

Characteristics of effective teaching and learning

The Characteristics of Effective Teaching and Learning describe how children learn. These learning dispositions, behaviours and habits of mind are particularly important in the EYFS because they build the foundations needed to support children to become strong lifelong learners and independent thinkers.

Play and self-initiated activities are ideal opportunities to build Characteristics of Effective Learning.

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately.

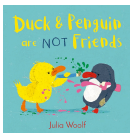
Playing and exploring - children investigate and experience things, and 'have a go'




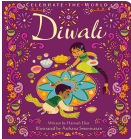

Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements


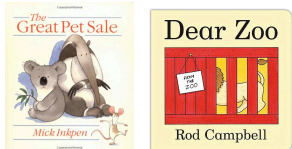


Creating and thinking critically - Children have and develop their own ideas, make links between ideas, and develop strategies for doing this


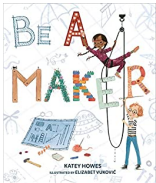
Core Big Ideas




These Big Ideas will be covered during the year. The sequence of learning is adaptable in response to children's interests and their next steps.

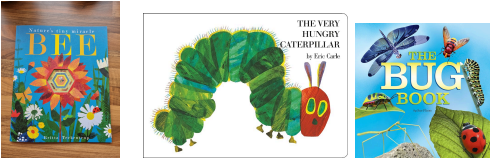
Big Idea	Key Texts	Key Focus/Driver
Making Friends, Feeling and emotions		<p>PSED: <i>Feel strong enough to express a range of emotions. Develop friendships with other children. Play with one or more children, extending and elaborating play ideas. Develop appropriate ways of being assertive. Talk with others to solve conflicts.</i></p> <p>UTW: Continue developing positive attitudes about the differences between people.</p> <p>EAD: Begin to develop complex stories using small world equipment like animal sets. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Being imaginative and expressive ELG: <i>invent, adapt and recount narratives and stories with peers and their teachers.</i></p>
		National Curriculum Links:


Harvest		<p>PSED: Understand gradually how others might be feeling. Make health choices about food, drink, activity and toothbrushing. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>UTW: Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Continue developing positive attitudes about the differences between people.</p> <p>EAD: Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p><i>People culture and communities ELG: Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this county and life in other countries, drawing on knowledge from stories, non fiction texts and - when appropriate - maps.</i></p>
Habitats		<p>C&L: Enjoy listening to longer stories and can remember much of what happens. Use a wide range of vocabulary. Use longer sentences of four to six words.</p> <p>UTW: Use all their senses in hands-on exploration of natural materials. Begin to understand the need to respect and care for the natural environment and all living things. Talk about the difference between materials and changes they notice.</p> <p><i>The natural world ELG: Explore the natural world around them, making observations and drawing pictures of animals and plants; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</i></p>
Autumn (Pumpkin Soup, Diwali)	  	<p>PSED: Select and use activities and resources, with help when needed. Find solutions to conflicts and rivalries. Develop appropriate ways of being assertive. Talk with others to solve conflicts.</p> <p>UTW: Talk about the differences between materials and changes they notice. Know that there are different countries in the world and talk about their differences, to experience different traditions. Use all their senses in hands-on exploration of natural materials. Continue developing positive attitudes about the differences between people.</p> <p><i>The Natural World ELG: Understand some important processes and changes in the natural world around them, including the seasons</i></p> <p>EAD: Explore colour and colour mixing. Use drawing to represent ideas like movement or loud noises. Play instruments with increasing control to express their feelings and ideas.</p>
	<p>Wow: Chopping up vegetables to make soup, Making coconut laddoo Diwali sweets.</p>	<p>National Curriculum Links: Y1: Science - Seasonal Changes, RE - Autumn, Diwali, Art - Natural art Y2: DT - Cut, stitch and join, RE - Navratri (Hinduism) Y5: DT - Eat the season</p>


Our bodies.		<p>PSED: Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Be increasingly independent in meeting their own care needs. Making healthy food choices about food, drink, activity and toothbrushing.</p> <p>UTW: Show interest in different occupations.</p> <p>EAD: Take part in pretend play, using an object to represent something else even though they are not similar.</p> <p>Managing self ELG: <i>manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.</i></p>
Pets		<p>C&L Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play.</p> <p>PSED: Play with one or more other children, extending and elaborating play ideas.</p> <p>UTW: Show interest in different occupations.</p> <p>EAD: Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment. Make imaginative and complex 'small worlds' with blocks and construction kits.</p> <p>Being imaginative and expressive ELG: <i>Invent, adapt and recount narratives and stories with peers and their teacher.</i></p>
Christmas		<p>PSED: Select and use activities and resources, with help when needed.</p> <p>UTW: Continue developing positive attitudes about the differences between people.</p> <p>EAD: Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment. Make imaginative and complex 'small worlds' with blocks and construction kits. Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.</p> <p>Creating with materials ELG: <i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i></p> <p>Being imaginative and expressive ELG: <i>Invent, adapt and recount narratives and stories with peers and their teacher.</i></p> <p>National Curriculum Links:</p>
Moon/Solar System		<p>C&L: Enjoy listening to longer stories and can remember much of what happens. Learn new vocabulary. Understand 'why' questions. Start a conversation with an adult</p> <p>MATHS: Make comparisons between objects relating to size. Length, weight, capacity.</p> <p>UTW: Talk about what they can see and use a wide vocabulary. Explore how things work. Explore and talk about the different forces they can feel. Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>EAD: Take part in simple pretend play, using an object to represent something else even though they are not similar. Use drawing to represent ideas like movement or loud noises. Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.</p>

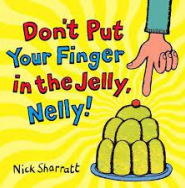



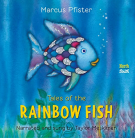

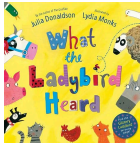
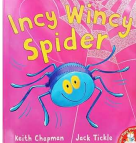

		<p><i>Creating with materials ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i></p> <p><i>Being imaginative and expressive ELG: Invent, adapt and recount narratives and stories with peers and their teachers.</i></p>
		<p>National Curriculum Links:</p> <p>Y3: Science - Our planet, our world, Light and shadows</p> <p>Y5: Science - Earth and Space</p>
Chinese New Year		<p>UTW: Begin to make sense of their own life -story and family history. Know that there are different countries in the world and talk about their differences, to experience different traditions and cultures. Talk about their family traditions.</p> <p>EAD: Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Play instruments with increasing control to express their feelings and ideas.</p> <p><i>People culture and communities ELG: Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non fiction texts and - when appropriate - maps.</i></p>
	Wow - Food tasting - rice, noodles, prawn crackers, pak choi, a variety of sauces.	<p>National Curriculum Links:</p>
Engineer		<p>Maths: Build with a range of resources. Describe a familiar route, Discuss routes and locations using words like 'In front of' and 'behind'.</p> <p>UTW: Use all their senses in hands-on exploration of natural materials. Show interest in different occupations. Explore how things work. Explore and talk about different focuses they can feel. Talk about the differences between materials and changes they notice.</p> <p>EAD: Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p><i>Creating with materials ELG: safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creation, explaining the process they have used; make use of props and materials when role playing characters in narratives and stories.</i></p>
		<p>National Curriculum Links:</p>

Wildlife and life cycles		<p>UTW: Talk about what they see, using a wide vocabulary. Understand the key feature of the life cycle of a plant or animal. Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>EAD: Draw with increasing complexity and detail. Use drawing to represent ideas like movement and loud noises. Explore colour and colour mixing.</p> <p><i>The natural world: Explore the natural world around them, making observations and drawing pictures of animals and plants.</i></p>
Growing/ Seasons		<p>UTW: Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Plant seeds and care for growing plants. Understand the key features of a life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Talk about what they see, using a wide vocabulary.</p> <p>EAD: Draw with increasing complexity and detail, such as representing a face with circles and including details. Explore colour and colour mixing.</p> <p><i>The natural world ELG: Explore the natural world around them, making observations and drawing pictures of animals and plants.</i></p> <p>National Curriculum Links: Y1: Science - Plant parts, Seasonal Changes, RE - Autumn, Art - Natural art Y2 Science - Plant survival, Art - Still life, Flower head Y3: Science - Plant nutrition and reproduction, Art - Beautiful botanicals Y4: Science - Grouping and classifying: What separates plants from animals Y5: Geography - Sow, grow and farm, DT - Eat the season</p>
People who help us/ our world		<p>UTW: Show interest in different occupations. Explore how things work. Talk about what they see, using a wide vocabulary.</p> <p>EAD: Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment. Make imaginative and complex 'small worlds' with blocks and construction kits.</p> <p><i>Understanding the world ELG: talk about the lives of people around them and their role in society.</i></p>
	<p>Wow: Visit from a police officer. Tractor visit, Visit from the lollipop lady.</p>	<p>National Curriculum Links:</p>

Vehicles/ Construction.		<p>UTW: Use all their senses in hand-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Show interest in different occupations.</p> <p>EAD: Take part in pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment. Make imaginative and complex 'small world' with blocks and construction kits.</p> <p>Past and present ELG: <i>Talk about the lives of the people around them and their roles in society.</i></p>
Minibeasts		<p>C&L: Understand 'why' questions.</p> <p>UTW: Understand the key feature of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment.</p> <p>EAD: Begin to develop complex stories using small world equipment. Make imaginative and complex 'small worlds' with blocks and construction kits.</p> <p>The Natural World ELG: <i>Explore the natural world around them, making observations and drawing pictures of animals</i></p>
		<p>National Curriculum Links: Y1: Science - Animal parts Y2: Science - Habitats</p>
Holidays		<p>UTW: Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>EAD: Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment. Make imaginative and complex 'small worlds' with blocks and construction kits.</p> <p>People culture and communities ELG: <i>Explain some similarities and differences between life in this county and life in other countries, drawing on knowledge from stories, non fiction texts and - when appropriate - maps.</i></p>
		<p>National Curriculum Links:</p>
Celebrations		<p>UTW: Make connections between the features of their family and other families. Continue developing positive attitudes about the differences between people.</p> <p>EAD: Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment. Make imaginative and complex 'small worlds' with blocks and construction kits. Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.</p> <p>People culture and communities ELG: <i>Know some similarities and differences between things in the past and now., drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</i></p>

		National Curriculum Links:
Reception transition		<p>PSED: Play with one or more other children, extending and elaborating play ideas. To be able to talk about their feelings in an appropriate way, to understand how others might be feeling.</p> <p>EAD: take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment.</p> <p>Self regulation ELG: <i>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</i></p>
		National Curriculum Links:

Additional Big Ideas <i>These will be selected in response to the children's fascinations and interests as well as cohort data and areas for development. Further Big Ideas may be supplemented to make learning irresistible.</i>		
Big Idea	Key Texts	Key Focus/Driver
Colour		<p>PSED: Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words. Understand gradually how clothes might be feeling.</p> <p>EAD: Explore colour and colour mixing. Show different emotions in their drawings and paintings.</p> <p>Self - regulation ELG: <i>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</i></p> <p>Creating with materials ELG: <i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i></p>
		<p>National Curriculum Links: Y1/2: Art - Mix it Y3/4: Art - Contrast and compliment Y5/6: Art - Tints, tones and shades PSHE</p>

Rhyme	 	<p>C&L: Enjoy listening to longer stories and can remember much of what happens. LIT: Develop their phonological awareness, so that they can: spot and suggest rhymes. Speaking ELG: Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>National Curriculum Links:</p>
Sea	   	<p>PSED: Increasingly follow rules, understanding why they are important. LIT: Develop their phonological awareness, so that they can: spot and suggest rhymes UTW: Begin to understand the need to respect and care for the natural environment and all living things. EAD: Remember and sing the entire song. Begin to develop complex stories using small world equipment. Creating with materials ELG: make use of props and materials when role playing characters in narratives and stories.</p> <p>National Curriculum Links: Y1: Science - Animal parts Y2: Science - Habitats, Geography - Coastline</p>
Farm animals	 	<p>C&L: Understand simple questions about 'who', 'what' and 'where' and to understand 'why' questions. Be able to express a point of view and to debate when they disagree with an adult or friends, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. EAD: Make imaginative 'small worlds' with blocks and construction kits. Begin to develop complex stories using small world equipment. Being imaginative and expressive ELG: Invent, adapt and recount narratives and stories with peers and their teachers.</p> <p>National Curriculum Links: Y1: Science - Animal parts Y2: Science - Habitats (How do living things survive?)</p>
Friendship and kindness		<p>PSED: Play with one or more other children, extending and elaborating play ideas. Find solutions to conflict and rivalries. Develop appropriate ways of being assertive. Talk to others to solve conflicts. Talk about their feelings using words. Understand gradually how others might be feeling. Building relationships ELG: Work and play cooperatively and take turns with others, show sensitivity to their own and to others needs.</p> <p>National Curriculum Links:</p>

Music		<p>EAD: Remember and sing entire songs. Sing the pitch of a tone sung by another person. Sing the melodic shape of a familiar song. Create their own song or improvise a song around one they know.</p> <p><i>Being imaginative and expressive ELG: sing a range of well-known nursery rhymes and songs.</i></p>
National Curriculum Links:		

Key text to support PSED/PSHE		
Feelings/emotions		
Friendship		
Family		
Diversity and inclusion		