <b>Myself</b><br>Baptism/Confirmation: <b>Welcome</b>  | Advent/Christmas: <b>Birthday</b>   | Local Church: <b>Celebrating</b>  | Eucharist: <b>Gathering</b><br><b>Lent/Easter: Growing</b>  | Pentecost: <b>Serving</b><br><b>Reconciliation: Friends</b>   | Universal Church: <b>Our World</b>  |
| Caritas  |                         | The dignity of the human person   | Family and Community  | Solidarity and the Common Good  | Rights and Responsibilities<br>Option for the Poor and Vulnerable   | The Dignity of work   | Stewardship   |
| PSHE/RSE   |                         | Theme 1: Created and Loved by God<br>Me, my body and my health<br>Emotional well-being<br>Life cycles   |   | Theme 2: Created to Love Others<br>Personal relationships<br>Keeping safe   |   | Theme 3: Created to Live in Community<br>Living in the wider world<br>Diversity<br>Aspirations  |   |
| Physical Development<br><br>PE sessions are delivered by FUNDA               |                         | <p>By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their <b>core strength, stability, balance, spatial awareness</b>, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b>, which is later linked to <b>early literacy</b>. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop <b>proficiency, control and confidence</b>.</p> <p>Through access to continuous provision, children will have daily access to fine motor and gross motor activities and will:</p> <ul style="list-style-type: none"><li>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li><li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li><li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li><li>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.</li><li>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li></ul> <p>In addition to this, children receive a dedicated PE slot weekly based around development the fundamental movement skills and focus on the following each half-term:</p> |   |   |   |   |   |

|                            |                     |   |  |   |   |   |  |
|----------------------------|---------------------|---|--|---|---|---|--|
|                            |                     | Moving forward/backward<br>Crawling   | Running, jumping and<br>balancing  | Finding space, hopping and<br>skipping  | Throwing overarm, underarm<br>and catching  | Throwing to targets, rolling<br>and dribbling   | Kicking, striking with ½ hands   |
| Understanding of the World | Geography           | Different types of homes<br>My route to school<br>The local area<br>How do I get to school?<br>Local Maps – creating a map<br>of the local area<br>Looking at where our different<br>families are from around the<br>world.   | Where are the polar regions?<br>Map work and Google Earth.<br>Who lives at the North/South<br>Pole? Comparing life of an<br>Inuit to ours back at home.<br>Polar animals<br>Weather at the polar regions | Earth – solar system  | Where do minibeasts live?<br>What do they eat?<br>Plant growth<br>Where did dinosaurs live?<br>Where have dinosaur bones<br>been found?   | Where does food come from?<br>Farm to fork<br>What food is grown on a<br>farm?  | Comparing other beaches to<br>British beaches<br>Man-made or natural?<br>Comparison between a<br>country abroad to the UK<br>Map work. Looking at<br>different parts of the earth –<br>land and sea. |
|                            | History             | Discussing memories from time<br>with our families  | Remembrance Day<br>Bonfire Night – Guy Fawkes<br>Nativity story  | Space landings<br>When was the first Rocket<br>built?   | What happened on Good<br>Friday and Easter Sunday?<br>When did dinosaurs exist?<br>Survival of dinosaurs Fossil   | How machinery has changed<br>over time  | When was the first lighthouse<br>built? Past and present seaside<br>fronts in the UK. Who are<br>pirates? How did they travel?<br>Do Pirates exist today?  |
|                            | Science             | Seasonal changes<br>Name, observe and describe<br>UK wild animals.<br>Begin to discuss their<br>similarities<br>and differences.<br>Nocturnal animals<br>Hibernation.   | Seasonal Changes<br>Winter clothing – looking after<br>our bodies.<br>Melting /ice investigations<br>Floating/Sinking  | Earth and other planets<br>Can we breathe in space?<br>How do we get to space?<br>Who works in space?<br>Day/night & gravity<br>Forces – push and pull<br>Magnets | Naming and classification<br>Different ways of moving<br>Habitats<br>Life cycles.<br>Seasonal changes<br>Dinosaurs diet: herbivores/<br>carnivores/ omnivores   | Seasonal changes<br>Food chains<br>Life cycle of a hen<br>Plant & animal growth<br>Which animals live on a farm?<br>.. Naming machinery and their<br>uses | Seasonal changes<br>Shadows<br>What animals live at the<br>seaside?<br>Seaside towns now and then<br>What creatures live in the sea?<br>What do they eat? Food<br>chains.                            |
|                            | Technology          | Internet safety week<br>will launch how to<br>stay safe online and<br>then will be referred<br>to throughout the<br>year  | Learning the basic on/off on ICT equipment<br>Basic mouse skills<br>Daily software games to develop operational skills on the IWB<br>and the desktop computer  |   | Take photos and videos on a camera, including basic editing<br>Knows how to erase content and how to charge<br>camera/iPad/tablet – knowing the difference between battery<br>powered and mains powered |   | Programmable toys and remote control toys  |
| Expressive arts and design | Creative Art        | Children will experience and develop a range of creative, artistic skills. The children will have daily, continuous access to a wide range of open ended, ambiguous resources allowing the opportunity to explore, experiment and develop their own creativity. They will have the opportunity to create collaboratively sharing Ideas and resources as well on solo work. Throughout the year the children will have the opportunity to return to and build on their previous learning, refining ideas and developing their ability to represent them. <i>Developing continuously in the skills for planned and unplanned experiences with: Painting, 3D modelling, messy play, cutting, printing, textiles/materials, colour, mark-making/drawing.</i><br>In addition specific skills and/or experiences will be planned: |  |   |   |   |  |
|                            | Planned experiences | Birthday cards using process<br>art/printing<br>Owl baby puppets using<br>different materials<br>Self-portraits<br>Autumn treasures giant art –<br>artist study   | Digital firework art<br>Firework prints<br>Christmas card/ craft<br>Salt dough tree decoration<br>Polar region scene collaborative<br>art – artist study   | Junk model rockets<br>Shaving foam planets<br>Starry night painting – artist<br>study<br>Mother’s day clay candle<br>holders<br>Mother’s day cards                | Symmetrical butterflies<br>Daffodil/sunflower<br>observational drawing<br>Snail collage - artist study<br>Easter Craft /<br>Easter cards in the style of<br>Kusama                                      | Animal collages<br>Animal puppets<br>Animal painting – artist study<br>Father day art/cards   | Sea scape painting collage –<br>artist study<br>Seaside weaving<br>Junk model boats<br>Sea creature craft<br>Salt dough fossil   |

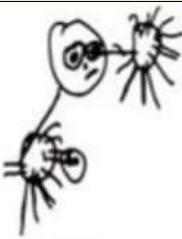

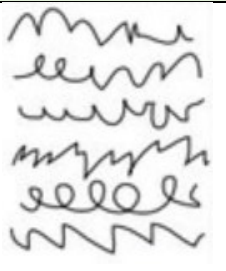




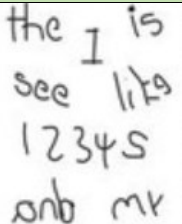
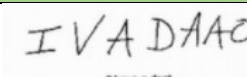
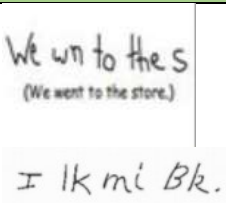
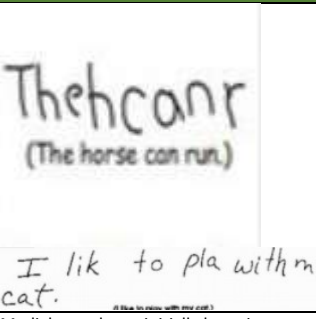
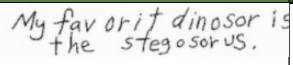
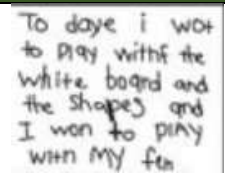
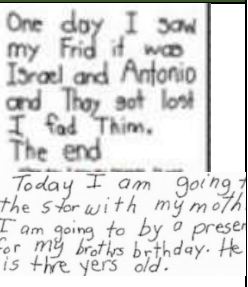


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|--|---|---|---|--|--|--|---|
|  | <b>Artist study</b><br><i>Children to produce a piece of art work each half term based on an Artist study</i> | Andy Goldsworthy  | Jackson Pollock   | Vincent van Gogh   | Yayoi Kusama<br>Henri Matisse  | Linda Israel   | J. M. W. Turner   |
|  | <b>Music</b><br>Following the Charanga Scheme of work for Music   | Children will develop skills in listening attentively, moving to and talking about music, express their feelings and responses. We will experience singing in a group or on their own, increasingly matching the pitch and following the melody. Children will watch and talk about dance and performance art, express their feelings and responses. Children will explore and engage in music making and dance, performing solo or in groups. In addition to the daily experiences and opportunities offered in EYFS the children will have specific musical development sessions using Charanga:  |   |  |  |  |   |
|  |   | <b>ME!</b><br>Pat-a-cake 1, 2, 3, 4, 5,<br>Once I Caught... This Old Man<br>Five Little Ducks Name Song<br>Things For Fingers   | <b>MY STORIES!</b><br>I'm A Little Teapot The Grand Old Duke Of York<br>Ring O' Roses<br>Hickory Dickory Dock<br>Not Too Difficult The ABC Song | <b>EVERYONE!</b><br>Wind The Bobbin Up<br>Rock-a-bye Baby<br>Twinkle Twinkle If You're Happy And You Know It<br>Head, Shoulders, Knees And Toes  | <b>OUR WORLD</b><br>Old Macdonald<br>Incy Wincy Spider<br>Baa Baa Black Sheep<br>Row, Row, Row Your Boat<br>The Wheels On The Bus<br>The Hokey Cokey | <b>BIG BEAR FUNK!</b><br>A transition unit that prepares children for their musical learning in Year 1   | <b>Reflect, Rewind &amp; Replay</b><br>Listen and Appraise<br>Play instruments within the song<br>Improvisation using voices and instruments<br>Riff-based composition<br>Share and perform the learning that has taken place |
|  | <b>Being imaginative</b>  | Take part in simple, pretend play often based on familiar experiences, e.g. making dinner. Uses available resources to create props or creates imaginary ones to support play. Develop storylines through small-world or roleplay.  |   | Retell parts of familiar stories through use of puppets, toys, masks or small-world. Create more complex narratives in their pretend play, building on the contributions of their peers. |  | Invent, adapt and recount narratives and stories with peers and their teacher. Creates representations of both imaginary and real-life ideas, events, people and objects. Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping |   |
| <b>Characteristics of Effective Learning</b><br><i>See Appendix B for full details of CoEL</i> |   | <p>The EYFS statutory framework outlines an expectation that practitioners reflect on the different ways in which children learn, the characteristics of effective learning form the bedrock of teaching understanding the world. These are:</p> <ul style="list-style-type: none"><li>• playing and exploring - children investigate and experience things, and ‘have a go’</li><li>• active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements</li><li>• creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.</li></ul> <p>It is important to recognise learning does not always fit into boxes. Our play-based and child-centred approaches encourage learning to follow where the child’s interest and curiosity leads. Through a balance of guided, planned teaching and pursuing children’s own learning within an enabling environment the children will begin to make sense of the physical world and their community.</p> |   |  |  |  |   |

NB – Festivals and Celebrations will be covered within the current topics where relevant and as part of whole school 'World Religions' themed days

NB – themes are not set, they are a possible starting point/line of enquiry and can change dependent on direction of learning within lessons and the children's interests and fascinations

## Appendix A: EYFS Writing Progression Map

| Pre-Phonemic Stage   |   |  |   |   |  |  |
|--|---|--|---|---|--|--|
| Pictures   | Random Scribbling   | Scribble writing   | Symbols that represent letters  | Random letters  | Letter Strings   | Letter groups  |
|   |  |   |   |  |   |   |
| Picture tells a story to convey message  | Starting point at any point of paper  | Progression is from left to right  | Mock letters or symbols   |   | Letter strings move from L to R and move down the page                               | Separated by spaces to resemble different words                                      |
| Early Phonemic Stage   | Letter name stage   |  | Transitional Stage  |   |  |  |
| Environmental print  | Beginning sounds<br>Random and initial consonants                                 | Initial and final sounds appear  | Vowel sounds appear<br>Evidence of tricky words                                     | All syllables represented   | Inventive spelling   | Multiple related sentences with many words spelled correctly                         |
|  |  |  |  |  |  |  |
| Awareness of print, copied from surroundings                                       | Beginning and ending letters are used to represent words                          |  | Medial sound may initially be written as a consonant.<br>Vowels begin to appear.    | A child hears beginning, middle and end sounds.                                     | Whole sentence writing develops.   |  |

## Appendix B: EYFS Characteristics of Effective Learning

| Characteristics of Effective Learning  |  |  |
|--|--|--|
| Playing and Exploring<br><i>Engagement</i>   | Active Learning<br><i>motivation</i>   | Creating and Thinking Critically<br><i>thinking</i>  |
| <b>Finding out and exploring</b> <ul style="list-style-type: none"> <li>• Showing curiosity about objects, events and people</li> <li>• Using senses to explore the world around them</li> <li>• Engaging in open-ended activity</li> <li>• Showing particular interests</li> </ul>        | <b>Being involved and concentrating</b> <ul style="list-style-type: none"> <li>• Maintaining focus on their activity for a period of time</li> <li>• Showing high levels of energy, fascination</li> <li>• Not easily distracted</li> <li>• Paying attention to details</li> </ul>   | <b>Having their own ideas</b> <ul style="list-style-type: none"> <li>• Thinking of ideas</li> <li>• Finding ways to solve problems</li> <li>• Finding new ways to do things</li> </ul>   |
| <b>Playing with what they know</b> <ul style="list-style-type: none"> <li>• Pretending objects are things from their experience</li> <li>• Representing their experiences in play</li> <li>• Taking on a role in their play</li> <li>• Acting out experiences with other people</li> </ul> | <b>Keeping on trying</b> <ul style="list-style-type: none"> <li>• Persisting with activity when challenges occur</li> <li>• Showing a belief that more effort or a different approach will pay off</li> <li>• Bouncing back after difficulties</li> </ul>  | <b>Making links</b> <ul style="list-style-type: none"> <li>• Making links and noticing patterns in their experience</li> <li>• Making predictions</li> <li>• Testing their ideas</li> <li>• Developing ideas of grouping, sequences, cause and effect</li> </ul>   |
| <b>Being willing to 'have a go'</b> <ul style="list-style-type: none"> <li>• Initiating activities</li> <li>• Seeking challenge</li> <li>• Showing a 'can do' attitude</li> <li>• Taking a risk, engaging in new experiences, and learning by trial and error</li> </ul>                   | <b>Enjoying achieving what they set out to do</b> <ul style="list-style-type: none"> <li>• Showing satisfaction in meeting their own goals</li> <li>• Being proud of how they accomplished something – not just the end result</li> <li>• Enjoying meeting challenges for their own sake rather than external rewards or praise</li> </ul> | <b>Choosing ways to do things</b> <ul style="list-style-type: none"> <li>• Planning, making decisions about how to approach a task, solve a problem and reach a goal</li> <li>• Checking how well their activities are going</li> <li>• Changing strategy as needed</li> <li>• Reviewing how well the approach worked</li> </ul> |

*Playing and Exploring, Active Learning, and Creating and Thinking Critically support children's learning across all areas.*