



Curriculum Overview from Birth to Four

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CURRICULUM OVERVIEW



Introduction

The Little Wellies Curriculum Overview is a broad and basic outline of some of the key learning intentions for our children while they are with us and how we will go about teaching and facilitating this learning. The wealth of things that a child learns in their first four years of life can never be detailed in a document such as this. This document provides a small selection of key learning intentions, which should be supplemented by a multitude of other things that children will learn in the time that they are with us.

All children are individuals and learn at their own, individual rate. The Little Wellies Curriculum Overview is a guide for practitioners to assist and advise on the possible key learning intentions inherent in typical child development at certain ages. We are very aware that many children will not develop and progress in this way. Practitioners are mindful of the fact that for individual children, it may not be appropriate to teach within the matching chronological age band, but to look carefully at what comes before and after.

This curriculum has been formed by studying, understanding and discussing three key documents:

- The Statutory Framework for The Early Years Foundation Stage 2021
- Birth to Five Matters – Non-Statutory Guidance for The Early Years Foundation Stage 2021
- Development Matters – Non-Statutory Curriculum Guidance for The Early Years Foundation Stage 2020

And has been supplemented and edited according to the needs of the children within our nurseries. It will continue to be constantly evaluated, reviewed and edited as it is put into practice.

This overview will give examples of possible activities / environmental enhancements which may help to facilitate specific learning intentions. However, with regards to content, it is generally non-prescriptive on purpose. The content of activities that the children take part in to facilitate learning will depend very much on individual children and their interests at the time.

Both of the non-statutory documents, when published, stated clearly that they should not be seen as linear or a “tick list” and our curriculum, based on these documents has the same philosophy behind it. This philosophy extends to the amount of time and energy that practitioners spend on needless assessment and record keeping. The Statutory Framework for The EYFS 2021 clearly states that, “Assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork. When assessing whether an individual child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement and should not be required to prove this through a collection of physical evidence.” This document is not and should be not used as an assessment tool. Development Matters and Birth to 5 Matters will assist practitioners in making judgements about their key children against what is typical child development.

The assessment process will be informal and ongoing for most children. Practitioners will know and understand their key children deeply and will know and be able to explain their needs, attainment, development and progress. Any assessment that is undertaken should have a clear purpose and objective and should be beneficial to the child’s learning and development.

Statement of Intent and the Little Wellies Pedagogy

At Little Wellies we put the child at the centre of all that we do. Everything that takes place each day is led by each individual child and the staff are highly skilled and trained in following each child's needs and interests. We believe, passionately, that nursery should provide a home from home environment and a family-based ethos. To that end, ALL staff at Little Wellies have contributed to our statement of intent, as follows:

“Little Wellies provides the very highest standards of childcare in a welcoming, comfortable and homely environment. A family-run nursery, where EVERYONE is included, but where individuality and all backgrounds and cultures are celebrated. The child is at the centre of all that we do and their happiness, care and learning are paramount. We are creative and child-led and engage children through fun, messy and meaningful play; both inside and out. Practitioners skilfully interact and build on children's learning, with achievable, but challenging 'next steps.' We teach children to be self-confident, independent and self-assured, but respectful; preparing them for the next stage in learning and their life ahead. We want children to thrive in a loving environment, where curiosity and a real love of learning is nurtured.”

It is this statement of intent that drives our Curriculum and Pedagogy.

Children with Special Educational Needs and Disabilities and More Able Children

Where children are more able we will plan learning intentions for them with regards to age ranges above their chronological age. We will be led by the child and ensure that their individual curriculum extends and supports them in their learning. If a child in pre-school is more able then we will use the learning intentions inherent in the programmes of study for Reception in both Development Matters 2020 and Birth to Five Matters 2021.

We have a clear, graduated approach and procedure to SEND. If a child shows signs of needing extra support we will follow this procedure. If appropriate (the child is functioning within Stage 3 or 4 of our graduated approach) the Early Years Developmental Journal will be used to track progress in small incremental measures. This will be used on an “assess, do, review” basis and will support the practitioner to plan for the child and make judgements, which may lead to applications/referrals for extra support/funding. Parents will be fully involved at each step. For these children more time will be devoted to careful assessment and record keeping ensuring small steps of progress are carefully measured.

COMMUNICATION AND LANGUAGE**Listening, Attention and Understanding****Around the ages of birth to 1 year old, we will:**

- Constantly share stories, songs and rhymes at all times of day from a range of cultures. Singing to the children and encouraging them to engage.
- Use child's name and wait for a reaction. Praise if they react
- Talk to the children about what we are doing e.g. "making lunch now"
- Introduce the children to a wide range of sensory experiences, such as playdough, cornflour gloop, shaving foam and everyday objects
- Interact with the children for prolonged moments, creating shared moments of interaction, using animated facial expressions and expressive voice
- Imitate child's responses and expand on them
- Encourage playfulness through games such as "Peekaboo"
- Pick up on a child's focus and pay joint attention to their interests

Around the ages of 1 to 2 years old, we will also:

- Sing songs with the children, encouraging them to join in, using percussion instruments, encouraging participation in small groups
- Sing action songs and rhymes with the children,
- Play alongside the child and expand play through conversation
- Introduce a growing range of sounds, eg "chug chug" "brumm brumm"
- Encourage listening through playful games, human and non-human noises
- Begin to encourage the following of simple instructions, such as knowing when it is time to tidy up and helping a little.
- Play listening games

Around the ages of 2 to 3 years old, we will also:

- Read a wide range of stories to children from different cultures
- Encourage early speaking and listening skills in small groups at specific times
- Encourage children to join in with songs, rhymes and actions encouraging them to join in with some actions and join in with repetition, intonation and rhyme
- Listen carefully to children's responses, modelling what it means to be a good listener
- Ask and model simple questions and answers
- Model and encourage "thinking language" such as "What if..." "Hmmm.... I wonder..."
- Encourage all children to know the names of others and pronounce them correctly
- Speak to children in simple sentences, encouraging understanding of instructions and asking simple questions
- Create many opportunities for roleplay and join in with the children, modelling good listening and attention behaviours

Around the ages of 3 to 4 years old, we will also:

- Encourage speaking and listening skills in small groups, such as Circle Time at the start of sessions
- Explore many opportunities to constantly extend children's vocabulary e.g. discuss what has taken place during a session at the end of it and extend vocabulary in doing so
- Use core texts to expand learning, e.g. "Dear Zoo, Handa's Surprise, We're Going on a Bear Hunt"
- Use more complex sentences (including questions) and encourage children to understand instructions
- Read a wide range of stories from different cultures and encourage children to pay increasing attention, encouraging children to join in with rhymes, refrains etc
- Provide a wide range of resources and activities that encourage speech and language
- Create more complex opportunities for roleplay, based on home life and join in with the children, modelling good listening and attention behaviours
- Begin to draw children's attention to sounds, e.g. m, m, m, m, mummy, go on phoneme hunts, play phonics games etc
- Make up alternative versions of rhymes, focussing on rhyming words "Twinkle Twinkle Chocolate Bar, Hickory Dickory Dee"
- Use a growing range of musical instruments within songs and rhymes

COMMUNICATION AND LANGUAGE

Speaking

Around the ages of birth to 1 year old, we will:

- Find out about a child’s home language and ensure parents understand the importance of talking to their babies
- Pay attention to all cues, such as gestures, facial expressions and respond. Find out which cues are used at home.
- Copy, imitate babies’ sounds and expand upon them
- If the child’s home language is not English, learn and use some key words in this language
- Use basic Makaton signs to introduce them

Around the ages of 1 to 2 years old, we will also:

- Encourage use of sounds when playing e.g. “brum”
- Encourage use of single words and imitating words and sounds
- “Tune in” to the way individual children attempt communication, e.g. physical movement, utterances, bringing objects / toys
- Repeat words back clearly
- Provide many sensory experiences to encourage conversation, such as in dens / cosy corners / tuff trays, both inside and outside
- Encourage children to copy familiar expressions such as “all gone!”
- Begin to introduce simple, frequently used, Makaton signs

Around the ages of 2 to 3 years old, we will also:

- Begin to encourage children to use simple phrases, putting 2 or more words together. Expand children’s words by forming sentences when repeating back.
- Encourage children to discuss things and people that are not immediately present and ask questions
- Build vocabulary by giving children choices
- Respond to children’s incorrect pronunciation by repeating with the correct pronunciation without making them feel that they are wrong
- Introduce Makaton as a communication strategy
- Play with a wide variety of sounds that children hear and repeat back, even if nonsense
- Use activities based on Letters and Sounds Phase 1
- Include informal feedback time at the ends of sessions to speak to children about what they have done / enjoyed
- Provide opportunities for children to communicate in their home language

Around the ages of 3 to 4 years old, we will also:

- Encourage children to use language to share their feelings, thoughts and experiences
- Encourage children to use a growing range of new words in their speech
- Encourage children to ask a variety of questions and use longer, more complex sentences
- Give children thinking time to start a conversation and to formulate their ideas during play and conversation
- Use a wide range of pictures, photographs and objects that will encourage conversation. E.g. photos of families in the rooms
- Provide activities related to speech sounds, e.g. Letters and Sounds phases 1 and 2
- Add extra words to what children are saying to extend vocabulary
- Provide many play opportunities, such as small world toys and puppets for children to act out stories and engage in conversation
- Plan regular opportunities for the children to speak aloud in front of others

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Self-Regulation

Around the ages of birth to 1 year old, we will:	Around the ages of 1 to 2 years old, we will also:	Around the ages of 2 to 3 years old, we will also:	Around the ages of 3 to 4 years old, we will also:
<ul style="list-style-type: none"> • Learn from parents about how the child expresses their emotions and how best to soothe them • Be responsive to all emotional communication • Tune in to the child’s needs and emotions and follow their needs • Learn and sing lullabies and soothing songs that the baby knows from home • Model caring and respectful behaviours when playing alongside children • Create cosy, secure areas for babies and adults to be together 	<ul style="list-style-type: none"> • Encourage children to express their feelings whether positive or negative • Help children to show empathy towards others • Be a secure base for children to return to for “emotional refuelling” • Demonstrate clear and consistent boundaries, whilst understanding the need for flexibility within them 	<ul style="list-style-type: none"> • Use books / stories and puppets to help to respond to feelings of self and others • Create regular opportunities for 1:1 times with Key children • Talk to children about one another’s feelings – model empathy • Introduce the Little Wellies Way as a positive code of behaviour and discuss how it helps us all to be friends • Discuss rules and fairness with children in their play 	<ul style="list-style-type: none"> • Build on feelings of empathy so that children can discuss how one another is feeling • Help children to understand the consequences of their choices and how this may affect others • Create many opportunities where children can express their feelings and emotions safely and securely • Discuss a wide range of feelings with children and help children to put their feelings into words so that they can be expressed • Begin to ask children for their own ideas of how they might self-regulate or help others to • Make Little Wellies Way central to discussions on behaviour / kindness / self-regulation

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Managing Self

Around the ages of birth to 1 year old, we will:

- Engage in positive, uninterrupted play with babies
- Provide many opportunities for babies to explore their own bodies
- Listen, respond to and build on babies' expressions, actions and gestures
- Spend 1:1 time with babies, looking at books, singing rhymes etc
- Offer commentary about what is happening around the child
- Ensure we have a thorough knowledge from parents of the baby's usual feeding, changing, sleeping, comforting experiences
- Ensure the baby feels safe and secure whilst carrying out care routines with them
- Use mirrors for babies to see themselves, talking to them about what they see
- Display photos and talk about them (family, friends etc)
- Give bodily care times prominence, making feeding, changing, dressing times slow and attentive

Around the ages of 1 to 2 years old, we will also:

- Share children's pleasure when they do something for themselves and celebrate this with others
- Allow children to make simple choices and gain independence
- Encourage independence and self-exploration whilst also being aware of possible dangers and risks
- Be close by to provide emotional support when needed but allow children to be as independent as possible
- Ensure the environment is planned for children to access things as independently as possible
- Begin to teach children about basic hand hygiene and encourage them to wash hands with growing independence
- Begin to create rituals and rhymes around dressing and hygiene routines

Around the ages of 2 to 3 years old, we will also:

- Recognise each child's social and cultural context by talking about the places the children like to go, celebrations they enjoy and people they love
- Recognise and value children's unique interests and abilities by building on what they show us
- Be responsive to and encourage each child's drive to become increasingly independent with their self-care
- Help children to be as independent as possible when dressing
- Involve children in preparing their own food
- Help children to begin to understand how to keep healthy, including dental health
- Help children to manage their own basic hygiene needs, such as hand washing, toileting and dressing

Around the ages of 3 to 4 years old, we will also:

- Celebrate all children's uniqueness by openly talking with them about their individual characteristics
- Give children opportunities to become increasingly independent in their play and learning
- Be on hand to provide help when it is asked for but also understand that when children make mistakes and have to persevere, they learn
- Begin to talk to children about changes in their body when they exercise and about healthy choices for food and drink
- Assist children in being increasingly independent in all self-care

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Building Relationships

Around the ages of birth to 1 year old, we will also:

- Offer warm, loving and consistent care in all interactions with children
- Respond quickly and sensitively to children’s emotional needs
- Spend plenty of quality time with the children playing games, singing songs, mirroring communication and understanding their cues when they want to stop
- Use care events to build strong relationships with children with respect and sensitivity
- Understand a child’s need for closer attachment when feeling anxious or insecure
- Ensure children know what we are doing if we leave the group, building up their confidence that we will return

Around the ages of 1 to 2 years old, we will also:

- Adopt a process of inviting, suggesting and then engaging with a child in interactions and care events, allowing a cooperative relationship to develop
- Give our full attention when children look to us for a response
- Support social interactions between children
- Model gentleness and kindness with children and other adults
- Cultivate a sense of community and belonging for all the children in the group

Around the ages of 2 to 3 years old, we will also:

- Use mealtimes as a social occasion so that social skills can be practised
- Know all the children’s names and likes / dislikes. Help children to learn this about each other.
- Ensure there is enough time to allow children to be as independent as they can during care routines

Around the ages of 3 to 4 years old, we will also:

- Show children that we keep them in mind by referring to something special about them
- Model key skills of empathy, negotiation, compromise and positive assertion when playing with children and during everyday interactions
- Provide positive feedback, noticing and acknowledging children’s thoughtfulness towards each other
- Begin to use a problem solving approach to help children to resolve conflicts
- Pause before intervening in children’s arguments to give them time to resolve issues if they can

PHYSICAL DEVELOPMENT			
Gross Motor Skills			
Around the ages of birth to 1 year old, we will:	Around the ages of 1 to 2 years old, we will:	Around the ages of 2 to 3 years old, we will:	Around the ages of 3 to 4 years old, we will:
<ul style="list-style-type: none"> • Ensure that babies have plenty of opportunities for moving and being active throughout the time they are awake • Ensure babies get plenty of time outdoors • Help babies to become aware of their own bodies through touch and movement • Ensure babies have time on the floor with bare feet and non-restrictive clothing • Ensure that babies have plenty of time to be active throughout the day 	<ul style="list-style-type: none"> • Ensure toddlers have plenty of opportunities throughout the day to be active • Encourage independence as children explore a particular pattern of movements (schemas) • Play active games, involving big movements • Give opportunities for children to help to take care of their physical environment, such as washing windows or sweeping leaves 	<ul style="list-style-type: none"> • Give as much opportunity as possible for children to move freely between indoors and outdoors • Help children to explore new ways of moving e.g. moving like different animals • Provide a range of wheeled toys to help balance and coordination • Provide safe opportunities for children to explore their own physical risks, such as climbing on ladders • Encourage children to take part in games using motor skills, e.g. throwing, catching, receiving 	<ul style="list-style-type: none"> • Use a range of vocabulary to describe different movements and encourage children to move in these ways • Move to music of different styles and tempos • Give children physical challenges, e.g. Can you get around the climbing frame without your knees touching it? •

PHYSICAL DEVELOPMENT**Fine Motor Skills**

Around the ages of birth to 1 year old, we will:	Around the ages of 1 to 2 years old, we will:	Around the ages of 2 to 3 years old, we will:	Around the ages of 3 to 4 years old, we will:
<ul style="list-style-type: none">• Encourage young babies to share control of a feeding bottle• Play games such as offering a small toy and taking it to rattle• Encourage babies to use resources that they can grasp, squeeze, tug and throw• Help babies to make marks in paint, playdough etc	<ul style="list-style-type: none">• Use mealtimes as an opportunity for children to hold and use cutlery, cups etc	<ul style="list-style-type: none">• Encourage children in efforts to use fine motor skills in their play, such as pouring a drink from a tea pot or during mealtimes, such as serving themselves using kitchen tools• Encourage children to use a range of tools, mark making, loose parts etc to develop fine motor skills in creative work e.g. bracelet making	<ul style="list-style-type: none">• Teach the children the skills needed to use equipment safely, e.g. cutting with scissors• Through the above we will begin to understand a child's dominant hand• Use construction materials to aid hand / eye coordination

LITERACY**Comprehension**

Around the ages of birth to 1 year old, we will:	Around the ages of 1 to 2 years old, we will:	Around the ages of 2 to 3 years old, we will:	Around the ages of 3 to 4 years old, we will:
<ul style="list-style-type: none">• Sing and say lots of songs and rhymes to all children in various groups, both inside and outside, at all times of day• Provide many different areas and opportunities for sharing books, both inside and outside	<ul style="list-style-type: none">• Encourage children to choose their own songs and rhymes through using props and picture cards	<ul style="list-style-type: none">• Encourage children to choose their own songs and rhymes through pictures and speaking• Focus on particular favourite songs and nursery rhymes• Explore favourite books and stories though acting them out, e.g. "We're Going on a Bear Hunt" and talk about favourites, allowing children to choose their own	<ul style="list-style-type: none">• Explore favourite books and stories though acting them out, e.g. "We're Going on a Bear Hunt"• Draw children's attention to a wide variety of print within the setting and environment• Show children the key features in a book, show them how to turn the pages, look at the text and its direction• Use books to extend language and vocabulary in context

LITERACY			
Word Reading			
Around the ages of birth to 1 year old, we will:	Around the ages of 1 to 2 years old, we will:	Around the ages of 2 to 3 years old, we will:	Around the ages of 3 to 4 years old, we will:
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Ensure there are many printed words within the learning environment 	<ul style="list-style-type: none"> • Point out print and words in the environment, discuss what they say and their meanings 	<ul style="list-style-type: none"> • Point out print and words in the environment, discuss what they say and their meanings • Develop children’s phonological awareness so that they can suggest rhymes, make up silly rhymes and songs • Begin to understand the names of some graphemes, particularly in their names and sound some phonemes, particularly within their names

LITERACY			
Writing			
Around the ages of birth to 1 year old, we will:	Around the ages of 1 to 2 years old, we will:	Around the ages of 2 to 3 years old, we will:	Around the ages of 3 to 4 years old, we will:
<ul style="list-style-type: none"> • Provide a wide range of stimulating equipment to encourage children's mark making, such as wet sand 	<ul style="list-style-type: none"> • Provide a wide range of stimulating equipment to encourage children's mark making, such as wet sand, chalk, felt tips etc 	<ul style="list-style-type: none"> • Provide many, motivating opportunities to write, both indoors and outdoors, e.g. a wide range of pencils, crayons, chalks and pens 	<ul style="list-style-type: none"> • Provide many, motivating opportunities to write, both indoors and outdoors, e.g. a wide range of pencils, crayons, chalks and pens

MATHEMATICS**Number****Around the ages of birth to 1 year old, we will:**

- Count with babies, e.g. during simple water play – when filling / emptying

Around the ages of 1 to 2 years old, we will:

- Act out and sing rhymes which involve simple numbers, e.g. 2 little dickie birds
- Begin to teach children number / amount correspondence when counting, e.g. move a block when counted

Around the ages of 2 to 3 years old, we will:

- Point to small groups of objects and ask children how many there are in very small groups, helping them to count
- Play games that involve counting sequences
- Use counting and amounts in every day language, e.g. let's put out 3 chairs, 1, 2, 3 – 3 chairs

Around the ages of 3 to 4 years old, we will:

- Ask children how many there are in small groups of objects
- Play games that involve counting sequences, sometimes going backwards and sometimes using higher numbers
- Ask children to get a certain number of items and count with them to make sure
- Use numbers when labelling the environment, e.g. 5 pencils in here
- Provide numerals in the environment for children to use when attempting to record an amount
- Begin to help children to recognise low numerals (e.g. up to 5)

MATHEMATICS**Numerical Patterns****Around the ages of birth to 1 year old, we will:**

- Provide a wide range of interestingly shaped objects

Around the ages of 1 to 2 years old, we will:

- Provide containers for objects and encourage children to put things in them
- Provide stacking resources
- Compare amounts, such as “lots more” “less” “same”
- Use spatial words such as “on top of” when climbing etc

Around the ages of 2 to 3 years old, we will:

- Compare sizes and weights, such as bigger, heavier
- Provide patterned resources and discuss the patterns on them

Around the ages of 3 to 4 years old, we will:

- Encourage children to play with shape puzzles, blocks etc and support and discuss, “What is the same about those two shapes?”
- Encourage children to talk about the properties of shapes
- Use spatial and positional language in context
- Plan journeys and routes
- Encourage children to discuss changes in size, length, weight and capacity and compare

UNDERSTANDING THE WORLD**Past and Present**

Around the ages of birth to 1 year old, we will:	Around the ages of 1 to 2 years old, we will:	Around the ages of 2 to 3 years old, we will:	Around the ages of 3 to 4 years old, we will:
<ul style="list-style-type: none">•	<ul style="list-style-type: none">• Include photo albums in the rooms of children's families and special people in their lives	<ul style="list-style-type: none">• Discuss our families (different generations) by looking at photographs• Discussions about home events / what children have done at the weekend• Hold discussions on what has happened during the session• Discuss seasonal changes throughout the year, helping children to understand growth and decay	<ul style="list-style-type: none">• Spend time with children talking about photos and memories, encourage children to discuss• Hold discussions on what has happened during the session / week or during holidays

UNDERSTANDING THE WORLD**People, Culture and Communities**

Around the ages of birth to 1 year old, we will:	Around the ages of 1 to 2 years old, we will:	Around the ages of 2 to 3 years old, we will:	Around the ages of 3 to 4 years old, we will:
<ul style="list-style-type: none">•	<ul style="list-style-type: none">• Explore different people in the community through dressing up. E.g. police	<ul style="list-style-type: none">• Discuss similarities and differences between people, such as discussing why a practitioner may wear a scarf on her heads, modelling positive attitudes towards differences• Provide a range of resources that show diversity and confront stereotypes	<ul style="list-style-type: none">• Introduce a wide range of occupations and introduce new vocabulary through talk and play• Ensure all resources promote and reflect the diversity in modern British life. Encourage inquisitiveness and that it's ok to ask questions. Ensure these questions lead to positive discussions• Celebrate religious and cultural events• Encourage and support children to role play different job roles

UNDERSTANDING THE WORLD**The Natural World****Around the ages of birth to 1 year old, we will:**

- Encourage babies to explore their own bodies and movements, such as touching their toes
- Offer a wide range of sensory materials and experiences

Around the ages of 1 to 2 years old, we will:

- Provide many opportunities for children to explore the natural world, such as going outside in the rain, going on a bug hunt

Around the ages of 2 to 3 years old, we will:

- Encourage children's curiosity in the natural world e.g. sharing in their fascination when a woodlouse is found under a log
- Encourage children to bring natural materials into the setting, such as our Autumn Treasure Hunt
- Plant seeds with the children and discuss their growth and how to look after them
- Provide opportunities for children to see changes in materials such as cooking, melting, heating

Around the ages of 3 to 4 years old, we will:

- Encourage the children to explore freely outdoors, finding and making collections of natural materials
- Begin to model scientific and investigational language, such as "I wonder if we..."
- Plant seeds, bulbs and vegetables so that children explore growth, harvest and decay over time
- Encourage children to care for animals outside and inside the setting
- Use reference books with the children to help them to find things out
- Explore forces in the natural world, such as stretching elastic or using magnets
- Combine different materials together (e.g. ingredients) and notice the change in state (e.g. cooking/baking)

EXPRESSIVE ARTS AND DESIGN**Creating with Materials**

Around the ages of birth to 1 year old, we will:	Around the ages of 1 to 2 years old, we will:	Around the ages of 2 to 3 years old, we will:	Around the ages of 3 to 4 years old, we will:
<ul style="list-style-type: none">•	<ul style="list-style-type: none">• Stimulate babies' and toddlers early interest in making marks• Give a wide range of materials and tools for toddlers to make marks in and with• Begin to stimulate interest in modelling• Introduce some basic colour names	<ul style="list-style-type: none">• Provide a wide range of tools and materials for children to model with• Expand on the colour names that children already know	<ul style="list-style-type: none">• Encourage children to develop their own ideas using a wide range of materials, such as cardboard boxes, long strips of wallpaper• Begin to use "real" tools and materials for 3D modelling, such as hammers, saws, wood• Spend sustained time alongside children, helping them to develop their ideas and improve upon them, adding details and discussing key features• Begin to introduce simple colour mixing

EXPRESSIVE ARTS AND DESIGN**Being Imaginative and Expressive**

Around the ages of birth to 1 year old, we will:	Around the ages of 1 to 2 years old, we will:	Around the ages of 2 to 3 years old, we will:	Around the ages of 3 to 4 years old, we will:
<ul style="list-style-type: none">• Sing and play music often to encourage babies' enjoyment	<ul style="list-style-type: none">• Sing and play music often to encourage toddlers' enjoyment, beginning to encourage them to join in. Music will come from a range of cultures and will be in different styles• Provide children with instruments and other objects to use to make music• Begin to develop pretend and imaginative play	<ul style="list-style-type: none">• Introduce songs to help children with routines, e.g. "This is the way we wash our hands..."• Join in with and elaborate on children's pretend play	<ul style="list-style-type: none">• Introduce children to a broad selection of action songs from different cultures and languages• Encourage children to add musical accompaniment• Begin to help children to make their pretend play more sophisticated, e.g. found objects in the home corner for food• Help children to develop "rules" and communication within their pretend play• Help children to develop their listening skills through a range of listening activities• Begin to perform songs, rhymes etc to others• Clap and tap the pulse and rhythm of songs and rhymes, encouraging children to do the same• Record the children singing and making music and play it back to them